

**The Effectiveness of Interactive Writing Strategy to Teach
Writing Skill Viewed from Students' Creativity
(An Experimental Study at SMA Negeri I Pacitan, 2011 /2012)**



Thesis

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

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TEACH WRITING SKILL VIEWED FROM STUDENTS' CREATIVITY**
(An Experimental Study at SMA Negeri I Pacitan, 2011/212)

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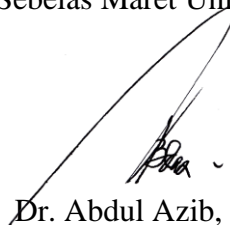
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TEACH WRITING SKILL VIEWED FROM STUDENTS' CREATIVITY**

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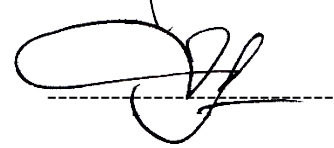
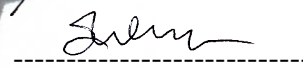
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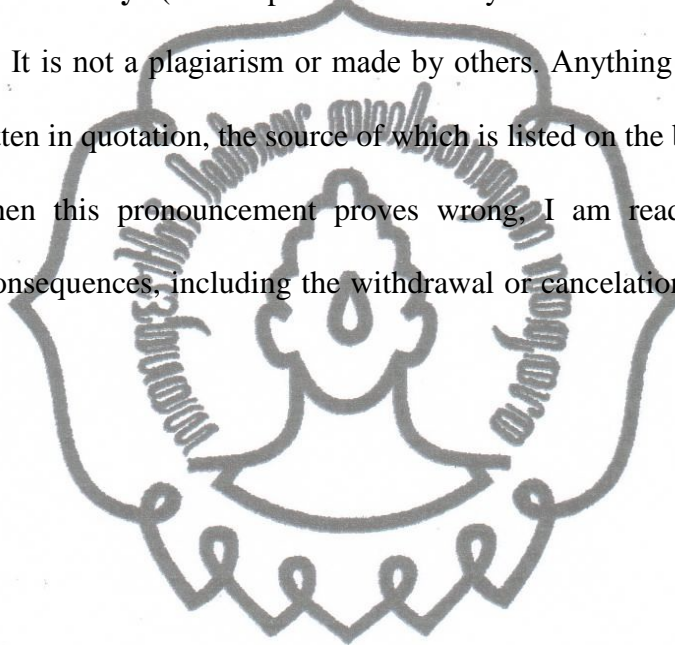
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This is to certify that I myself write this thesis entitled “**The Effectiveness of Interactive Writing Strategy to Teach Writing Skill Viewed from Students’ Creativity** (An Experimental Study at SMA Negeri I Pacitan, 2011/212)”. It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

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ABSTRACT

Umi Ma'tum, S891008099: *The Effectiveness of Interactive Writing Strategy to Teach Writing Skill Viewed from Students' Creativity* (An Experimental Study at SMA Negeri I Pacitan, 2011/2012). First Consultant: Prof. Dr. Joko Nurkamto, M.Pd.; Second Consultant: Dr. Ngadiso, M.Pd., Thesis, Surakarta, English Department, Graduate School, Sebelas Maret University, 2012.

The main objectives of the research are to know whether: (1) there is difference in writing competence between the students taught using interactive writing strategy and the students taught using controlled writing strategy; (2) there is difference in writing competence of the students having high creativity and those having low creativity; (3) there is an interaction between teaching strategy and creativity in term of writing skill.

The Experimental method was employed in this research. The population of the research was the eleventh year students of SMA Negeri I Pacitan In 2011/2012 in academic Year. The sampling technique used was Cluster random sampling. The sample in the research was 60 students covering 30 students of XI Science 4 as control group and 30 students of XI science 5 as experimental group. The research instruments consist of adapted Munandar's Verbal Creativity Test and writing test about Hortatory Exposition text which was designed by the researcher. Before the instruments were used, a try out was done to know the validity and reliability of the instrument. After treatment was given in twelve meetings, the researcher conducted a post-test to get the research data. Having got research data, the researcher analyzed the data in terms of their frequency distribution, normality of the sample distribution, and data homogeneity. Then, researcher used ANOVA test (multifactor analysis of variance) and TUKEY test to test the research hypotheses.

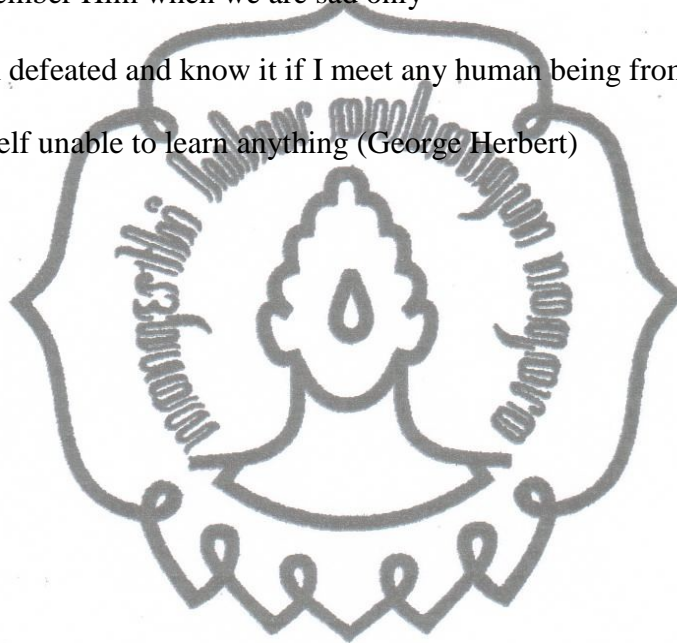
Referring to the summary of multifactor analysis of variance, it can be concluded that: (1) Interactive writing is more effective than controlled writing in teaching writing; (2) Students having high creativity have higher achievement in writing skill than the students having low creativity; and (3) There in an interaction between teaching strategies and students' creativity in teaching writing.

Based on the research findings, it can be concluded that teaching writing using interactive writing is more effective for the eleventh year students of SMA Negeri I Pacitan. To achieve the most optimum writing achievement, therefore it is recommended that teachers should apply interactive writing in teaching writing because interactive writing develops the students' creativity in giving fresh ideas spontaneously to response and continue others' idea.

Keywords: Interactive Writing, Controlled Writing, Creativity, Hortatory Exposition

MOTTO

- You can do if you think you can do
- Yesterday is memory, today is fact, tomorrow is wish
- That we should remember Him when we are happy and we should not remember Him when we are sad only
- I am defeated and know it if I meet any human being from whom I find myself unable to learn anything (George Herbert)



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DEDICATION



This thesis is dedicated to:

1. My mother
2. My lovely daughters and son, Hawwin, Wildan,
and Fira
3. My beloved mas Yudi
4. My brothers and sisters

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First of all, the writer prays to Allah AWT, the God Almighty that she can finally finish this thesis as a partial fulfillment of the requirements for the Graduate Degree of Education in English.

In doing this work, the writer realizes that she is unable to finish it without contributions, helps, suggestions, developing critics and comments from many people. She is greatly indebted to them. Therefore, in this opportunity she would like to express her gratitude to:

1. The Director of Graduate School of Sebelas Maret University for his permission to write this thesis,
2. The head of English Education Department, Graduate school of Sebelas Maret University who has suggested and guided the writer to do this thesis well,
3. Prof. Dr. Joko Nurkamto, M.Pd, her first consultant, who thoroughly and patiently has given the writer guidance and valuable ideas for the perfection of this thesis,
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5. The headmaster of SMA Negeri I Pacitan, who has given the writer permission to conduct the research,

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6. Her beloved kids, Hawwin, Wildan, and Fira, all of you are her spirit and motivation, all of you have made her survive,
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8. Her all brothers and sisters for their everything,
9. Her best Pacitanese friends, Nduk Ana, Pak Giyono, Pak Anis, Bu Kun Nduk Yulia, Mbak Widi, Bu Desi, and all friends of class A School Graduate of Sebelas Maret University 2010, for their togetherness and friendship,
10. Her eleventh year students of science 4 and science 5 of SMA N I Pacitan to whom she owes a lot.

Nothing is perfect except Allah SWT, and neither is this thesis. In the hope to improve this thesis, all supporting suggestion and criticism are openly welcome. Finally, the writer does hope that this thesis will be able to give useful contribution and ideas to improve the English teaching learning process.

Surakarta, July 2012

Umi Ma'tum

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