THE EFFECTIVENESS OF DIALOGUE JOURNAL IN TEACHING WRITING VIEWED FROM STUDENTS’ CREATIVITY
(An Experimental Study at SMA Negeri 1 Karanganon Klaten in the 2012/2013 Academic Year)

By:
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Submitted as a Partial Fulfillment of the Requirements for the Graduate Degree of English Education

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This is to certify that I myself write this thesis, entitled “THE EFFECTIVENESS OF DIALOGUE JOURNAL IN TEACHING WRITING VIEWED FROM STUDENTS’ CREATIVITY (An Experimental Study at SMA Negeri 1 Karanganom Klaten in the 2012/2013 Academic Year)”. It is not a plagiarism or made by others. Anything related the other’s work is written in quotation, the source of which is listed on the bibliography. If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, Januari 2013

Lia Ardiana Safitri
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ABSTRACT

Lia Ardiana Safitri, S891108060.2013. The Effectiveness of Dialogue Journal in Teaching Writing Viewed From the Students’ Creativity (An Experimental Study at SMA Negeri 1 Karanganom Klaten in the 2012/2013 Academic Year). First Consultant: Dr. Ngadiso, M.Pd; Second Consultant: Dr. Sujoko, M.A. Thesis. English Department, Graduate School, Sebelas Maret University, Surakarta, 2013.

This research is aimed at finding out whether: (1) dialogue journal is more effective than guided writing in teaching writing for the first semester students of the third grade science students of SMA Negeri 1 Karanganom Klaten in the 2012/2013 Academic Year; (2) the third grade science students who have high creativity have better writing skill than those who have low creativity; and (3) there is an interaction between teaching techniques and students’ creativity to teach writing.

The method which was employed in this research was an experimental study. The population of the research was the third grade science students of SMA Negeri 1 Karanganom Klaten in the 2012/2013 academic year. The two samples were taken by using cluster random sampling technique. The sample in this research was two classes; one class (XII IPA 1) consisting of 40 students as the experimental class and one class (XII IPA 3) consisting of 40 students as the control class. The research instruments consist of an adapted Munandar’s verbal creativity and writing test about discussion essay which is designed by the researcher. In collecting the data, the researcher made some steps: (1) conducting creativity test to know the students’ degree of creativity; (2) applying teaching techniques to the students in eight meetings; (3) giving post test to the students; and (4) analyzing the students’ writing skills. The data were obtained from creativity and writing test. They were analyzed in the terms of their frequency distribution, normality of the sample distribution, and the data homogeneity and then used ANOVA test (Multifactor Analysis and Variance) and TUKEY test to test the research hypotheses.

The result of the research findings leads to the conclusion that: (1) dialogue journal is more effective than guided writing in teaching writing in the third grade science students of SMA Negeri 1 Karanganom Klaten in 2012/2013 academic year; (2) the students having high creativity have better writing skill than those having low creativity; and (3) there is an interaction between teaching techniques and the students’ creativity to teach writing.

Based on the research findings, it can be concluded that the use of dialogue journal is effective to teach writing for the third grade science students at SMA Negeri 1 Karanganom Klaten in the 2012/2013 academic year. Therefore, it is recommended that: (1) teachers apply dialogue journal to teach writing; (2) teachers give information to the students to enrich insight and get better learning to improve their writing skill; and (3) future researchers can use this research as a starting point and also as a reference for the future research.

Keywords: Writing, Dialogue Journal, Guided Writing, Creativity
MOTTO

The first step in the acquisition of wisdom is silence, the second is listening, the third is memory, the fourth is practice, the fifth is teaching others.

(Solomon Ibn Gabriol)

Verily, with every difficulty there is relief.

(QS. 94: 6)

Indeed, Allah will not change the condition of a people until they change what is in themselves.

(QS. 13: 11)
DEDICATION

This thesis is dedicated to:
Her beloved mother, mother, mother, and father
Her lovely brother
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Praise be to Allah SWT, the Lord of the world, thanks for the blessing, miracle, inspiration, motivation, grace, lesson, opportunity, and everything given to the writer in completing her study. Peace and blessing on the Messenger of Allah SWT, Muhammad SAW the prophet.

The writer realizes that this thesis can be finished with the help, participation, and contribution from other people in conducting this research. Therefore, she would like to express her deep gratitude and appreciation to:

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9. All of her friends and all of people who might not be mentioned individually.

The writer realizes that this thesis is still far from being perfect. She hopes, accepts, and welcomes gratefully every comment, opinion, criticism, and suggestion. Finally, she has great expectation that her research will be beneficial and useful for everyone who is interested in reading this thesis and gives positive contribution to the development of education.

Surakarta, January 2013
Lia Ardiana Safitri
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CHAPTER I
INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problems, statement of the problems, and the benefits of the study.

A. Research Background

English, as a second language for Indonesian learners, becomes the important language for international communication. When people learn a second language, they learn to communicate with other people; to understand them, to talk to them, to read what they have written (Raimes, 1983: 3).

According to Weigle (2002: 1), writing has become an essential tool for students in today’s global community. It insists them to understand how to make a good process and product in writing. Writing is one of the language skills that must be required by the learners when learning languages. It 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.

Furthermore, the writer chooses writing to be improved by students because the researcher agrees that “writing is the most difficult skill for L2
learners to master’ (Richards and Renandya, 2002: 303). The writer finds that most students cannot generate, organize and translate the ideas into readable text. The difficulty grows to be even more pronounced if their language proficiency is weak. Moreover, Harmer (2007: 329) argues that some of students are not confident enough to write. They lose their enthusiastic. He thinks that there are some reasons for students not to write, perhaps students have never written much in first language(s) or they do not have anything to say and cannot come up with ideas.

Writing is a way that students can express his/her ideas or thought on a paper (Harsyaf, et al., 2009: 4). In addition, Macdonald (1996: 1) adds that writing process is a creative act of construction that seems to begin with nothing – a blank page- and ends with coherent structure that expresses feelings, emotions, attitudes, prejudices, values – the full range of human experience. It is unique (Arapoff, 1975: 234). It is so because it combines thought and activity carrying out the thought. Selecting and organizing experience according to a certain purpose are parts of learning to write. This process requires active thought. Therefore, a student must keep in his mind, his purpose; think about how to organize those facts in a coherent fashion. One of the ways to train students to get used to write is by conducting writing practice regularly.

However, both teacher and students find difficulties to organize writing practice regularly. Teacher does not have proper time allocation in teaching writing. He or she often focuses on another skill. Therefore, teacher
gives writing activity to students as an out-of-class activity. Students discover lack of clear and specific instructions and also lack of control and monitor from teacher during the writing process. It emerges some new problems to students.

Kellogg (1988: 120) points out proper writing strategies can enhance writing performance and reduce attention overload. However, several researchers indicated, since writing is a complex task requiring the organization of several abstract ideas, instructors usually faces tremendous challenges in developing a suitable writing strategy to assist students (Kieft, Rijlaarsdam, and Van den Bergh, 2005: 8). Besides, to promote writing performance, the teacher plays an important role in helping students develop viable strategies for getting started, drafting, revising and editing (Silva, 1990: 13).

To cope with the problem above, the researcher proposes the use of dialogue journal and guided writing technique in the teaching of writing skill on the consideration that it facilitates the teacher to guide, control, and monitor the students in writing activities. Dialogue journal writing is a written conversation between a teacher and students. It supports the writing process by providing an authentic two-way written interaction between partners. In the dialogue journal, students compose reflection and evaluation of the English material they have gotten during a week. They share their understanding with the teacher: what they have got and learned, and how they apply the material in a daily life, etc. They are also able to ask some questions, give comments,
suggestions, or even ideas to the teacher. In this case, teacher must answer the questions, give comments and feedbacks to the students. In other words, dialogue journals reflect reflective learning.

According to Primary National Strategy (2007: 6), guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, children are supported during the different stages of the writing process. As an activity, it should be carefully targeted towards groups of children according to their current targets or specific needs. Within the teaching sequence, guided writing would normally follow on from shared writing, though not necessarily during the same session. Teachers should consider carefully the purpose of the guided session and select the children accordingly. The aim is to provide support that is going to help children to improve their writing and to work with increasing independence.

Students’ creativity, as a supporting element in this research, plays an important role in teaching learning process. Creativity is a mental and social process of new ideas or concepts. Creativity is fueled by the process of either conscious or unconscious insight. The creativity that has a very influential factor to yield a good writing is verbal creativity. It is an ability to think creatively and to measure one’s fluency, flexibility, and originality of a verbal form, which deals with words and sentences. Moreover, verbal creativity is an ability to form and create new ideas and then combine them into something new referring to the existing information. The new ideas reflect fluency,
flexibility, and originality that can be seen in divergent thought revealed verbally.

According to Glover (1980: 23), high creative students tend to force themselves to completion with a fierce determination. They have high motivation to finish any work they start until their work has been completed. High creative students do their best in writing. They do not play it safe. They commit time, energy, and money to their project. They often take risks by redefining and elaborating ideas, situations, concepts, and problems (Glover, 1980: 27). However, low creative students usually accept what they have done. They limit their motivation in a certain condition. They often ignore or dismiss some things before finishing it. He also explains that high creative students like to take risks than low creative students – intellectual and emotional risks, that is, not physical risks. Low creative students easily give up. Hence, it can be said that they are afraid in taking risks to complete it. It can be concluded that students who have high creativity usually perform better writing than low creativity students.

After considering the theory and the object of the research, a research entitled “The Effectiveness of Dialogue Journal in Teaching Writing Viewed From Students’ Creativity (An Experimental Study at SMA Negeri 1 Karanganon Klaten 2012/2013 Academic Year)” is proposed.
B. Identification of the Problem

Based on the background of the research above, the researcher could identify many problems that make the students’ writing skill of the third year of SMA Negeri 1 Karanganom Klaten in 2012/2013 academic year still low. They are as follows:

1. Why do the students get difficulty in writing?
2. Is the students’ mastery on language components such as: grammar and vocabulary still low?
3. Do they understand how to make a good sentence?
4. Are they able to create a good paragraph?
5. Do they have enough exposure with the language?
6. Do they have enough writing practice?
7. Is their writing skill influenced by their creativity?
8. Is the use of dialogue journal able to improve the students’ writing skill?

C. Limitation of the Problem

Based on the problems that emerge on the identification of the problems, the research problems are limited to the significant effect of the dialogue journal viewed from the students’ creativity to improve students’ English writing skill. Therefore, the problem limitations are as follows:

1. It will be applied in teaching writing to the third grade science students at SMA Negeri 1 Karanganom Klaten.
2. The students’ learning achievement in this research is limited to the writing achievement which is measured by writing test.

3. Creativity levels are obtained from the creativity test. The creativity levels are then classified in two different groups. The first group is the students having high creativity and the second one is the students having low creativity.

D. Statement of the Problem

1. Is dialogue journal more effective than guided writing in teaching writing in the third grade of SMA Negeri 1 Karanganom Klaten in 2012/2013 academic year?

2. Do students with high creativity have better writing skill than those with low creativity in the third grade of SMA Negeri 1 Karanganom Klaten in 2012/2013 academic year?

3. Is there any interaction effect between teaching techniques and students’ creativity in teaching writing third grade of SMA Negeri 1 Karanganom Klaten in 2012/2013 academic year?

E. Objective of the Study

1. To find out whether there is any difference in English writing skill achievement between students who are taught by dialogue journal and those who are taught by guided writing
2. To find out whether there is any difference in English writing skill achievement between students who have high creativity and those who have low creativity.

3. To find out whether there is an interaction effect between teaching techniques and students’ creativity in teaching writing.

F. Benefits of the Study

The result of the study will be useful for teachers, students, and SMA Negeri 1 Karanganom. It gives significant contribution to the following:

1. The students
   a. The students’ writing skill is improved.
   b. The students get used to write.
   c. The students are trained to develop their composition.

2. The teachers
   a. It gives information to the students to enrich insight and get better learning by which they will be able to improve their writing skill.
   b. It motivates the teachers to find a new media, method, approach, or technique which is appropriate in teaching writing.
   c. It encourages the teachers to develop their creativity to improve the teaching learning process.
   d. It improves teachers’ capability to conduct the teaching and learning activity appropriately.
e. It provides way of facilitating, controlling, and monitoring the students’ activity

3. The school

a. It increases the students’ achievement.

b. It develops learning strategies which stimulate students’ creativity.

c. It helps to train writing practice by providing valuable information for the improvement of teaching writing through the dialogue journal and the guided writing as technique.

4. The Other Researchers

a. It guides the other researchers in doing same kind of research.

b. It will be used as the reference for those who want to conduct a research in an English teaching process, especially in improving the students’ writing skill

c. It can be used as an input or only a large knowledge in English teaching process

d. It is expected that other researchers can utilize the result of the study on a bigger scope for a similar research.
CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter offers a discussion of the related literature as the theoretical bases upon which the study outlined in Chapter I was laid. Chapter II discusses (A) the theoretical description, (B) review of relevant research, (C) rationale, and (D) hypotheses.

A. Theoretical Description

This chapter explains the theoretical description that includes the theories concerning with the topic such as theories on writing, dialogue journal, guided writing, and students’ creativity.

1. Writing

a. Definition of Writing Skill

Nowadays, writing is very important in some aspects. When people learn a second language, they learn to communicate with other people: to understand them, talk to them, read what they have written, and write to them. Learning how to communicate when other person is not right there in front of us, listening to our words and looking at our gestures and facial expressions becomes an integral part of participating fully in a new cultural setting (Raimes, 1983: 3).

Dvorak in Hadley (1993: 291) explains that writing refers to various activities that involve transferring thought to paper. He states that writing can
be as continuum activities that range from the mechanical or formal aspects of
“writing down” on the one end to the more complex act of composing on the
other. Tiedt states that writing is a method of expressing ideas about any
subject content (1989: 1). Baskoff (1969: 3) says that a student writing a
composition faces three problems: what to say, how to organize, and how to
say. The topic of the composition, which is something within the student’s
personal experience or knowledge, provides him of what to say. Writing is
communication, writing is self-expression, writing is public, writing is rule-
governed, behavior, and away to learning (Gere, 1985: 4).

According to Byrne (1997: 1), writing is the use of graphic symbols
which are arranged according to a certain convention to form of words and
sentences. He defines writing as a sequence of sentences arranged in a
particular order and linked together in a certain ways. Hence, it can be said
that to write needs gradual stages. It comes from a simple use of graphic
symbols to a complex arrangement of sentences based on certain rules and
conventions. Scrivener (1994: 157) supports that writing falls on a continuum
from copying which focuses on accuracy to free writing which concentrates
on fluency.

Clifford supports the ideas by presenting a diagram of the components
of the writing process (1991: 41-42). The following diagram of the
components of the writing process is shown in Figure 2.1
The circle, on the left, refers to the initial stage in writing to write, which is to generate a message, the ideas, the content. The second circle, on the right, refers to organizing these ideas to suit the purpose. The final circle, at the bottom, refers to the tools used to convey this desired message, e.g., the vocabulary, syntax, morphology, punctuation, etc.

b. The Purposes of Teaching Writing

According to Harmer (2007: 329), teachers need to help students build the writing habit so that students recognize writing as being a normal part of classroom practice. Hence, Harmer (330-331) states when teacher asks students to write, the ones that are especially important are as a motivator, as a resource, and as a feedback provider.
1) Motivator

The teacher will motivate the students to make paragraphs by creating the right condition for generating ideas. The teacher persuades the students to make useful activity in class. The teacher also encourages the students to make as much effort as possible for maximum benefit (Harmer, 2007: 330)

2) Resource

According to Harmer (330), the teacher should be ready to supply information and language where necessary. The students could believe that the teachers are always available and prepared to look at their work, offering advice and suggestion.

3) Feedback provider

Feedback provider is an important actor in the writing process. The teacher task is to ‘respond positively and encouragingly to the content of what the students have written’ (331). The teacher will consider the correction based on the students need.

c. The Aspects of Writing

The National Council of Teachers of English, Commission on Composition, as quoted by Norton (1980: 271-272), puts forth some general principles they believe essential both in planning the writing curriculum and in teaching writing as follows:

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1) Life in language: Teacher of English can help students to expand and enlarge their worlds, and live more fully by awaking the students to the possibilities of language.

2) Need for writing: Writing is an important medium for self-expression, communication, and the discovery of meaning.

3) Positive instruction in writing should be positive; students should be encouraged to use language.

4) Learning how to write: Learning how to write requires writing; writing practice should be a major emphasis.

5) Required writing: Students need a class discipline and class discussion as well as freedom.

6) Classroom writing: Students should have an opportunity to compose in class, with help during the actual writing process in the clarifying ideas, choosing phrases, and sometimes dealing with mechanical problems.

7) Range of assignment: Assignment should be individualized, adjusted to age, interests, and abilities of the students.

8) Support for composing: Writing should follow the supporting activity, but not be replaced by it.

9) Talking and writing: The teacher can exploit interest in oral composition as a step towards writing, but the importance of the write words remains, and practice in oral composition is not sufficient.

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The explanations above give clear description about the principles of writing. Some of the principles are clearly stated that students need to compose writing in class individually so that the students are going to discover meaning of language. Writing encourages the students’ freedom to use the language in a positive instruction.

Dealing with the aspects of writing, Hughes (1996: 91) describes five aspects of writing, they are: (1) grammar, that is an element of writing which deals with a set of rules to have a writer construct sentences that makes sense and acceptable in English; (2) vocabulary, it is a list of words and their meaning; (3) mechanics, it is the convention in writing, which is related to punctuation, spelling, and capitalization; (4) fluency, which refers to ease and style of the composition; and (5) form (organization), that is the logical sequence and cohesion, or the flow of ideas being put into written language, to make unified contribution to the whole paragraph. The Body of National Education Standard (BNSP) supports that writing should involve the following four aspects: (1) generic structure (organization), (2) developing ideas, (3) accuracy (grammar and vocabulary), and (4) mechanics (spelling and punctuation).

By mastering the aspects of writing, a good writer will be able to write a meaningful writing and to use language effectively.
d. The Importance of Writing

According to Ur (1996: 163), writing is the expressing of ideas, the conveying of message to the reader; so that the ideas themselves should arguably to be seen as the most aspects of writing. Neat handwriting, correct spelling, and punctuation, acceptable grammar and careful selection of vocabulary are thing that need some attention to be paid by a writer.

Byrne (1995: 6) explains the importance of writing for teachers and students. First, teachers present space for different learning styles and needs in the practice of some forms of writing. It helps the students’ confidence in writing who usually have bad mark in speaking. It builds comfortable and relaxed zone to write. Next, students recognize some real evidence that they make progress in the language process by written work. Third, writing gives various classroom activities, such as a break from oral activities and increase the amount of language contact through work that can be set out from the classroom. The last, writing is also needed for formal and informal testing of students’ competency in language.

Therefore, it is urgently needed to state that writing is a skill of language that needs to be improved. This statement then becomes the foundation of issue in this research.
e. Micro-skills and Macro-skills of Writing

Writing ability is the competence of the students to be able to use English written and correctly by using good grammar, vocabulary, organization and cohesion. The micro-skills for writing are:

1) Produce graphemes and orthographic patterns of English.
2) Produce writing at an efficient rate of speed to suit the purpose.
3) Produce an acceptable core of words and use appropriate word order patterns.
4) Use acceptable grammatical systems (e.g. tense, agreement, and pluralisation), patterns and rules.
5) Express a particular meaning in different grammatical forms.
6) Use cohesive devices in written discourse.

The macro-skills for writing are:

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

From previous elaboration it can be concluded that writing ability is the act of expressing ideas or thoughts in communication based on certain rules and conventions. Content, organization, word choice, language use, and mechanics are the aspects concerned by the rules and conventions. Content is talking about the ability to think creatively and develop thoughts, excluding all irrelevant information. Organization is the logical order of sentences presented so that the arrangement of the sentences makes sense; it involves unity and coherence. Diction is the ability to choose and use wide range of proper words and idioms. Language use is the ability to apply sentence structure and other grammatical features. Mechanical aspect is related to the ability to use correctly those conventions peculiar to the written language, counting punctuation, capitalization, and spelling.

f. Approaches in Teaching Writing

In replacement of an approach which considered written language secondary and merely as a mechanism for reinforcing spoken language, the process approach empowered its students, thereby enabling them to make
clearer decisions about the direction of their writing ‘by means of discussion, tasks, drafting, feedback and informal choices thereby encouraging students to be responsible for making improvements themselves’ (Jordan, 1997: 168).

Nunan (1991) in Sun and Feng (2009: 1) clearly states that the process approach focuses on the steps involved in creating a piece of work and the writing process allows for the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. Correspondingly, this process which takes on increased significance with the approach in encouraging students to assume greater responsibility for making their own improvements, opposed to the mimicking of a pre-determined model. The advantage in adopting the process approach is in developing the significance of the cyclical and recursive nature of writing, supposedly, employed by native writers, where ‘ordinarily pre-writing, writing, and rewriting frequently seem to be going on simultaneously (Smith, 1982: 104).

There are many conceptions dealing with the writing process. According to Oshima in Simpson (2008: 1), there are four main stages in the writing process: pre-writing, writing, revising, and evaluation. O’Melley (1996: 139) mentions there are three stages in writing process namely: pre-writing, writing, and post-writing. Besides, Ghalth (2002: 4) states that the stages of writing process are pre-writing, planning, drafting, and post-writing. Langan (2001: 17) points out that the writing process includes four stages: pre-writing, writing the first draft, revising, and editing.
All of the definitions above contain similar meaning that the process approach is an approach to teaching writing that places more emphasis on the stages of the writing process than on the final product. The basic writing processes are based on the concept proposed by Badger and White (2000: 154). In the approach, students are taught planning, drafting, revising, editing, and publishing strategies at each stage of the writing process to help them to write freely and arrive at a product of good quality.

The following adapted from Shih in Brown (2001: 335-336), shows the benefits of process approach:

1) It focuses on the process of writing that leads to the final product;
2) It helps students understand their own composition process;
3) It helps them to build repertoires of strategies for pre-writing, drafting, and rewriting;
4) It gives students time to write and rewrite;
5) It places central importance on the process revision;
6) It lets students discover what they want to say as they write;
7) It gives students feedback throughout the composing process;
8) It encourages feedback from both the instructor and peers
9) It includes individual conference between teacher and students during the process of composition.

These features enable students to reduce and overcome the pressure in writing an essay that would be judged by the teacher, graded, and returned.
Writing is a communicative process which expresses ideas, feeling, and thought systematically and transfers it into graphic symbols on a paper by using appropriate conventions including content, organization, vocabulary, language use, and mechanics.

2. Dialogue Journal

a. The Concept of Dialogue Journal

Most of the students are not confident enough to write. They need to write in a comfort zone. Proper strategies, media, approaches, or techniques are needed to help some students write. People often find a form of writing that is flexible enough so that they do not have to be overly concerned with the effect on others of what they write and how they write it. For many writers, this form has been the journal or diary. According to Renner (1990: 93), journal is a simple tool that helps the learners to integrate learning and to teach writing by observing and reflecting.

Peyton (1993) defines dialogue journal as a written conversation in which a student and teacher communicate regularly that can be conducted daily, weekly, or depending on the educational setting. Dialogue journal is the practice learner–teacher written dialogue in which initial decisions about topics, length, style, format, and so on are made by learners. Dialogue journal gives an opportunity for the teacher to write comment on any aspect of
learner’s writing, respond to question, pose question and challenges, and initiate his own dialogue topics (Peyton, 2000).

Furthermore, Brown (2004: 269) states that “dialogue journal is a log of one’s thoughts, feelings, reaction, assessments, ideas, or progress.” Dialogue journal is a written conversation between a teacher and a student which is conducted as on-going writing throughout a whole semester quite confidentially (Peyton and Reed, 1990: 4). Staton (1987) defines dialogue journal as a notebook which every student carries on private written conversation with the teacher for an extended period of time. Though dialogue journal is one of the alternative assessments that is tightly related to evaluation, Staton argues that dialogue journal is functional and interactive that is mostly about self-generated topics about continuing life in the classroom.

As dialogue journals are used in more and more classrooms, educators and linguists have recognized some essential characteristics that specifically identify dialogue journal writing as compared to other kinds of written communications. Jones (1991b: 5) states that first of all, dialogue journals are interactive. Both the teacher and the students (or whomever the parties involved may be) take equal turns writing and responding. Both of the participants would write regularly - for adult students, this could be up to one to three times per week. And, the correspondence will take place throughout the duration of the course. Additionally, Jones (1991b: 6) notes that topics are usually not assigned – leaving the writers to feel free to discuss whatever they choose. However,
sometimes there could be a broad suggested topic or topics, which the participants have room to personalize to fit their individual interests. Knowing that this writing is out there, Jones also notes that most teachers keep these writings private – which adds to the non-threatening environment (1991b: 8).

In addition to these basic rules for dialogue journals, Jones (1991b: 8) also notes six qualities that really set this writing apart from other types of academic writing. First of all, the writing needs to focus on communication. Underneath spelling errors, punctuation mistakes and other surface issues, the important matter is what is being communicated. Next, the exchanges need to be non-threatening. While some students may feel intimidated speaking out in class, the journal should be a safe place for them to communicate without fear of embarrassment or self-consciousness. Third, the topics should be of great interest - many times this could be things that a participant might not feel comfortable sharing in front of an entire class. Fourth, it is very important to have equality in the interaction. Whereas in the classroom the teacher is the authority figure, in the journal, both parties are equals merely conversing about various topics. Next, the journals should be functional – that is “demonstrating a variety of communicative purposes” (Jones, 1991b: 9). Things like, responding to questions, requesting information, complaining, evaluating, etc. many times are all included within the various entries over time. Finally, the content within dialogue journals tends to evolve over time – many times going from simple subjects to more personal topics (Staton, Shuy, Peyton, and Reed, 1988).

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b. The Goal of Dialogue Journal

The purpose of learning process is to create meaning, which requires students to voice and reflect on what they know (Jonassen, Davidson, Collins, Campbell and Haag, 1995: 35). The word ‘reflect’ in the previous sentence means an activity for students that involve individuals’ exploration of their past comprehension with a view to leading to new comprehension and gratitude (Boud, Keogh, and Walker, 1985: 234). Creating a writing context which is anxiety-free may encourage students’ willingness to explore their thinking and express their idea. However, it can be found in the dialogue journal.

Brown (2004: 206) expresses that dialogue journal nowadays takes control a role in pedagogical model that emphasizes the importance of self-reflection in the process of students in learning. He argues that through dialogue journal, teacher facilitates students in terms of both their learning progress and their affective states, and thus become better equipped to meet students’ individual needs’.

Furthermore, dialogue journals are developed over years to meet several needs which are to know students better, to obtain feedback on lessons, to improve classroom discipline, and to involve each student in meaningful reading and writing (Peyton, 1987). In the dialogue journal, students are also required to monitor and evaluate their understanding. This controls the students in their responsibility in learning. In other words, dialogue journals involve students’ self-assessment. Many researchers state
that self-assessment encourages students’ motivation and promotes their autonomy and independent learning skills even self-assessment is the best formative assessment and the most rewarded among other assessments (Brown, 2004: 276).

The idea above is supported by Barleto, Bikitt, and Davis (1990: 3), who state that dialogue journals make students have “responsive ability” to the teaching situation and responsibility about their progress of learning. In this case, Staton (1987) also agrees that dialogue journals help students to learn how to manage their own actions. It can be said that dialogue journals reflect reflective learning.

c. The Procedures in Applying Dialogue Journal

Composition notebooks make the best dialogue journals. Set aside fifteen to twenty minutes session to write. Topics can be assigned by the teacher based on the given material and students can add a topic of their own. The dialogue journal works best when it is done daily, however it can also be done weekly.

Even if dialogue journals are done once/twice a week, students will benefit. Reading and writing will improve along with spelling and handwriting. Teachers can only respond when they can read and understand the message. Students want to be understood, and they want to understand the world. These are the two best motivators for learning to read and write. Here
are the steps adapted from Daley (2012) to follow to use dialogue journals with learners:

1) Teacher prepares spiral notebook (the students may choose or decorate the cover by themselves)

2) Students write their ideas, comments, or thought of what they have learned in the previous meeting. Part of the writing involves students coming up with the questions they have about the material given.

3) Teacher responds students’ journal and encourages them to write more by giving them some questions to be replied, such as “what do you think?”; “What would you do?”, “Can you tell me a little bit more about …?” and similar prompts are good for soliciting rich responses.

4) Teacher has students write a response and return the journal to the teacher to continue the dialogue, and so on and so forth.

In addition, Spaeth (1998) presents three steps in making dialogue journal. First of all, teacher prepares the media for students in writing journal. Teacher asks students to write personal message in the journal that is designed to get a response from the students. He can start to give students questions such as; “Do you have the same idea? Tell me your reason”, “What is your solution?”, “Do you understand the material? Do you have any questions about it?”. The questions guide students to write or express their thoughts. The next step is teacher provides students time to respond questions in ten to twenty minutes. After that, teacher collects all journals. The last step is teacher continues these activities to keep the dialogue going for several times.
Adapting the theories above, the researcher conducts the steps in making dialogue journal as follows:

1) Teacher introduces the material to the students
2) Teacher gives the example of the text
3) Teacher explains the concepts, definition, and characteristics of the material
4) Teacher asks the students in pairs or group of four to read and analyze the text
5) Teacher distributes the notebooks to the students and write some questions and instructions on the white board
6) Students start to write the answers and an essay based on the certain discussion e.g.: an explanation text
7) Students submit the notebook to the teacher
8) Teacher gives comment or feedback (outside the class)
9) Teacher returns the notebook to continue the dialogue, and so on and so forth

d. The Advantages of Dialogue Journal

According to Peyton (1993), the use of dialogue journal in the classroom becomes a bridge of communication between a teacher and students especially students who learn English as a second language. He argues that dialogue journals are not only as a matter of communication, but dialogue journals provide language and literacy development in a context. Students feel
free to use English with no anxiety. They enjoy the interaction atmosphere with the teacher as teacher creates a natural and comfortable bridge to other kinds of writing to use reading and writing in purposeful ways.

Hence, dialogue journals, as a teaching technique, become media between a teacher and students in building communication in the classroom. Staton (1987) clarifies that dialogue journals create a one-to-one relationship between students and teacher in both academic and personal sides. Through dialogue journals, teacher may discuss many things such as students’ culture and language, students’ problems at home or at school, and personal interest (Peyton, 1993). He adds that the focus of dialogue journals is on the meaning rather than the form. According to Alexander (2001: 27), students trust and get close acquaintance with the reader/responder of the dialogue journal, so students attend to specifics more and explain their ideas in more detail to meet their teacher, and feel comfortable with letting out their emotions. He discovered that dialogue journal recorded ESL students’ writing development, which fostered the students’ writing confidence.

Moreover, earlier studies have shown that dialogue journal writing is helpful in enhancing students’ writing motivation, especially that of reluctant and slow student writer (Peyton, et al., 1990 and Staton, 1987). The authentic activity of dialogue journal intrinsically inspires learners and develops positive attitudes towards English as a foreign language learning (Tongthong, 2001).
e. The Disadvantages of Dialogue Journal

Peyton (1997: 4) suggests that “… if a teacher’s entries just echo what the student writes or only asks a lot of questions, interaction can be stifled rather than promoted”. Moreover, if the teacher does not have the time to respond adequately or personally to students’ journal entries, exchanges can become mechanical. In addition, carrying on a student-teacher exchange with all the students in a class can be very time-consuming and heavy work-load for the teacher. Teachers need to be careful not to discourage a student’s enthusiasm with excessive correction if he or she prefers to give continuous feedback on errors (Orem, 2001). It is hard for the teacher. However, it gives positive effect for the students.

Even though dialogue journal use has some drawbacks, it is generally accepted as an effective and practical tool in foreign language classrooms. Since they change the classroom atmosphere in a significant way, they may also help reduce the language anxiety of learners.

According to the theories above it can be concluded that dialogue journal is written conversation between teacher and students that is done regularly in order to explore students’ thinking, express their ideas, and make students have responsive ability in the learning process.
3. Guided Writing

a. The Concept of Guided Writing

According to Primary National Strategy (2007: 6), guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, children are supported during the different stages of the writing process. As an activity, it should be carefully targeted towards groups of children according to their current targets or specific needs. Within the teaching sequence, guided writing would normally follow on from shared writing, though not necessarily during the same session. Teachers should consider carefully the purpose of the guided session and select the children accordingly. The aim is to provide support that is going to help children to improve their writing and to work with increasing independence.

Guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice (Tyner, 2004: 8). Holdich and Chung (2003: 632) indicates guided writing offers greater opportunities for young writers to make valuable connections between text, sentences and word level decisions and help children shape and redraft texts with particular criteria in mind. Most importantly, with such a writing strategy, the instructor should think how to guide young students into independent writing and help them discover their own abilities by providing opportunities for choice, peer response and further scaffolding (Oczkus, 2007: viii).
b. The Goal of Guided Writing

Ontario (2005: 5.1) explains guided writing as a strategy that gives students the opportunity to review a recently taught writing skill in a small-group setting and then, to apply the skill through independent writing. In other words, guided writing provides instructional materials or relevant technique to help students write as teacher demonstrates for students the process of writing a sentence or a paragraph using proper English conventions (Simpson, 1998: 1). Therefore, guided writing aims to provide support that is going to help children to improve their writing and to work with increasing independence (Oczkus, 2011: 1).

c. The Procedures in Applying Guided Writing

Effective teaching of writing begins with assessment and the identification of learning needs. Teacher needs to find out the curriculum and syllabus for the third grade students of SMA Negeri 1 Karanganom Klaten in the academic year 2012/2013. After finding the material, teacher groups the students with the similar needs. They will vary in one class. The number of students in a group will vary, usually six to eight. The groups can be revisited over consecutive days. Guided writing is taught to small groups in briskly paced, 20-minute lessons. These groupings should be flexible, based on observation of students' current needs, and might be implemented following a whole-class writing lesson.
Richardson, Morgan, and Fleener (2008: 375) present seven steps of guided writing that should be completed in two days. On the first day, the teacher:

1) Activate students’ prior knowledge to facilitate prewriting
2) Have students fact storm and categorize their facts
3) Have students write two paragraphs using this organized list; and
4) Have students read about topic.

On the second day, the teacher:

5) Have students check their drafts for functional writing concerns
6) Assign rewriting based on functional needs and revision to incorporate the information from reading
7) Gives a quiz. Teacher needs to give appropriate alternatives quiz including submitting the rewritten paragraphs.

However, Clark (2007: 14) gives eleven steps of guided writing as follows:

1) Write on the board the key concept for the writing lesson
2) Ask students to brainstorm everything they know about that concept and write their responses on the board
3) Remind them that there are no wrong ideas in brainstorming
4) Then, review the brainstormed ideas as a class, decide which of them are major points and which are supporting details, and create a simple outline as a prewriting strategy

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5) Provide time for students to draft a paragraph or two using the class outline

6) Next, have students read the assigned text and analyze their work against the social studies

7) Give the students the textbook or article related with the topic that they write

8) Ask students to look for the similarities and the differences between their own paragraphs and the textbook or article

9) Ask students to identify information that could be added or deleted from their writing based on the information on the textbook or article

10) Ask students to revise their writing

11) Ask students to rewrite their writing

Based on the theories above, the researcher adapted the steps in applying guided writing as follows:

1) Teacher writes the topic of the writing lesson on the board

2) Teacher asks students to brainstorm everything they know about that concept and write their responses on the board (remind them that there are no wrong ideas in brainstorming)

3) Then, teacher reviews the brainstormed ideas as a class, decide which of them are major points and which are supporting details, and create an outline as a class outline

4) Teacher provides time for students to draft paragraphs using the class outline
5) Students complete the drafts and collect their drafts

6) Teacher returns the students’ first drafts along with a copy of the guiding questions used to evaluate their drafts

7) Teacher explains the common mistakes from the students’ first drafts and tell what the good things should be for the first drafts

8) Teacher has students edit or revise their drafts by using the guiding questions

9) Teacher asks students to rewrite their writing

10) Students submit their work and teacher returns it in the next meeting.

The guiding questions adapted from Rudd (2005: 9-11) to evaluate the students’ first drafts are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organization</td>
<td>a. Is the essay clearly structured?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Are paragraphs and arguments clearly connected?</td>
</tr>
<tr>
<td>2</td>
<td>Content</td>
<td>a. Do the arguments make sense?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Is every paragraph relevant to the topic?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Is every supporting sentence supportive to the topic sentence?</td>
</tr>
<tr>
<td>3</td>
<td>Grammar</td>
<td>a. Are the sentences in each paragraph in the right sentence?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Are the phrases used in each sentence in the right word order?</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary</td>
<td>Are the ideas clearly expressed with the appropriate vocabulary?</td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>a. Is the first sentence of each paragraph indented?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Does each sentence begin with a capital letter?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Does each sentence begin with a period?</td>
</tr>
</tbody>
</table>
d. The Advantages of Guided Writing

Oczkus (2007: 11) mentions some benefits of guided writing. Guided writing enables teacher to tailor the teaching to needs of the group. It guides them. It also facilitates the teaching and learning of individual students. Although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individuals within the group. It provides the teacher with the opportunity to extend and challenge more-able groups of students. It encourages the students to be active participants in discussions about writing.

Guided writing builds confidence – the group are all grappling with the same issues. It allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement. Ontario (2005: 5.4) adds some strengths of guided writing that it provides students a real example of writing to be followed and enables students to produce the new writing text based the outlines made in the class.

e. The Disadvantages of Guided Writing

Besides providing some advantages, guided writing has some disadvantages. According to Ontario (2005: 5.4) guided writing makes students less active in doing the writing because they only follow the outline already provided. It emphasizes on modeling so that it inhibits students in exploring ideas and creating meaning and authentic texts on their own.
Therefore, students will not be able to write texts when models are not given (Ontario, 2005: 5.4).

In accordance with the theories mentioned above, it can be summarized that guided writing is an instructional writing technique through the process of modeling, support, and practice to make valuable connections between text, sentences, and word level decisions.

4. The Differences between Dialogue Journal and Guided Writing

There are some differences activities between dialogue journal and guided to teach writing. They are as follows:

Table 2.2 The Differences of the Teaching Steps between Dialogue Journal and Guided Writing

<table>
<thead>
<tr>
<th>Teaching Steps</th>
<th>Dialogue Journal</th>
<th>Guided Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Activity</strong></td>
<td>a. Teacher gives example of a text</td>
<td>a. Teacher gives example of a text</td>
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<tr>
<td></td>
<td>b. Teacher explains material</td>
<td>b. Teacher explains material</td>
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<tr>
<td></td>
<td>c. Students prepare the notebook</td>
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<td></td>
<td>a. Teacher asks the students to write what they understand of the material</td>
<td>a. Teacher decides a topic</td>
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<td></td>
<td>b. Teacher asks the students to choose a title</td>
<td>b. Teacher asks the students to brainstorm ideas on the board</td>
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<td></td>
<td>c. Teacher asks the students to write a text</td>
<td>c. Teacher reviews the students’ ideas and decides the major point as class outline</td>
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<td></td>
<td>d. Teacher asks the students to write the difficulties they face during the learning process</td>
<td>d. Teacher asks the students to make a text based on the class outline</td>
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<tr>
<td><strong>Whilst-Activity</strong></td>
<td>a. Teacher asks some of the students to present their work</td>
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<td>b. Teacher and students give comment, suggestion, opinion of the text</td>
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<tr>
<td></td>
<td>c. Students submit their notebooks to the teacher</td>
<td>a. Teacher asks some of the students to present their work</td>
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<tr>
<td></td>
<td></td>
<td>b. Teacher and students give comment, suggestion, opinion of the text</td>
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<tr>
<td><strong>Post-Activity</strong></td>
<td></td>
<td>c. Students submit their work to the teacher</td>
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</table>
5. **Students’ Creativity**

a. **Definition and Features of Creativity**

Rockler (1988: 36) describes creativity as a means by which a person obtains a new perspective and, as a result, brings something new to consciousness. This definition contains many complexities; it raises questions about the beginning of the creative act and its end, about whether or not creativity progresses through stages, and whether or not it culminates in a tangible product. Creativity as a process can be formulated as a form of thought in which an individual tries to find out new relationships, answers, methods, or new ways in facing problem. Meanwhile, creativity as a product defined by Baron in Munandar (1999a: 21) is the ability to bring something new into existence. Creativity is a general ability to create something new and to share new ideas implemented in problem solving. It can also be said as an ability to understand new relationships among previous elements (Munandar, 1999a: 25). Creativity is a characteristic of human behavior that seems the most mysterious, and yet most critical to human advancement. Most creativity research concerns the nature of creative thinking across the individual life span, and the social environments most strongly associated with creative activity (Simonton, 2000: 78).

b. **Verbal Creativity**

Torrance in Munandar (1999b: 90) 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. Mednick and Mednick in Sinolungan (2001: 90) say that verbal creativity is ability too see a relationship of different ideas and to combine these ideas into new associations. Children with this special ability are able to create new patterns based on their own thought in their cognitive mind. Guilford also states that verbal creativity is an ability to think divergently. Thinking divergently means that it tries to find any possible alternative solution upon a problem.

Alisyahbana (1983: 29) mentions that one of the important factors to support the verbal creativity development is a social need that leads to a formation of new and certain form, pattern or system because the existing old one can not fulfill the present need. In a certain condition, people may feel unhappy and satisfied toward their relation with others in society. As a result, they think to find out and create a new form, pattern and system that may meet the desired requirement to improve their relationship among each other. Munandar (1999a: 98) mentions that developing verbal creativity involves

1) The development of cognitive aspect that can be done by stimulating fluency, flexibility, and originality of thought and can be seen in their strong curiosity, original ideas, imagination, and ability to develop ideas with his or her own ways.

2) The development of affective aspect that can be achieved by improving creative attitude and interests, and can be seen from their freedom to express their ideas freely, ability in arts, eagerness to try something new and risky, confidence, and patience.
3) The development of psychomotor aspect supported by providing educational facilities that enable pupils to develop their ability to create innovative and creative work and can be recognized from their ability and eagerness to be persistent and perseverance on their ideas, independence, and bravery.

c. Measuring Verbal Creativity

There are two ways to measure verbal creativity (Isaken and Puccio, 1998: 664). The first is to measure creative style be a 32-item questionnaire and the second is by verbal creativity test. Test of verbal creativity which is specially contrtucted in Indonesia is Verbal Creativity Test designed by Utami Minandar in 1997. This test is basedon Guilford’s Intellectual Structure supported by divergent thinking dimension, content dimension, and verbal thinking dimension. Munandar (11) designs this test into six sub-tests with four items in each of this verbal creativity test:

1) Word Initials

In this test, a subject should think as many words starting with certain letters as possible in two minutes. The purpose of this test is to measure the fluency with words that meet certain determined criteria used in English.

2) Word Creation

When doing this test, a subject is required to arrange as many words from a given word as possible in two minutes. This is aimed at measuring not
only fluency with words but also fluency to arrange words into a grammatically correct sentence pattern in English.

3) Sentence Formulation from Three Letters

For this test, a subject has to arrange as many sentences as possible from three given letter has been determined in three minutes. In arranging a sentence, a subject may freely place each letter in a formed sentence. However, he/ she is not allowed to write the words he/ she writes before. This test is to measure the fluency in expressing something in the form of sentence meeting a certain grammatical English pattern.

4) Similar Characteristics

The objective 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 meeting certain given criterion.

5) Extraordinary Uses of Words

The purpose of this test is to think of as many devices that have unusual uses as possible in two minutes. This test is to measure the flexibility of minds since a subject should not be influenced by the common uses of devices. In the other hand, a subject needs to think beyond what a device is used in everyday life. This test is to measure both the flexibility of minds and the originality of minds. In this test, the originality is measured statistically by considering the uniqueness or unusualness of a written answer.
6) Consequences of Effects

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

d. Factors Influencing Creativity

Oliver, et al. (2006: 2) state some factors influencing creativity. They are:
1) Pressure to perform and emphasis on language tables.
2) Expectations and suggestions that languages are dull involve rote learning and are for swats.
3) The fact that effective communication requires accuracy – a skill which is all too often overlooked in other disciplines.
4) Time constraints.
5) Supposed lack of resources (money goes into other subject areas).
6) Actual lack of resources for capital outlay and maintenance.
7) Lack of technical expertise.
8) Thinking too ambitiously or not thinking ambitiously enough.
9) Teacher’s fear of loss of control.
10) Unhelpful time-tableing (only short stretches available for language classes).
11) Fear of failure on the part of teacher and students.

12) Conservative attitude of students peer pressure (must not enjoy classes).

13) Teacher ground down, lack of stamina, too jaded to experiment.

14) Set syllabus leading to exams.

15) Teacher fearing disapproval of peers due to their possible reactions (inadequacy, jealousy, etc.).

16) Students can prefer what is perceived in terms of being right/wrong or black/white.

17) The time required to adjust, when what is expected of students is at variance with what they were expecting.

e. The Importance of Creativity

Most people, including teachers or lecturers, are unable to distinguish between what is creative and what they personally like. Creativity here may be two folds; a criterion to be present at the planning moment and at reflecting upon and sharing dialogically in class. Assessment of course work should also involve sharing and the active participation of the students. Therefore, the parameters (or levels alongside the continuum) of creativity that are to be assessed should be made clear with the students beforehand, to raise awareness and for clarification. If the teacher, acting as an example (in the sense of providing a model, not exempt from analysis or criticism), shows to be creative, s/he is also stimulating this quality in her/his students, making them active participants while contacting with the chosen materials and tasks,
developing a critical approach to the FL linguistic and cultural space. From the perspective of the teacher (and to a different extent of the student as well) this may involve taking risks (as opposed to the ‘reproduction’ paradigm that implies a more secure and unchallenging method).

Teacher’s and student’s creativity in foreign language will greatly benefit from a teaching/learning policy that promotes transferable skills. This can be best nurtured through a combination of analysis of language macro- and micro-features with direct language experience and practice based on spoken and written texts and their contexts. Incremental progression and cyclical revision will facilitate consolidation and further creative development. Regular assessment of learning progress will provide guidance to students and can also provide pedagogical findings which can contribute to a continual update of MFL frameworks. Individual teachers might pool their ideas so as to bring greater diversity to programs - creative ideas are very often stimulated through group discussion and by having different perspectives (Oliver, 2006).

In accordance with the theories mentioned above, it can be concluded that verbal creativity is an ability to form and create new ideas and then combine them into something new referring to the existing information. The new ideas reflect fluency, flexibility, and originality that can be seen in divergent thought revealed verbally by means of verbal creativity test divided into six sub-tests with four items. The test itself consists of word initials, word creations, sentence formulation from three letters, similar characteristics, extraordinary usage of words, and consequences or effects.

B. Review of Relevant Researches

There are several relevant studies that strengthen the viewpoint of the effectiveness of dialogue journal in teaching writing.
First, Lee (2004) conducted a qualitative research entitled “Using Dialogue Journal as a Multi-Purpose Tool for Preservice Teacher Preparation: How Effective Is It?” This research was carried out at Chinese University of Hong Kong. The subject of this research was 18 students in the one-year full-time Postgraduate Diploma in education (PGDE) program. This research was conducted in 20 weeks in two semesters. At the end of the course, Lee asked the 18 students to complete a short anonymous evaluation questionnaire. Based on the result of the evaluation questionnaire, it was found that dialogue journal is an effective means to individualize learning (100%), foster a personal collaborative relationship between teacher and students (100%), encourage reflection (94.5%), help students make sense of their experience (94%), share experience (88.9%), and build confidence (83.3%). A full of 77.8% of the students enjoyed dialogue journal writing and 88.9 of them found it a beneficial experience. However, as the findings of this study suggest, once the process is begun, the can do it and some of them may find that the students enjoy writing reflective journal. This investigation shows that dialogue journal can be used as a multi-purpose tool for the students and provide a venue for developing reflection skills that are crucial to teacher development.

Second, Liao and Wong (2008) conducted a research entitled “Effects of Dialogue Journals on L2 Students’ Writing Fluency, Reflections, Anxiety, and Motivation”. Forty-one 10th-grade students in Taiwan participated in this study, and each student was required to write 24 journal entries at two journal
entries per week. The data included students’ journals, open-ended questions, interviews, and the result of the pre- and post-study questionnaire and pre- and posttests on writing performance. The major findings of the present study can be summarized as follows. First, the DJW project was effective in promoting the students’ English writing proficiency, which matches the finding of previous studies (e.g., Dolly, 1990; McCarthy, 1991; Peyton & Seyoum, 1988). Significant differences were found in the students’ writing performance in terms of content, organization, and vocabulary between the pre- and posttests. The DJW project was especially effective in guiding the students to generate more ideas, organize the ideas and transform their ideas into higher quality of written texts.

Second, the DJW project promoted the students’ writing fluency, and thus they could write more. Significant differences were discovered in comparing their number of words in the first and last two journal entries. Third, the DJW project enhanced not only the students’ reflective awareness of English writing but also promoted their self-growth as human beings and learners. The study findings indicate that the students’ reflective awareness of generating information, arranging ideas, giving each paragraph a topic sentence, and supporting each topic sentence with examples was positively intensified after the DJW project, all of which reached the level of significant differences. Fourth, the DJW project was effective in reducing the students’ writing anxiety. The students were less afraid of expressing ideas in English, of having others read their writing, and of having their English
writing evaluated. Accordingly, the DJW project effectively promoted the students' confidence in their English writing. Fifth, the DJW project was successful in promoting the students’ intrinsic motivation on English writing, particularly in their tendency to write down what they had observed, their self-perception as active writers, and their initiative in English writing, all of which reached the level of significant differences. Finally, the students held positive attitudes toward the DJW project. They felt that their English writing competency, reflective awareness, and intrinsic writing motivation were increased while their writing anxiety decreased.

The third study is from Razak and Asmawi. They conducted a literature review, entitled “The Use of Dialogue Journal through E-mail Technology Developing Writing Interest and Skills”. This study was held to find out how the application of dialogue journal can enhance the teaching learning of the English Education in the Malaysian secondary schools. This paper also discusses the potential of e-mail, and how it can be an attractive teaching and learning medium that can help generate interest among the students and help improve their learning. The studies done on dialogue journal via e-mail reveal that e-mail dialogue journal is able to serve as a tool for developing students’ writing abilities and initiating their communication skills. In addition, it can be an interesting, motivating and meaningful writing activity as it exposes students to authentic discourse. The non-threatening and interactive form of writing encourages students to express their
communication intents. Nonetheless, there are very few studies done on dialogue journal writing via e-mail especially in L2 writing classrooms.

The next study comes from Nihon University, written by Reiko Yoshihara in 2008. The title of this study is “The Bridge between Students and Teachers: The Effect of Dialogue Journal Writing”. The purpose of this study was to help students become comfortable writing English and to connect class content to their lives. The participants in this study are 30 students. They are business majors at a private Japanese university with similar English language backgrounds. The research was done in 12 weeks in the 2006/2007 academic year by using e-mail. The result of the study did not show statistically significant improvement in student writing. However, the student participants had many positive comments regarding dialogue journal writing. This positively influenced the students-teacher relationship. Yoshihara (2008) finds that dialogue journal writing is one way to create common ground between teacher and students – a space for communication and empowerment.

Fifth, Foroutan (2012) conducted a research entitled “Effect of Dialogue Journal Writing through the Use of Conventional Tools and E-mail on Writing Anxiety in the ESL Context”. The present study took place in the first semester of 2009-2010 academic year and lasted for seven weeks. The population in this study included ESL undergraduate students at University Putra Malaysia (UPM), Malaysia, having intermediate writing skill proficiencies. Forty-two English major students participated in this study. The data were collected by using the Second Language Writing Anxiety Inventory
(SLWAI). It measures the degree of anxiety which will experience when writing in a second language. The SLWAI was administered to the students in both groups at the beginning and at the end of the study and paired sample and independent sample t-test were run in order to find out the differences between two groups (conventional and e-mail) in their writing anxiety levels. According to the findings of the study from SLWAI, it was showed that students’ anxiety in the computer group decreased more than the traditional group, although there was statistically no significant difference between groups.

The last relevant study about dialogue journal comes from Michelle Henry Voit from Hamline University, Saint Paul, Minnesota. It was written in 2009, entitled “Do Dialogue Journal with Recasts Improve the Writing Skills for Adults Learners with Limited Literacy Skills?” The setting of this study was at a Community Education sponsored ESL program in a rural Midwestern city and conducted in 2007. The age of the adult learners ranges from 22-70, and it is mixed gender. Based on the result of the data analysis, Voit finds that dialogue journal did not seem to make a difference in student success. The data showed that there was not a clear improvement in the correct usage on the targeted material over the course of the study period. However, through student comments, it is clear that dialogue journaling was a success overall so that it improved confidence levels of the students and created a dynamic dialogue between students and instructor.
C. Rationale

To achieve the goal of this research, two techniques will be applied; they are dialogue journal and guided writing. They have strengths and weaknesses. However, students’ creativity also plays important role in achieving the goal. Based on the reviewed theories, the writer proposes the basic assumption to develop hypotheses as follows:

1. The Difference between Dialogue Journal and Guided Writing to Teach Writing

Teachers need to create a good atmosphere in a classroom in order to support students learning activities and achieve the goals or objectives in every meeting. There are some factors that determine the success of learning. Teachers should consider the classroom situation, teaching method, teaching approach, teaching media, teaching material, teaching technique, students’ background, and students’ creativity. According to the previous considerations, teachers are demanded to choose the most suitable teaching techniques to achieve the objectives of the lesson.

The teaching techniques should maximize the students’ interest, potential, and creativity to take part in the process of building knowledge. They get involve in given various activities in order to get them used to write. This research will apply two different techniques: dialogue journal and guided writing.

In the teaching and learning process using dialogue journal as technique, teachers provide the time to students to write. The development
with a tight control towards dialogue journal becomes the indicator whether the students are able to be more creative in expressing their writing. The aim of dialogue journal is to give space to the students to express their understanding in the form of journal.

Meanwhile, teaching writing by using guided writing is temporary, small-group lessons teaching those strategies that a group of students most need to practice with immediate guidance from teachers. It can be taught after a whole-class lesson once other students are actively engaged in independent writing. During guided writing instruction, students are provided with opportunities to experience successful and independent writing within the context of strong teacher support. Instruction from the teacher seems uninteresting for creative students. As a result, the students are not able to develop their creativity in writing. It is because the technique is monotonous and uninteresting. It is also assumed that dialogue journal is better than guided writing as techniques to teach writing.

2. The Difference between Students with Low and High Level of Creativity in Writing Dialogue Journal

To write is to allow students to generate new ideas, thoughts, and feelings in solving an existing problem. A creative student is able to think beyond what he feels, sees, reads, and listens and come up with surprising ideas better than a student with low creativity level is. As a result, a creative student will express his ideas in a writing of creative students; the ideas are new, original, and fresh.
On the other way around, students with low creativity will just imitate what teacher has said in a form of sentences. They do not elaborate the explanation given. They are unable to come up with new and fresh ideas. They often find difficulty in expressing their thought. They will stop writing easily.

Based on the explanation above, the researcher assumes that the students who have high creativity will have better writing skill than those who have low creativity.

3. The Interaction between the Teaching Techniques and Students’ Creativity

Interaction is mutual events that involve at least two objects and two actions. Interactions occur when these objects and events reciprocally influence one another. Based on the definition above, it is assumed that there is an interaction between teaching techniques and students’ creativity to teach writing. There are some reasons why it is so.

Dialogue in a form of journal will demand students to write creatively. It provides time and space to help students in understanding given materials. They feel free to write comments, feedbacks, opinions, and questions. The dialogue happens when students share their text and teacher responds it by answering the questions and giving comments on the problems. By using dialogue journal, students get some advantages that they believe themselves to write because only teacher knows their problem. It increases their confidence to express their thought of what they get, understand, and comprehend to the
material. They develop and drill their writing skill to achieve good content, grammar, vocabulary, organization, and mechanic. This, of course, requires students to be more creative in doing so. In short, high creativity students find no problem at all to come up with their fresh, original, and new ideas to share with teacher by using dialogue journal. It is assumed that the students with low creativity have some difficulties in what they have learned during the teaching learning activities due to their insufficient storage of vocabulary and ability to understand the given materials, difficult dictions, and grammar. Based on this assumption, it is likely that students with high creativity will be able to optimize their potentials when dialogue journal is implemented in their class.

On the contrary, the students tend to be passive learners when learning by using guided writing technique. The teaching and learning process focuses on the teacher’s guidance. The interaction between the teacher and the students is usually in the form of one-way communication from the teacher and the students. The teacher is responsible of transmitting all the information from the material, whereas the students are recipients who absorb the teacher’s information. In learning by using guided writing, the students are not forced to be creative and innovative. They only need to understand what the teacher asks. The student’s creative thinking cannot be facilitated properly. The potential ability of the students is limited and cannot develop optimally. The students having low creativity level tend to be less active and have less abstract thinking than those having high creativity level. The students having
low creativity level, therefore, will be suitable when the guided writing as a technique is applied in their classroom activity. Based on the explanation, it can be assumed that there is an interaction between teaching techniques and students’ creativity.

Figure 2.2: The interaction between teaching techniques and students’ creativity

D. Hypotheses

Based on the problems statements and the theoretical description which are related to research, the hypotheses of this research can be formulated as follows:

1. Dialogue journal is more effective than guided writing to teach writing to the first semester students of SMA Negeri 1 Karanganom Klaten in the academic year of 2012/2013.

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

3. There is an interaction between teaching techniques and students’ creativity in teaching writing.
CHAPTER III
RESEARCH METHODOLOGY

A. The Place and Time of Research

This research will be held at third grade of SMA Negeri 1 Karanganom Klaten which is located at Karanganom, Jatinom, Klaten. It will be held in the academic year 2012/2013. The following is the schedule plan of consulting the proposal, conducting the research, and submitting the result of the research:

Table 3.1 The Time and Schedule of the Research

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B. The Research Method

This research is categorized as an experimental study since it 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 (Ary, 2007: 317).

Experimental research has some characteristics as follows:
1. Manipulation or treatment of an independent variable
2. Other extraneous variables are controlled
3. Effect is observed of the manipulation of the independent variable on the dependent variable (Ary, 2007: 318).

Experimental research, as postulated by Fraenkel and Wallen (1993: 240), is one of the most powerful research methods researchers can use. It is claimed as the best way to establish cause-and-effect relationships between variables and directly attempts to influence a particular variable. Moreover, Christensen (2000: 23) states that through experimentations, cause and effect relationship can be identified. The purpose of experimental study is to investigate the cause and effect of a certain condition.

Considering the explanation above, related to this study, the researcher uses experimental study because the aim of this study is revealing the effect of teaching techniques and students’ creativity towards the students’ writing skill. It involves two variables, dependent variable and independent variable.
The first variable is a dependent variable. The dependent variable in this study is writing skill of the students at the third grade science students of SMA Negeri 1 Karanganom Klaten. This variable is the factor which is observed and measured to determine the effect of the independent variables. In short, considering the explanation above, this experiment uses two groups, namely experimental group and control group.

The next is independent variable. In this study, the independent variables are teaching techniques and students’ creativity. They are also recognized as experimental or treatment variable. There are two teaching techniques that are used in this study, namely dialogue journal and guided writing. Both of these techniques are used differently for two groups of the third grade science students of SMA Negeri 1 Karanganom Klaten in the academic year of 2012/2013. Fraenkel and Wallen (1993: 242) also explain that in the experimental research, it is important to make comparison group because it serves the purpose of determining whether the treatment has had an effect or whether one treatment is more effective than another. In this study, the group that is taught using dialogue journal is as the experimental group and the group that is taught using guided writing is as the control group.

The second independent variable is students’ creativity. It is usually called a secondary variable or moderator/attributive variable. It is selected to determine if it affects the relationship between the primary independent variable (teaching techniques) and dependent variable (writing skill). In short,
in this study, the students’ creativity as the last variable is a kind of variable that is labeled with two different names, high creativity and low creativity.

The researcher use quasi-experimental designs as an experimental study. They are sometimes called natural experiments because membership in the treatment level is determined by conditions beyond the control of the experimenter. An experiment may seem to be a true experiment, but if the subjects have not been randomly assigned to the treatment condition, the experiment is a quasi-experiment.

Nunan (1992: 41) puts forward that a quasi-experiment is characterized by several things. It has pre-test and post-test; it has experimental and control groups; it has no random assignment of subjects. In accordance with Nunan, Campbell (1968: 259), cited in Destari defines a quasi-experiment referring to application of an experimental mode of analysis and interpretation to bodies of data not meeting the full requirements of experimental control.

In this study, the researcher use a factorial design to extend the number of relationship that may be examined. Fraenkel and Wallen (1993: 255) state that they are essentially modification of either the post-test only control group or pre-test-post-test control group designs, which permit the investigation of additional independent variables.

As an experimental study, there are at least two groups in this experiment, control group and experimental group. The control group is the class that is taught using guided writing and the experimental group is the
class that is taught using dialogue journal as techniques. They are given different treatments. After the treatments, the groups are given post-test. In addition, before the treatments, the students are classified based on their creativity. The students’ creativity is classified into high and low. By doing so, the researcher can find out what teaching techniques can be better used to teach the students who have high creativity and those who have low creativity.

The proposed experimental design of the independent and dependent variables can be seen at a 2X2 Factorial Design, the table can be seen as follows:

<table>
<thead>
<tr>
<th>Factor A</th>
<th>Teaching Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue Journal</td>
<td>Guided Writing</td>
</tr>
<tr>
<td>Experimental Group (Group A₁)</td>
<td>Control Group (Group A₂)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor B</th>
<th>Students’ Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Creativity (B₁)</td>
<td>Group A₁B₁ (students having high creativity taught using dialogue journal)</td>
</tr>
<tr>
<td>Low Creativity (B₂)</td>
<td>Group A₁B₂ (students having low creativity taught using dialogue journal)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students’ Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Creativity (B₁)</td>
</tr>
<tr>
<td>Low Creativity (B₂)</td>
</tr>
</tbody>
</table>

The picture shows that (1) by comparing the observation under treatment variable, dialogue journal (A₁) to observation under guided writing (A₂), it is possible to contrast the effectiveness of those teaching techniques to teach students’ writing viewed from their creativity; (2) by comparing A₁B₁ to group A₂B₁, it can be pointed which teaching technique is better applied to teach writing to students having high creativity; (3) by comparing group A₁B₂
to group $A_2B_2$, it can be pointed which teaching technique is better applied to teach writing to students having low creativity; and (4) by comparing the individual cell effects, group $A_1B_1$ versus $A_2B_1$, group $A_1B_2$ versus $A_2B_2$, it is possible to identify the interaction of types of teaching techniques and students’ creativity that might exist.

C. Population, Sample, and Sampling

1. Population

Population is all subjects of a research (Arikunto, 2004: 115). Sekaran (2000: 266) writes that population refers to entire group of people, events, or things of interest that the researcher wishes to investigate.

The population of this research is the third grade science students of SMA Negeri 1 Karanganom Klaten in academic year 2012/2013. The total number of the research will be 160 students who are divided into 4 classes.

2. Sample

Sample is part of all representatives of a population that are analyzed. According to Fink (1955: 1), sample might be defined as a set of elements taken from a larger population according to certain rules. In other word, it can be said that sample is representative elements from a larger population taken using certain rules.

It will not be manageable to take all the classes of the third grade science students of SMA Negeri 1 Karanganom Klaten. Therefore,
purposefully this research only takes two classes as the samples. The students accordingly have common characteristics of population, as follows:

a. The students study at the same school, SMA Negeri 1 Karanganom Klaten in academic year 2012/2013.
b. The students are in the third graders of science department.
c. The students are taught by the same teacher.
d. The samples which will be picked out from the population are 80 students from two classes. One class will be used as the experimental group and the other one as control group.

3. Sampling

Sampling is a technique used for getting samples. According to John and Christensen (2000: 156), “sampling is a process of drawing a sample from a population”. The writer uses cluster random sampling in which every class or unit has an equal chance of being selected from the frame or list. The steps in random sampling are:

a. Define the population
b. List all classes of the population
c. Select sample by employing a procedures where sheer chance determines which classes on the list are drawn for the sample.

In this opportunity, the writer will use lottery. The procedures of randomizing sample by lottery are:

a. Making a list of all classes
b. Writing the name of each class on pieces of paper
c. Rolling the pieces of paper and then putting them into a can and shaking the can well

d. Dropping the rolled pieces paper one by one as many as needed.

After getting the result of the lottery for two classes, the writer will decide which one of the two classes will be the experimental group and the control group. After determining the experimental and control group, creativity test was distributed to the students. The scores of the creativity test was analyzed to know who have high creativity and who have low creativity.

D. Technique of Collecting Data

Fraenkel and Wallen (1993: 101) explain that the data are the kinds of information researchers obtain on the subject of their research. The data needed in this research are the scores of students’ creativity and the score of students writing. The scores of creativity were taken from the result of creativity test. The researcher conducted the test before teaching the students with dialogue journal and guided writing. Based on the result of creativity test, the students from both experimental and control group were classified into students with high creativity and the ones with low creativity.

The researcher set one writing test item. It is used to collect data related to the students’ improvements after the treatment is given to both groups. Before it is used in the real test, there was a try-out on the instrument of creativity test and writing test. The aim of conducting the try-out test is to get information dealing with the characteristics of the test. It was done to note the
readability. Dubay (2004: 3) defines readability as the ease of understanding or comprehension due to the style of writing. The test can be said that it is successful if the students can understand it, read it at an optimum speed, and find it interesting. In other word, the instruction of the writing test should be clear and easy to understand. It is essential that the writer obtains feedback to check that the test instructions have been understood before the test is used in this research.

The following is the blue print of the writing essay is as follows:

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Basic Competence</th>
<th>Writing Aspects</th>
<th>Indicators</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengungkapkan makna dalam naskah persiapan public speaking dalam konteks akademik</td>
<td>Menulis naskah public speaking sederhana dalam konteks akademik</td>
<td>Organization</td>
<td>Students are able to create, arrange, and develop the paragraph organization structure correctly.</td>
<td>Write down a 200-word discussion essay consisting of an issue paragraph, supporting paragraph(s), contrasting paragraph(s), and a concluding paragraph. Your essay will be evaluated based on the organization (20 points), content (20 points), grammar (20 points), mechanics (20 points), and vocabulary (20 points). Topic: Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content</td>
<td>Students are able to develop the idea in speech composition.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary</td>
<td>Students are able to use vocabulary appropriately.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language Use</td>
<td>Students are able to write sentence using grammar correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mechanics</td>
<td>Students are able to use correct mechanics, including punctuation, spelling, and soon.</td>
<td></td>
</tr>
</tbody>
</table>
Based on the measured aspects on the blue print, the score for each point are as follows:

Table 3.4 Scoring Rubric for Writing Test (Brown and Bailey, 1984: 39-41 in Brown, 2004: 244-245)

<table>
<thead>
<tr>
<th>Score</th>
<th>Excellent to Good 20-18</th>
<th>Good to Adequate 17-15</th>
<th>Adequate to Fair 14-12</th>
<th>Unacceptable 11-6</th>
<th>College-level work 5-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Appropriate title, affective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shown plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete.</td>
<td>Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking; some ideas are not fully developed; sequence is logical but transitional expressions may be absent of misused.</td>
<td>Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.</td>
<td>Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.</td>
<td>Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the compositions (could not be outlined by reader)</td>
</tr>
<tr>
<td>Content</td>
<td>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.</td>
<td>Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.</td>
<td>Development of ideas is not complete or essay is somewhat off the topic; paragraphs aren’t divided exactly right.</td>
<td>Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.</td>
<td>Essay is completely inadequate and does not reflect college-level work; no apparent effort so consider the topic carefully.</td>
</tr>
<tr>
<td>Language Use</td>
<td>Native-like fluency in English grammar; correct use of relative clauses, preposition modals, articles, verb forms, and tenses sequencing; no fragments or</td>
<td>Advances proficiency in English grammar; some grammar problems don’t influence communication, although the reader is aware of them; no</td>
<td>Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments</td>
<td>Numerous serious grammar problems interfere with communication of the writer’s ideas; grammar review of some areas clearly needed; difficult</td>
<td>Severe grammar problems interfere greatly with the message; reader cant understand what the writer was trying to</td>
</tr>
<tr>
<td>Competence Standard</td>
<td>Aspects Measured</td>
<td>Indicators</td>
<td>Instrument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are able to form and create new ideas and then combine them into something new referring to the existing information. The new ideas reflect fluency, flexibility, and originality that can be seen in divergent thought revealed verbally.</td>
<td>1. Fluency in creating words and other words from existing words</td>
<td>Students are able to:</td>
<td>Adapted test of creativity consisting of six sub-test with four items in each.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Fluency in forming grammatically-correct sentences</td>
<td>1. Create other words from existing words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Flexibility in finding other words with similar characteristics</td>
<td>2. Arrange grammatically-correct sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Flexibility in finding special consequences from every certain situation</td>
<td>3. Find out other words with similar characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Originality in creating words from determined initial letters</td>
<td>4. Find special consequences from every certain situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Originality in creating other extraordinary uses of given words</td>
<td>5. Create words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.5 The Blue Print of Creativity Test
The result of creativity test is just like IQ test that is a score. The students with score less than 90 mean that they have poor creativity. The students with score about 90-110 mean that they have fair creativity. The students having score more than 110 mean that they have excellent creativity.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicators</th>
<th>Test</th>
<th>Excellent (&gt;110)</th>
<th>Fair (90-110)</th>
<th>Poor (&lt;90)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>1. Create other words from existing words 1. Word creation 2. Arrange grammatically correct letters</td>
<td>1. Mention &gt;10 answers for each item 2. Make &gt;10 sentences correctly (grammatical &amp; meaning)</td>
<td>mention 5-10 answers for each item 2. make 5-10 sentences correctly (grammatical &amp; meaning)</td>
<td>mention &lt;5 answers for each item 2. make &lt;5 sentences correctly (grammatical &amp; meaning)</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>1. Find out other words with similar characteristics 1. Similar characteristics 2. Find special consequences from every certain situation</td>
<td>1. Give &gt;10 answers based on some point of view 2. Give &gt;10 correct answers</td>
<td>Give 5-10 answers based on some point of view 2. Give 5-10 correct answers</td>
<td>Give &lt;5 answer based on some point of view 2. Give &lt;5 correct answers</td>
<td></td>
</tr>
<tr>
<td>Originality</td>
<td>1. Create words from determined initial letters</td>
<td>1. Give &gt;10 new ideas</td>
<td>Give 5-10 new ideas</td>
<td>Give &lt;5 new ideas</td>
<td></td>
</tr>
</tbody>
</table>
### E. Technique of Analyzing Data

Ary (1985: 196) states that the experiment investigating the combined effects of two or more independent variables is called a factorial design and the results are analyzed by means of multifactor analysis of variance. Therefore, the objective of this study is to investigate the combined effects of dialogue journal and students’ creativity in teaching writing.

In this study, the researcher applies a descriptive analysis and inferential analysis to know the mean, median, mode, and standard deviation of the scores of the writing test. Normality and homogeneity are used before testing the hypotheses. Furthermore, Analysis of Variance (ANOVA) is applied as a statistical device in factorial design. It is possible to put more than one independent variable into a single study in ANOVA. The researcher uses two independent variables, the teaching techniques and the students’ creativity (high creativity and low creativity).

Considering the explanation above, it can be concluded that there are two independent variables; ANOVA is called 2 x 2 ANOVA. H₀ is rejected if $F_o > F_t$. If $H_o$ is rejected the analysis is continued to know the difference...
between groups using Tukey test. In counting Multifactor Analysis of Variance or 2 x 2 ANOVA, there are some steps. These steps have to be done orderly:

Table 3.7 The Design of Multifactor Analysis of Variance 2 x 2 ANOVA

<table>
<thead>
<tr>
<th>Factor A</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dialogue Journal</td>
</tr>
<tr>
<td></td>
<td>(Experimental Group, A₁)</td>
</tr>
<tr>
<td></td>
<td>Guided Writing</td>
</tr>
<tr>
<td></td>
<td>(Control Group, A₂)</td>
</tr>
<tr>
<td>Creativity</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>A₁B₁,A₂B₁,B₁</td>
</tr>
<tr>
<td>Creativity</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>A₁B₂,A₂B₂,B₂</td>
</tr>
</tbody>
</table>

Definitions:

A₁ = the mean score of writing test of experimental class taught by using dialogue journal.

A₂ = the mean score of writing test of control class taught by using guided writing.

B₁ = the mean score of writing test of students having high creativity.

B₂ = the mean score of writing test of students having low creativity.

A₁B₁ = the mean score of writing test of students having high creativity who are taught by dialogue journal.

A₁B₂ = the mean score of writing test of students having low creativity who are taught by dialogue journal.
\[ A_2B_1 = \] the mean score of writing test of students having high creativity who are taught by guided writing.

\[ A_2B_2 = \] the mean score of writing test of students having low creativity who are taught by guided writing.

The steps for the computation of 2 x 2 ANOVA:

a. The total sum of squares:
\[
\sum x^2_t = \sum x^2 - \frac{(\sum x^2)N}{N}
\]

b. The sum of squares between groups:
\[
\sum x^2_b = \frac{(\sum x^1_t)^2}{n_1} + \frac{(\sum x^2_t)^2}{n_2} + \frac{(\sum x^3_t)^2}{n_3} + \frac{(\sum x^4_t)^2}{n_4} - \frac{(\sum x^2_t)N}{N}
\]

c. The sum of squares within groups:
\[
\sum x^2_w = \sum x^2_t - \sum x^2_b
\]

d. The between-columns sum of squares:
\[
\sum x^2_{bc} = \frac{(\sum x^1_{c1})^2}{n_{c1}} + \frac{(\sum x^2_{c2})^2}{n_{c2}} + \frac{(\sum x^4_{c4})^2}{n_{c4}} - \frac{(\sum x^2_t)N}{N}
\]

e. The between-rows sum of squares:
\[
\sum x^2_{br} = \frac{(\sum x^1_{r1})^2}{n_{r1}} + \frac{(\sum x^2_{r2})^2}{n_{r2}} - \frac{(\sum x^2_t)N}{N}
\]

f. The sum-of-squares interaction:
\[
\sum x^2_{int} = \sum x^2_t - \left(\sum x^2_{bc} + \sum x^2_{br}\right)
\]

g. The number of degrees of freedom associated with each source of variation:
df for between-columns 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 for within-groups sum of squares: \(\sum (n - 1)\)
df for total sum of squares: N – 1

Where:

df is degree of freedom
C is the number of columns
R is the number of rows
G is the number of groups
n is the number of subjects in one group
N is the number of subjects in all groups

Here is the table for summarizing 2 x 2 ANOVA:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>Df</th>
<th>MS</th>
<th>(F_o)</th>
<th>(F_{(0.05)})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns (teaching media)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between rows (levels of creativity)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columns by rows (interaction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The writer will use F-test in his study. The formula is as follows:

\[
F = \frac{MS_b}{MS_w} = \frac{SS_b / df_b}{SS_w / df_w}
\]
Notes:

\[ MS_b \]: the mean square between groups
\[ MS_w \]: the mean square within groups
\[ SS_b \]: the sum of square between groups
\[ SS_w \]: the sum of square within groups
\[ df_b \]: the degrees of freedom between groups
\[ df_w \]: the degrees of freedom within groups

Furthermore, after analyzing the data by ANOVA, the researcher uses Tukey HSD test. HSD is Honestly Significant Different. Tukey test is a statistical test generally used in conjunction with an ANOVA. Tukey test is used in order to that there is a difference between group means. It means, in this study, Tukey test is used to know the difference between groups/cells. There is a procedure to follow in conducting TUKEY test. First, the researcher arranges the means in ascending order in a comparison table and calculates the differences between each pair of means. Next, she calculates the minimum pair wise difference needed using the formula below. The last step is comparing the differences between the means in the table constructed to the minimum pair wise difference. The means pair is significantly different when its difference is larger than the minimum pair wise difference.
The steps for computation of Tukey test:

a. Dialogue journal is compared with guided writing

\[ q = \frac{\bar{X}_{c_1} - \bar{X}_{c_2}}{\sqrt{\text{error variance}/n}} \]

b. High creativity is compared with low creativity

\[ q = \frac{\bar{X}_{r_1} - \bar{X}_{r_2}}{\sqrt{\text{error variance}/n}} \]

c. Dialogue journal is compared with guided writing for students having high creativity

\[ q = \frac{\bar{X}_{c_1r_1} - \bar{X}_{c_2r_1}}{\sqrt{\text{error variance}/n}} \]

d. Dialogue journal is compared with guided writing for students having low creativity

\[ q = \frac{\bar{X}_{c_1r_2} - \bar{X}_{c_2r_2}}{\sqrt{\text{error variance}/n}} \quad \text{or} \quad q = \frac{\bar{X}_{c_1r_2} - \bar{X}_{c_1r_2}}{\sqrt{\text{error variance}/n}} \]

The analysis of the result of the computation is (1) if \( q_o \) is compared with \( q_t \), the difference is significant; and (2) to know which one is better, the means are compared.

F. Statistical Hypothesis

The researcher formulates the statistical hypothesis that consists of null hypothesis (Ho) and alternative hypothesis (H_1). The statistical hypotheses are as follows:

*commit to user*
1. The difference between dialogue journal and guided writing to teach writing to the third grade science students of SMA Negeri 1 Karanganom Klaten.

Ho: $\mu A_1 = \mu A_2$

$H_1$: $\mu A_1 > \mu A_2$

Note:

Ho: There is no significant difference in writing skill between the students who are taught using dialogue journal and students who are taught using guided writing.

$H_1$: The students who are taught using dialogue journal have better writing skill than students who are taught using guided writing.

2. The difference in writing ability between students who have low creativity with the students who have high creativity in writing.

Ho: $\mu B_1 = \mu B_2$

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

Note:

Ho: There is no significant difference in writing skill between the students who have low creativity and students who have high creativity.

$H_1$: The students who have high creativity have better writing skill than the students who have low creativity.

3. The interaction between teaching techniques and students’ creativity in teaching writing.

Ho: $\mu A \times \mu B = O$
$H_1: \mu A \times \mu B > 0$

Note:

$H_0$: There is no interaction between teaching techniques and students’ creativity in writing. It means that the effect of teaching techniques on writing skill does not depend on creativity level.

$H_1$: There is an interaction between teaching techniques and students’ creativity in teaching writing. It means that the effect of teaching techniques on writing depends on creativity level.
CHAPTER IV
RESULTS AND DISCUSSION

In this chapter, the research findings are presented based on the following sub-chapters: (A) data description, (B) data analysis, (C) testing hypotheses using two-way ANOVA with the same cells, and (D) discussion of the findings.

A. Data Description

As it was stated in the chapter III, this research used data gained from the students’ writing scores taken from the control class treated by using guided writing and experimental class by using dialogue journal. After the writing scores were gained, they were then sorted in accordance with students’ creativity levels. The data distribution in this research is classified into eight groups: (1) the students taught using dialogue journal (A1); (2) the students taught using guided writing (A2); (3) the students who have high creativity (B1); (4) the students who have low creativity (B2); (5) the students having high creativity who are taught using dialogue journal (A1B1); (6) the students having low creativity who are taught using dialogue journal (A1B2); (7) the students having high creativity who are taught using guided writing (A2B1); (8) the students having low creativity who are taught using guided writing (A2B2).

The data description, frequency distribution, histogram, and the polygon of the students’ writing score are as follows:
1. The students taught using dialogue journal ($A_1$)

The writing scores of the students taught by using dialogue journal are as follows:

<table>
<thead>
<tr>
<th>Class limits</th>
<th>$f_i$</th>
<th>Tally</th>
<th>$X_i$</th>
<th>$X_i^2$</th>
<th>$f_iX_i$</th>
<th>$f_iX_i^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>68 - 70</td>
<td>3</td>
<td>III</td>
<td>69</td>
<td>4761</td>
<td>207</td>
<td>14283</td>
</tr>
<tr>
<td>71 - 73</td>
<td>4</td>
<td>IIII</td>
<td>72</td>
<td>5184</td>
<td>288</td>
<td>20736</td>
</tr>
<tr>
<td>74 - 76</td>
<td>6</td>
<td>IIII I</td>
<td>75</td>
<td>5625</td>
<td>450</td>
<td>33750</td>
</tr>
<tr>
<td>77 - 79</td>
<td>9</td>
<td>IIII III</td>
<td>78</td>
<td>6084</td>
<td>702</td>
<td>54756</td>
</tr>
<tr>
<td>80 - 82</td>
<td>8</td>
<td>IIII III</td>
<td>81</td>
<td>6561</td>
<td>648</td>
<td>52488</td>
</tr>
<tr>
<td>83 - 85</td>
<td>9</td>
<td>IIII III</td>
<td>84</td>
<td>7056</td>
<td>756</td>
<td>63504</td>
</tr>
<tr>
<td>86 - 88</td>
<td>1</td>
<td>I</td>
<td>87</td>
<td>7569</td>
<td>87</td>
<td>7569</td>
</tr>
<tr>
<td><strong>Σ</strong></td>
<td>40</td>
<td></td>
<td></td>
<td>3138</td>
<td>247086</td>
<td></td>
</tr>
</tbody>
</table>

Mean 78.45
Mode 78.75
Median 78.83
$s$ 4.83

From the table, it is revealed that the mean of the students’ writing is 78.45, the median is 78.83, the mode is 78.75, and the standard deviation is 4.83. Then, the frequency of students’ writing scores is described in the histogram and polygon below:

![Histogram and Polygon of Data $A_1$](image-url)
2. The students taught using guided writing (A_2)

The writing scores of the students taught by using guided writing are as follows:

Table 4.2. Frequency Distribution of Data A_2

<table>
<thead>
<tr>
<th>Class limits</th>
<th>f_i</th>
<th>Tally</th>
<th>X_i</th>
<th>X_i^2</th>
<th>f_iX_i</th>
<th>f_iX_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>67 - 69</td>
<td>1</td>
<td>I</td>
<td>68</td>
<td>4624</td>
<td>68</td>
<td>4624</td>
</tr>
<tr>
<td>70 - 72</td>
<td>5</td>
<td>IIII</td>
<td>71</td>
<td>5041</td>
<td>355</td>
<td>25205</td>
</tr>
<tr>
<td>73 - 75</td>
<td>10</td>
<td>IIII IIII</td>
<td>74</td>
<td>5476</td>
<td>740</td>
<td>54760</td>
</tr>
<tr>
<td>76 - 78</td>
<td>9</td>
<td>IIII IIII</td>
<td>77</td>
<td>5929</td>
<td>693</td>
<td>53361</td>
</tr>
<tr>
<td>79 - 81</td>
<td>11</td>
<td>IIII IIII I</td>
<td>80</td>
<td>6400</td>
<td>880</td>
<td>70400</td>
</tr>
<tr>
<td>82 - 84</td>
<td>4</td>
<td>IIII I</td>
<td>83</td>
<td>6889</td>
<td>332</td>
<td>27556</td>
</tr>
<tr>
<td>85 - 87</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Σ</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td>3068</td>
<td>235906</td>
</tr>
</tbody>
</table>

Mean 76.70  
Mode 79.17  
Median 77.59  
s 3.89

From the table, it is revealed that the mean of the student’s writing is 76.70, the median is 77.59, the mode is 79.17, and the standard deviation is 3.89. Then, the frequency of students’ writing scores is described in the histogram and polygon below:
3. The students having high creativity ($B_1$)

The writing scores of the students who have high creativity are as follows:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Tally</th>
<th>$X_i$</th>
<th>$X_i^2$</th>
<th>$f_iX_i$</th>
<th>$f_iX_i^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>69 - 71</td>
<td>I</td>
<td>70</td>
<td>4900</td>
<td>70</td>
<td>4900</td>
</tr>
<tr>
<td>72 - 74</td>
<td>III</td>
<td>73</td>
<td>5329</td>
<td>219</td>
<td>15987</td>
</tr>
<tr>
<td>75 - 77</td>
<td>10</td>
<td>76</td>
<td>5776</td>
<td>760</td>
<td>57760</td>
</tr>
<tr>
<td>78 - 80</td>
<td>8</td>
<td>79</td>
<td>6241</td>
<td>632</td>
<td>49928</td>
</tr>
<tr>
<td>81 - 83</td>
<td>9</td>
<td>82</td>
<td>6724</td>
<td>738</td>
<td>60516</td>
</tr>
<tr>
<td>84 - 86</td>
<td>8</td>
<td>85</td>
<td>7225</td>
<td>680</td>
<td>57800</td>
</tr>
<tr>
<td>87 - 89</td>
<td>4</td>
<td>88</td>
<td>7744</td>
<td>88</td>
<td>7744</td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td></td>
<td>3187</td>
<td>254635</td>
<td></td>
</tr>
</tbody>
</table>

Mean: 79.68  
Mode: 76.83  
Median: 79.3  
$\sigma$: 4.27

From the table, it is revealed that the mean of the student’ writing is 80, the median is 79.3, the mode is 76.83, and the standard deviation is 4.27.

Then, the frequency of students’ writing scores is described in the histogram and polygon below:

Figure 4.3. Histogram and Polygon of Data $B_1$

4. The students having low creativity ($B_2$)
The writing scores of the students who have low creativity are as follows:

Table 4.4. Frequency Distribution of Data B2

<table>
<thead>
<tr>
<th>Interval</th>
<th>f_i</th>
<th>Tally</th>
<th>X_i</th>
<th>X_i^2</th>
<th>f_iX_i</th>
<th>f_iX_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>66 - 68</td>
<td>1</td>
<td>I</td>
<td>67</td>
<td>4489</td>
<td>67</td>
<td>4489</td>
</tr>
<tr>
<td>69 - 71</td>
<td>6</td>
<td>III</td>
<td>70</td>
<td>4900</td>
<td>420</td>
<td>29400</td>
</tr>
<tr>
<td>72 - 74</td>
<td>9</td>
<td>III</td>
<td>73</td>
<td>5329</td>
<td>657</td>
<td>47961</td>
</tr>
<tr>
<td>75 - 77</td>
<td>10</td>
<td>III</td>
<td>76</td>
<td>5776</td>
<td>760</td>
<td>57760</td>
</tr>
<tr>
<td>78 - 80</td>
<td>8</td>
<td>III</td>
<td>79</td>
<td>6241</td>
<td>632</td>
<td>49928</td>
</tr>
<tr>
<td>81 - 83</td>
<td>5</td>
<td>II</td>
<td>82</td>
<td>6724</td>
<td>410</td>
<td>33620</td>
</tr>
<tr>
<td>84 - 86</td>
<td>1</td>
<td>I</td>
<td>85</td>
<td>7225</td>
<td>85</td>
<td>7225</td>
</tr>
<tr>
<td>Σ</td>
<td>40</td>
<td></td>
<td></td>
<td>3031</td>
<td>230383</td>
<td></td>
</tr>
</tbody>
</table>

Mean 75.78
Mode 75.50
Median 75.70
s 4.26

From the table, it is revealed that the mean of the student’s writing is 75.78, the median is 75.70, the mode is 75.50, and the standard deviation is 4.26. Then, the frequency of students’ writing scores is described in the histogram and polygon below:
5. The students having high creativity level taught using dialogue journal

\((A_1B_1)\)

The writing scores of the students having high creativity taught using dialogue journal are as follows:

<table>
<thead>
<tr>
<th>Interval</th>
<th>(f_i)</th>
<th>Tally</th>
<th>(X_i)</th>
<th>(X_i^2)</th>
<th>(fX_i)</th>
<th>(fX_i^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 - 76</td>
<td>1</td>
<td>I</td>
<td>75.5</td>
<td>5700.3</td>
<td>75.5</td>
<td>5700.25</td>
</tr>
<tr>
<td>77 - 78</td>
<td>1</td>
<td>I</td>
<td>77.5</td>
<td>6006.3</td>
<td>77.5</td>
<td>6006.25</td>
</tr>
<tr>
<td>79 - 80</td>
<td>3</td>
<td>III</td>
<td>79.5</td>
<td>6320.3</td>
<td>238.5</td>
<td>18960.8</td>
</tr>
<tr>
<td>81 - 82</td>
<td>4</td>
<td>IV</td>
<td>81.5</td>
<td>6642.3</td>
<td>407.5</td>
<td>33211.3</td>
</tr>
<tr>
<td>83 - 84</td>
<td>5</td>
<td>V</td>
<td>83.5</td>
<td>6972.3</td>
<td>417.5</td>
<td>34861.3</td>
</tr>
<tr>
<td>85 - 86</td>
<td>5</td>
<td>V</td>
<td>85.5</td>
<td>7310.3</td>
<td>427.5</td>
<td>36551.3</td>
</tr>
<tr>
<td>(\Sigma)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1644</td>
<td>135291</td>
</tr>
</tbody>
</table>

From the table, it is revealed that the mean of the student’s writing is 82.20, the median is 82.5, the mode is 82.5, and the standard deviation is 2.85.

Then, the frequency of students’ writing scores is described in the histogram and polygon below:
6. The students having low creativity level taught using dialogue journal

\((A_2B_1)\)

The writing scores of the students having high creativity taught using guided writing are as follows:

Table 4.5. Frequency Distribution of Data \(A_2B_1\)

<table>
<thead>
<tr>
<th>Interval</th>
<th>(f_i)</th>
<th>Tally</th>
<th>(X_i)</th>
<th>(X_i^2)</th>
<th>(f_iX_i)</th>
<th>(f_iX_i^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>71 - 72</td>
<td>2</td>
<td>II</td>
<td>71.5</td>
<td>5112.3</td>
<td>143</td>
<td>10224.5</td>
</tr>
<tr>
<td>73 - 74</td>
<td>3</td>
<td>II</td>
<td>73.5</td>
<td>5400.3</td>
<td>147</td>
<td>10804.5</td>
</tr>
<tr>
<td>75 - 76</td>
<td>5</td>
<td>III</td>
<td>75.5</td>
<td>5700.3</td>
<td>377.5</td>
<td>28501.3</td>
</tr>
<tr>
<td>77 - 78</td>
<td>5</td>
<td>III</td>
<td>77.5</td>
<td>6006.3</td>
<td>387.5</td>
<td>30031.3</td>
</tr>
<tr>
<td>79 - 80</td>
<td>3</td>
<td>III</td>
<td>79.5</td>
<td>6320.3</td>
<td>238.5</td>
<td>18960.8</td>
</tr>
<tr>
<td>81 - 82</td>
<td>3</td>
<td>III</td>
<td>81.5</td>
<td>6642.3</td>
<td>244.5</td>
<td>19926.8</td>
</tr>
<tr>
<td>(\Sigma)</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>1538</td>
<td>118449</td>
</tr>
</tbody>
</table>

From the table, it is revealed that the mean of the student’s writing is 76.90, the median is 76.90, the mode is 76.50, and the standard deviation is 3.05. Then, the frequency of students’ writing scores is described in the histogram and polygon below:
7. The students having high creativity level taught using guided writing 

(A₁B₂)

The writing scores of the students having low creativity taught using dialogue journal are as follows:

<table>
<thead>
<tr>
<th>Interval</th>
<th>f_i</th>
<th>Tally</th>
<th>X_i</th>
<th>X_i²</th>
<th>f_iX_i</th>
<th>f_iX_i²</th>
</tr>
</thead>
<tbody>
<tr>
<td>68 - 70</td>
<td>3</td>
<td>III</td>
<td>69</td>
<td>4761</td>
<td>207</td>
<td>14283</td>
</tr>
<tr>
<td>71 - 73</td>
<td>6</td>
<td>IIII</td>
<td>72</td>
<td>5184</td>
<td>432</td>
<td>31104</td>
</tr>
<tr>
<td>74 - 76</td>
<td>4</td>
<td>IIII</td>
<td>75</td>
<td>5625</td>
<td>300</td>
<td>22500</td>
</tr>
<tr>
<td>77 - 79</td>
<td>5</td>
<td>IIII</td>
<td>78</td>
<td>6084</td>
<td>390</td>
<td>30420</td>
</tr>
<tr>
<td>80 - 82</td>
<td>1</td>
<td>I</td>
<td>81</td>
<td>6561</td>
<td>81</td>
<td>6561</td>
</tr>
<tr>
<td>83 - 85</td>
<td>1</td>
<td>I</td>
<td>84</td>
<td>7056</td>
<td>84</td>
<td>7056</td>
</tr>
<tr>
<td>Σ</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>1494</td>
<td>111924</td>
</tr>
</tbody>
</table>

Mean 74.70
Mode 72.30
Median 75.17
s 4.12

From the table, it is revealed that the mean of the student’s writing is 74.70, the median is 75.17, the mode is 72.30, and the standard deviation is 4.12. Then, the frequency of students’ writing scores is described in the histogram and polygon below:
8. The students having low creativity level taught using dialogue journal

\((A_2B_2)\)

The writing scores of the students having low creativity taught using guided writing are as follows:

<table>
<thead>
<tr>
<th>Interval</th>
<th>(f_i)</th>
<th>Tally</th>
<th>(X_i)</th>
<th>(X_i^2)</th>
<th>(f_iX_i)</th>
<th>(f_iX_i^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>67 - 69</td>
<td>1</td>
<td>I</td>
<td>68</td>
<td>4624</td>
<td>68</td>
<td>4624</td>
</tr>
<tr>
<td>70 - 72</td>
<td>3</td>
<td>III</td>
<td>71</td>
<td>5041</td>
<td>213</td>
<td>15123</td>
</tr>
<tr>
<td>73 - 75</td>
<td>5</td>
<td>IIIII</td>
<td>74</td>
<td>5476</td>
<td>370</td>
<td>27380</td>
</tr>
<tr>
<td>76 - 78</td>
<td>2</td>
<td>II</td>
<td>77</td>
<td>5929</td>
<td>154</td>
<td>11858</td>
</tr>
<tr>
<td>79 - 81</td>
<td>7</td>
<td>IIIII</td>
<td>80</td>
<td>6400</td>
<td>560</td>
<td>44800</td>
</tr>
<tr>
<td>82 - 84</td>
<td>2</td>
<td>II</td>
<td>83</td>
<td>6889</td>
<td>166</td>
<td>13778</td>
</tr>
<tr>
<td>(\Sigma)</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>1531</td>
<td>117563</td>
</tr>
<tr>
<td>Mean</td>
<td>76.55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>80.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>78.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(s\) 4.38

From the table, it is revealed that the mean of the student’s writing is 77, the median is 78.50, the mode is 80.00, and the standard deviation is 4.38.

Then, the frequency of students’ writing scores is described in the histogram and polygon below:

![Histogram and Polygon of Data A_2B_2](image)
B. Data Analysis

Before analyzing the data using inferential analysis, the distribution of the sample must be normal and homogeneous. The followings will be about the result and the computation of normality and homogeneity tests applied to the gained data.

1. Normality Test

To know whether a population is normal or not, normality test is employed in this research, the normality test was applied to the writing scores of experimental and control groups in accordance with the creativity level. Afterward, Lilliefors test was employed to find out the normality of the data of the writing scores. The result is presented in the following table, while the complete computation for each can be found in appendix.

<table>
<thead>
<tr>
<th>No</th>
<th>Variables</th>
<th>Number of Data</th>
<th>L_0</th>
<th>L_t</th>
<th>Description</th>
<th>Test Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A_1</td>
<td>40</td>
<td>0.0735</td>
<td>0.141</td>
<td>Normal</td>
<td>H_0 is accepted</td>
</tr>
<tr>
<td>2.</td>
<td>A_2</td>
<td>40</td>
<td>0.0721</td>
<td>0.141</td>
<td>Normal</td>
<td>H_0 is accepted</td>
</tr>
<tr>
<td>3.</td>
<td>B_1</td>
<td>40</td>
<td>0.0791</td>
<td>0.141</td>
<td>Normal</td>
<td>H_0 is accepted</td>
</tr>
<tr>
<td>4.</td>
<td>B_2</td>
<td>40</td>
<td>0.0856</td>
<td>0.141</td>
<td>Normal</td>
<td>H_0 is accepted</td>
</tr>
<tr>
<td>5.</td>
<td>A_1 B_1</td>
<td>20</td>
<td>0.1087</td>
<td>0.190</td>
<td>Normal</td>
<td>H_0 is accepted</td>
</tr>
<tr>
<td>6.</td>
<td>A_2 B_1</td>
<td>20</td>
<td>0.134</td>
<td>0.190</td>
<td>Normal</td>
<td>H_0 is accepted</td>
</tr>
<tr>
<td>7.</td>
<td>A_1 B_2</td>
<td>20</td>
<td>0.1204</td>
<td>0.190</td>
<td>Normal</td>
<td>H_0 is accepted</td>
</tr>
<tr>
<td>8.</td>
<td>A_2 B_2</td>
<td>20</td>
<td>0.1157</td>
<td>0.190</td>
<td>Normal</td>
<td>H_0 is accepted</td>
</tr>
</tbody>
</table>

The summary of normality using Lilliefors test shows that all of the values (L_0) gained are lower than L_t. Therefore, it can be concluded that all of the samples based on both teaching techniques and creativity levels were normal.
2. Homogeneity Test

The data are homogenous if $\chi^2_o$ is lower than $\chi^2_t$ at the level significance $\alpha = 0.05$. The result of the homogeneity test can be seen below.

Table 4.10 The Summary Homogeneity Test

<table>
<thead>
<tr>
<th>Sample</th>
<th>df</th>
<th>$1/(df)$</th>
<th>$s^2_i$</th>
<th>$\log s^2_i$</th>
<th>(df) $\log s^2_i$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19</td>
<td>0.05</td>
<td>8.305263</td>
<td>0.919353</td>
<td>17.47</td>
</tr>
<tr>
<td>2</td>
<td>19</td>
<td>0.05</td>
<td>9.923684</td>
<td>0.996673</td>
<td>18.93679</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>0.05</td>
<td>15.73421</td>
<td>1.196845</td>
<td>22.74005</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>0.05</td>
<td>19.83947</td>
<td>1.29753</td>
<td>24.65307</td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td></td>
<td>83.79763</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Log $s^2 = \log (13.45066)^2 = 1.128744$

$B = (\log s^2) \sum (n_i - 1) = 1.128744 (76) = 85.80872$

$\chi^2_o = (\ln 10) \{ B - \sum (n_i - 1) \log s^2_i \}$

$= (2.3026) (85.78451 - 83.79763)$

$= 4.57$

According to the result of homogeneity test above, it can be seen that the score of $\chi^2_o$ is 4.57. Based on the table of Chi-Square distribution with the significance level $\alpha = 0.05$, the value of $\chi^2_{0.95(3)}$ is 7.81. Because $\chi^2_o$ (4.57) is lower than $\chi^2_{0.95(3)}$ (7.81) or $\chi^2_o < \chi^2_{0.95(3)}$ (4.57 < 7.81), it can be concluded that the data are homogeneous.

C. Testing Hypothesis

In testing hypotheses, the Multifactor Analysis Variance (ANOVA) $2 \times 2$ is used to find out if there are effects of independent and moderator
variable upon the dependent variable. The tests are also intended to reveal if there is an interaction among those variables. ANOVA is done after the result of normality and homogeneity test are calculated and fulfilled. In ANOVA, \( H_0 \) is rejected if \( F_o \) is higher than \( F_t (F_o > F_t) \) which means that there is significant difference. Furthermore, the analysis is continued to know the difference between the cells by using Tukey test. To know which group is better, the mean scores of the groups are compared. The summary of ANOVA 2 X 2 can be seen as follows:

Table 4.11 The Mean Scores

<table>
<thead>
<tr>
<th>Creativity (B)</th>
<th>Teaching Techniques (A)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dialogue Journal (A₁)</td>
<td>Guided Writing (A₂)</td>
</tr>
<tr>
<td>High Creativity</td>
<td>82.10</td>
<td>76.85</td>
</tr>
<tr>
<td>(B₁)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Creativity</td>
<td>74.95</td>
<td>76.55</td>
</tr>
<tr>
<td>(B₂)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>78.53</td>
<td>76.70</td>
</tr>
</tbody>
</table>

Table 4.12 The Summary of 2 X 2 Multifactor Analysis of Variance

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>( F_o )</th>
<th>( F_{t,0.05} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns (teaching techniques)</td>
<td>66.61</td>
<td>1</td>
<td>66.61</td>
<td>4.952</td>
<td>3.97</td>
</tr>
<tr>
<td>Between rows (creativity)</td>
<td>277.51</td>
<td>1</td>
<td>277.51</td>
<td>20.632</td>
<td></td>
</tr>
<tr>
<td>Columns by rows (interaction)</td>
<td>234.61</td>
<td>1</td>
<td>234.61</td>
<td>17.442</td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>578.74</td>
<td>3</td>
<td>192.912</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>1022.25</td>
<td>76</td>
<td></td>
<td><strong>13.451</strong></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1600.99</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. \( F_o \) between columns, the comparative analysis between the effect of teaching using dialogue journal and guided writing, shows that \( F_o \) is 4.952.
The $F_t$ at the level significance $\alpha = 0.05$ ($F_{t(0.05)}$) is 3.97. $F_o$ (4.952) is higher than $F_{t(0.05)}$ (3.97). It means $H_o$ is rejected and there is a significant difference between the means of dialogue journal and guided writing to teach writing. It can be concluded that the techniques for teaching writing differ significantly. The mean score of the students taught using dialogue journal (78.55) is higher than the mean score of the students taught using guided writing (76.70). It is summarized that dialogue journal is more effective than guided writing to teach writing.

2. The score of $F_o$ between rows (creativity) is 20.632, while the score of $F_t$ at the level of significance $\alpha = 0.05$ ($F_{t(0.05)}$) is 3.97. $F_o$ (20.632) is higher than $F_t$ (3.97). It means that $H_o$ is rejected and the difference between writing score of the students who have high creativity and those who have low creativity is significant. Based on the calculation of the mean scores, the mean score of the students who have high creativity (79.50) is higher than those who have low creativity (75.75). Then, it is summarized that the students who have high creativity have better writing skill than those who have low creativity.

3. The score of $F_o$ columns by rows (interaction) is 17.442, and the score of $F_t$ at the level of significance $\alpha = 0.05$ is 3.97. Because $F_o > F_{t(0.05)}$ or $F_o$ (17.442) is higher than $F_t$ (3.97), there is an interaction between two variables, teaching techniques and students’ creativity to teach writing. In other words, it can be said that the effects of teaching techniques on students’ writing skill depends on the students’ 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

<table>
<thead>
<tr>
<th>No.</th>
<th>Data</th>
<th>Sample</th>
<th>q_o</th>
<th>q_t</th>
<th>α</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A_1 and A_2</td>
<td>40</td>
<td>3.14</td>
<td>2.86</td>
<td>0.05</td>
<td>significant</td>
</tr>
<tr>
<td>2.</td>
<td>B_1 and B_2</td>
<td>40</td>
<td>6.42</td>
<td>2.86</td>
<td>0.05</td>
<td>significant</td>
</tr>
<tr>
<td>3.</td>
<td>A_1B_1 and A_2B_1</td>
<td>20</td>
<td>5.36</td>
<td>2.95</td>
<td>0.05</td>
<td>significant</td>
</tr>
<tr>
<td>4.</td>
<td>A_1B_2 and A_2B_2</td>
<td>20</td>
<td>1.95</td>
<td>2.95</td>
<td>0.05</td>
<td>not significant</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that:

1. The score of q_o between columns is 3.14 and the score of q_t of Tukey’s table at the level of significance α = 0.05 is 2.86. Because q_o > q_t or q_o (3.14) is higher than q_t(.05) (2.86), using dialogue journal differs significantly from guided writing in teaching writing. The mean of A_1 (78.53) is higher than A_2 (76.70), it can be concluded that dialogue journal is more effective than guided writing to teach writing.

2. The score of q_o between rows is 6.42 and the score of q_t of Tukey’s table at the level of significance α = 0.05 is 2.86. Because q_o > q_t or q_o (6.42) is higher than q_t(.05) (2.86), it can be concluded that there is a significant difference on the students’ writing score between those who have high creativity and those who have low creativity. Based on the calculation of the mean scores, the mean of B_1 (79.48) is higher than B_2 (75.75). Thus, it can be said that the students having high creativity have better writing skill than those having low creativity.
3. The score of $q_o$ between cells $A_1B_1$ and $A_2B_1$ is 5.36 and the score of $q_t$ of Tukey’s table at the level of significance $\alpha = 0.05$ is 2.95. Because $q_o > q_t$ or $q_o (5.36)$ is higher than $q_t(0.05) (2.95)$, it can be concluded that using dialogue journal differs significantly from guided writing in teaching writing for the students who have high creativity. Moreover, based on the calculation of mean scores, the mean score of $A_1B_1 (82.10)$ is higher than the mean score of $A_2B_1 (76.85)$ so that it can be said that dialogue journal is more effective than guided writing to teach writing to the students who have high creativity.

4. The score of $q_o$ between cells $A_1B_2$ and $A_2B_2$ is 1.95 and the score of $q_t$ of Tukey’s table at the level of significance $\alpha = 0.05$ is 2.95. Because $q_o < q_t$ or $q_o (1.95)$ is lower than $q_t(0.05) (2.95)$, it can be concluded that using dialogue journal does not differ significantly from guided writing in teaching writing for the students who have low creativity. However, based on the calculation of mean scores, the mean score of $A_1B_2 (74.95)$ is lower than the mean score of $A_2B_2 (76.55)$ so that it can be said that guided writing is more effective than dialogue journal to teach writing to the students who have low creativity.

Based on Tukey test number 3 and 4 above shows that dialogue journal is more effective than guided to teach writing to the students who high creativity and guided writing is more effective to teach writing to the students who have low creativity. It can be concluded that there is an interaction
between teaching techniques and students’ creativity in teaching writing. The effectiveness of the teaching techniques depends on the students’ creativity.

D. Discussion of the Findings

This research is an experimental research conducted to find out the effectiveness of dialogue journal to teach writing to the third grade science students of SMA Negeri 1 Karanganom, Klaten in the 2012/2013 academic year. According to the research findings, it can be said that:

1. Dialogue journal is more effective than guided writing in teaching writing

In this study, the third grade science students of SMA N 1 Karanganom Kalten were required to write narratives, explanations, and discussions essays. Dialogue journal and guided writing are the techniques used in this research.

Dialogue journal is not a new technique in teaching world. The actual name “dialogue journal” was created in 1979 by Jana Staton. Dialogue journal gives the students the freedom to choose their own topics. They can share many things, no limitation of the topic. Dialogue journal helps the students minimize their confidence. The students who lack of confidence in writing will be accepted in this technique and those who are usually confident enough to write will explore more their ideas in dialogue journal. Dialogue journal encourages them to write more and more since the researcher guides them by providing some questions or instructions that ask them to write. Moreover, they are possible to write their private problems, difficulties or other cases
they face in their life. After the students finish writing their work, the researcher writes comment, feedback, suggestion, or question on the students’ journal. She returns the journal on the next day so that the students can read and understand the comments well. Dialogue journal is an effective technique to teach writing. Even dialogue journal was done once a week, the students would be able to improve along with mechanics, vocabulary, and language use. Peyton & Reed (1990) express that students can learn more about the writing process – things covered in class like punctuation and grammatical form can be used as they begin to actually think more and understand how everything fits together. They also add that when the teacher is writing, they are giving the student a continual model of proficient writing. Things like the thought process, organization and coherence are modeled along with more advanced phrases and sentences (1990). Moreover, it can also create a good atmosphere in which both the students and the teacher move beyond traditional roles and interact in a different way. Jones (1991a) states that having a journal gives teachers the time for the one-on-one interaction with each student. This is beneficial in that the more aggressive students can “speak” at length with the teacher without monopolizing the class time, and more shy students are encouraged to have a dialogue as well. One more community builder is that the teacher can offer praise, encouragement or simply understand without the student feeling uncomfortable with peers (Peyton and Reed, 1990).
On contrary, guided writing gives contributions to the teaching sequence for writing. It is a technique that requires the teacher to conduct a writing process through modeling, support, practice, feedback, and general ideas in a class. Guided writing is a good technique for beginner because it helps learners to make good compositions since teacher provides topic, outline, and generic structures of a text in a good order. During the teaching learning activities, the teacher provides the example of essays, guides the students to mention the generic structures of the essays, asks them to brainstorm many ideas based on the topic chosen by the teacher and write them on the white board, and give time to the students to compose an essay. Holdich and Chung (2003: 623) states guided writing offers greater opportunities for the young writers to make valuable connections between texts, sentences, and word level decisions and help children shape and redraft texts with particular criteria in mind. In other words, the teacher stimulates the students to write and she also plays an important role in this technique.

Based on the elaboration above, the characteristics of each technique, dialogue journal is more effective than guided writing to teach writing to the third grade science students of SMA Negeri 1 Karanganom Klaten in the 2012/2013 academic year.

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

Creativity is known as a general ability to create something new, share new ideas, and make something different in problem solving. Creative
students are able to find out ways in understanding material and doing examination successfully, becoming a problem solver in a team, producing new ideas and doing creative actions, and always have innovation in demonstrating their creativity. Creative students are usually energetic. They are ready to do anything and finish something in order to achieve goals or purposes. They like challenges and try to enjoy step by step of activities exploring ideas and imagination to think freely. Jones (1991a) says that creativity can come out through practice, again, encouraging fluency. Creative students are those who have ability to practice and develop new ideas in their mind that is maintained by their basis function of intelligence. They are able to maintain the time effectively in order to finish the project. Furthermore, Lau (2011: 215) adds that creative people are often diligent, disciplined, and highly focused.

On the contrary, people who have lack of creativity tend to be passive. The students who have low creativity are not always unintelligent. They only limit their way of thinking to explore their idea, bravery, diligence and seriousness as they not confident enough to share. Chan and Chan (1999: 185) states that students who have low creativity are usually conventional, timid, lack of confidence, and conforming. They often do not study seriously. Low level creativity students are not able to complete hard effort to study more because to come up with their own fresh ideas and opinion when teaching and learning activities conducted is not an easy thing to do for them. Munandar (1999: 25) supports that everyone has different level of creativity which
affects their ways of thinking, their behavior, and their competences in any aspects.

From the explanation above, it can be seen that there is a significant difference in writing skill between the students with who have high creativity and those with low creativity. The students having high creativity will be able to achieve better score than those having low creativity.

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

Dialogue journal is a written conversation between the teacher and the students that is done in some periods of time. Peyton (1993) as cited in defines dialogue journal as a written conversation in which a student and teacher communicate regularly that can be conducted daily, weekly, or depending on the educational setting. It places the teacher as a facilitator and consultant to the students engaged in doing a project. This technique expects the students to answer the teacher’s questions or instructions and also allows them to make questions or share what they want ask freely. Peyton (2000) says that dialogue journal gives an opportunity for the teacher to write comment on any aspect of learner’s writing, respond to question, pose question and challenges, and initiate his own dialogue topics.

High creative students are smart, active, busy, and challenged to find out information or references in finishing their project. In short, they are enthusiastic. They encourage to accomplish their project well or even perfectly because during the teaching learning activities, the creative students habitually pay attention to the teacher and try to understand the material well.
If they have difficulties in comprehending the material, they will never be afraid to ask or write questions to the teacher. Davis (1993) says that one particularly common trait of creative person is enthusiasm. Enthusiastic person is full of energy to create and produce something new. Csikszentmihaly (1996: 58-73) adds some of the characteristics of creative person are smart, have a great deal of energy, humble, independent and have a combination of playfulness and discipline. Moreover, Maslow in Davis (1993) expresses that the qualities used to describe the creative personality include self-confidence, independence, and openness to experience. He also states that a creative student has the ability to visualize, imagine, and make mental transformations and looks at one thing, and sees modifications, new combinations, or new applications. In addition, creating a writing context which is anxiety-free may encourage students’ willingness to explore their thinking and express their idea (Boud, Keogh, and Walker, 1985: 234). Having those supporting theories, it is clear that dialogue journal is more effective to teach writing to the students who have high creativity.

The students with low level creativity depend on the teacher. Most of them are shy, have low self-confidence and competency to present new ideas in completing the project. Their low creativity makes them unable to compose the ideas better than those who have high creativity. Munandar (1999: 25) says that everyone has different level of creativity which affects their ways of thinking, their behavior, and their competences in any aspects. Students having low creativity only follow what the teacher says in those both
techniques, dialogue journal and guided writing. They are not encouraged to have better score. Manktelow (2995: 9) supports that uncreative students do not think about creativity and do not give themselves the opportunity to create anything new.

Therefore, in this study, for the students who have low creativity, dialogue journal and guided writing do not differ significantly to teach writing. The following description explains further what makes dialogue journal and guided writing take equal level for low creativity students. The students who have low creativity are often afraid and also have less self-confidence to write. Some of them are shy with their friends in delivering the text they want to make. Therefore, it can be concluded that dialogue journal is a technique which is more appropriate to teach writing for the students who have high creativity than those who have low creativity. Meanwhile, for the students who have low creativity does not differ significantly to be taught using both dialogue journal and guided writing. It means guided writing and dialogue journal are equal to teach the students who have low creativity.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

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

1. The students who are taught using dialogue journal have better writing skill than those who are taught using guided writing. In other words, the use of dialogue journal is more effective than guided writing to teach writing to the third grade science students of SMA Negeri 1 Karanganom Klaten in the 2012/2013 academic year.

2. The students who have high creativity have better writing skill than those who have low creativity of the third grade science students of SMA Negeri 1 Karanganom Klaten in the 2012/2013 academic year.

3. There is an interaction between teaching techniques and creativity to teach writing to the third grade science students of SMA Negeri 1 Karanganom Klaten in the 2012/2013 academic year. This can be seen from the finding of this study that for high creative students, dialogue journal is more effective than guided writing. Meanwhile, for low creative students, dialogue journal is equal effective to dialogue journal.

In short, it can be concluded that dialogue journal is effective for teaching writing for the third grade science students of SMA Negeri 1 Karanganom Klaten in the 2012/2013 academic year.
r. Related to the degree of the students’ creativity, it is proved that the students having high creativity have better writing score than those having low creativity.

B. Implication

The result of the study implies that dialogue journal is an effective teaching for teaching writing to the third grade science students. It is proved from the research findings showing that the students who are taught by dialogue journal have better writing skill than those who are taught using guided writing. Dialogue journal, a written conversation between the teacher and the students, invites the students to answer some questions and share their ideas in a notebook. In other words, it provides opportunities for the students to write more. After writing an essay and comments, the students submit the work to the teacher. The teacher responds the students’ work and returns the notebooks to the students. They can read the teacher’s feedback and write comment or start the dialogue on the following day, and so on and so forth.

Furthermore, students having high creativity are able to explore their ideas, thought, feeling, opinion, and imagination and to think freely more than students having low creativity. Looking at the characteristics of dialogue journal, it is appropriate to teach the students having high creativity using dialogue journal. Therefore, it is recommended that (1) it is better for teachers to apply dialogue journal to teach and learn writing; (2) to improve the
students’ writing score; and (3) future researcher can conduct the same kind of research with different sample and different students’ condition.

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
   a. In order to get maximum result and effect on students writing skills, English teachers are suggested to apply dialogue journal in teaching writing activities.
   b. Teachers are suggested to be more effective and innovative in using or even blending various kinds of teaching techniques which are suitable with the materials, so that the students will be encouraged to learn.

2. For students
   a. Students are suggested to write down and share what they understand and do not know in the dialogue journal so that the teachers can help the students solve the problems they face and give comment or feedback.
   b. Students are suggested to write or practice more in class.

3. For other researchers
   a. Other researchers can do further research in the field applying some other variables involving intelligence, self-esteem, self-confidence, linguistic intelligence, and many others.
b. The result of this research can be used as an additional reference for a similar research with different variables.