THE INFLUENCE OF STUDENTS' CREATIVE WRITING TOWARD THEIR ACHIEVEMENT IN WRITING NARRATIVE PARAGRAPH AT SMA NEGERI 1 IDI RAYEUK KABUPATEN ACEH TIMUR

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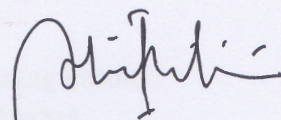**Cut Ernawati**

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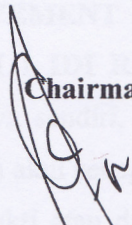
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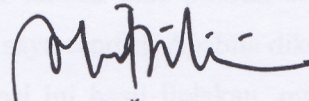
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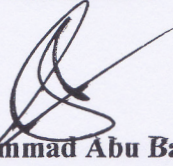**Nina Afrida, M.Pd**
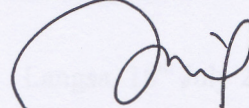NIP. 19840501 201101 2 015

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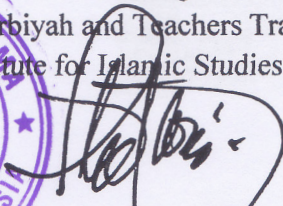**Dr. Muhammad Abu Bakar, MA**
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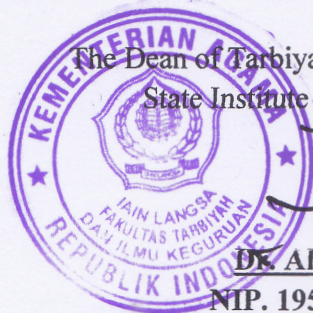
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Langsa, 18th July 2017

Yang Membuat Pernyataan

Cut Ernawati

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ABSTRACT

This research analyzed whether creative writing strategy can improve students' ability in writing narrative paragraph at the second grade students of SMA Negeri 1 Idi Rayeuk. Based on the writer observation at SMA Negeri 1 Idi Rayeuk, the writer found that, there were some students were difficult to do their writing task. They were confused how to compose various kinds of writing text. In the other hand, the teacher demanded them to do their writing task based on the instruction within included in the material books and syllabus. Meanwhile, students has own creativity to write their writing. According to this phenomenon, the writer tries to practice one of strategies to increase students' interest in writing text. The students can write narrative text that tells about their experience imaginatively. Therefore, the writer interested to practice the strategy to stimulus students to develop their imagination, the strategy namely creativity writing. The writer did experimental research to the second grade students at SMA Negeri 1 Idi Rayeuk. The researcher chooses XI IA 2 class as experimental class which consist of 32 students and XI IA 1 class as controlled class which consist of 27 students. The technique of collecting data is done by applying writing narrative paragraph test which included pre-test and post test. Then, the writer analyzed the quantitative data statistically After conducting treatment the students' ability in writing narrative paragraph is developed, the students at experimental class got mean 89, 35. On other words, the controlled class got mean 84, 61. Besides of the comparison of the mean score in the both class, the researcher also did hypothesis testing. Based on the result of hypothesis testing, the researcher got that $t_{observed} > t_{table}$ that is 7, 40 > 1, 701. So, Ha was accepted and Ho was rejected. Therefore, there is a difference influence of students' ability in writing narrative paragraph through creative writing at the second grade students of SMA Negeri1 Idi Rayeuk.

Keywords : *Writing Narrative Paragraph* **and** *Creative Writing Strategy***.**

CHAPTER I
INTRODUCTION

A. Background of Study

English is one of foreign languages which is important to study. Almost all countries in the world use English to communicate each other. There are some roles of English in every country. Some of countries use English as the foreign language, some others use it as the second language. Furthermore, there are some countries that use English as the mother tongue. In other word, there are many countries which study English even though they are not a native speaker of the language.

In English language learning, there are some skills developed to support English communication. Writing is one of skill in studying language learning particularly in English learning. Different to other skills, writing is the skill which has to be studied particularly. In studying writing skill, the students have to learn written language literally and they have to study it in deep in a process namely teaching writing. In this case, the students study various things in writing such as punctuation, word order, kinds of writing texts and its characters.

Brown claimed that "writing is a thinking process. Furthermore, he state that writing can be planned and given with an unlimited number of revisions before its release. In addition, he also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

Writing represents what we think. It is because the writing process reflects things down often suffer for this activity. "[1]

Writing is the foreign language skill which has to be developed, practiced seriously and has to be taught by a teacher. For example in SMA Negeri 1 Idi Rayeuk, the English teachers teach writing based on the text book. For example, the teacher give a topic to write then demand students to write a certain kind of writing text. The teacher taught about the text and asked students to write English texts well. While, many students fell hard to practice the instruction which applied by their teacher. Consequently, they cannot mastery writing skill well.

Based on the writer observation at SMA Negeri 1 Idi Rayeuk, the writer found that, there were some students were difficult to do their writing task. They were confused how to compose various kinds of writing text. In the other hand, the teacher demanded them to do their writing task based on the instruction within included in the material books and syllabus. Meanwhile, students has own creativity to write their writing.

According to this phenomenon, the writer tries to practice one of strategies to increase students' interest in writing text. Particularly in writing narrative text, students will compose based on their imagination. Narrative is description of skill of telling a story.[2] According to Gorys Keraf, narrative is a discourse which tries to tell

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[1] H Douglas, Brown.*Teaching by principles an interactive approach to language pedagogy third edition* (America :Pearson longman,2007), P. 336

[2] Isdaryanto, *Definition of Narrative*, http:// Understanding text.com. Accessed on 15th September 2016

an event or story as if as the reader or listener look and experience that event directly.[3] George E. Wishon gives meaning that narrative is the form of writing used to relate the story of acts or event.[4]

Based on the quotation above, the writer concluded that narrative is the text that tells about story or events. It also can be developed based on the writer experience directly, then, complete it by providing some events, acts or example. The students can write narrative text that tells about their experience imaginatively. Therefore, the writer interested to practice the strategy to stimulus students to develop their imagination, the strategy namely creativity writing.

Harmer said that Creative writing implies imaginative tasks such as writing poetries, stories and plays.[5] Creative writing is writing about events in an imaginative way. Novels, plays, short stories and poems are some examples of creative writing. We often think creative writing can only be done by "experts" — that is, poets, playwrights and novelists. Interestingly, however, creative writing can actually be cultivated through classroom writing activities.[6] Creative writing is any composition fiction, poetry, or non-fiction that expresses ideas in an imaginative and unusual manner.

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[3] Keraf, Gorys. *Argumentasi dan Narasi*. (Jakarta: Gramedia, 2007), P. 135

[4] Wishon, George E and Julia M. Burks. *Let's Write English , Revised Edition*. (USA: Book Company ESL/EFL publications,1980). P. 378

[5] Harmer, J.. *The practice of English Language*. (China: Pearson Education Limited. 2001), P. 305

[6] http://orelt.col.org/module/unit/5-promoting-creative-writing

It can be concluded that creative writing is the strategy to help students to compose based their imagination. The students can found an idea about an event or their experience, then, develop it to be narrative text based on their imagination.

Based on the problem above, the writer tries to apply one of the techniques to help students in teaching writing narrative text. In this case, the writer tries to apply the creative writing strategy to improve students' ability in writing narrative text. The writer will study the development of the strategy by doing the research which is entitled "**THE INFLUENCE OF STUDENTS' CREATIVE WRITING TOWARD THEIR ACHIEVEMENT IN WRITING NARRATIVE PARAGRAPH AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 IDI RAYEUK."**

B. Research Question

Based on the background of the study above, the writer tries to answer the research questions "Is there any influence of students' creative writing toward their achievement in writing narrative paragraph at the eleventh grade students of SMA Negeri 1 Idi Rayeuk?"

C. Purpose of Study

Based on the purpose of the study of this research, the writer want to reach the purpose below "To know the influence of creative writing toward students

achievement in writing narrative paragraph at the eleventh grade students of SMA Negeri 1 Idi Rayeuk".

D. The Hypothesis of Study

Hypothesis is the prediction of result of the research tentatively. According to Arikunto hypothesis is "a prediction of the result of research that must be checked the truth by doing the research".[7] A hypothesis is a type of prediction found in many experimental study. It is a statement about what we expect to happen in study. In research report there are two types of hypotheses, research hypotheses and null hypotheses. The null hypotheses often written as H_0 is a neutral statement used as a basis for testing. [8] In this study, the hypothesis of the study consist of as follow:

H_a : There is a difference of students' ability in writing narrative paragraph through creative writing.

H_o : There is not a difference of students' ability in writing narrative paragraph through creative writing.

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[7]Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*.(Jakarta: Rineka Cipta, 2002) P. 127.

[8] Allison Mackey and Susan Gass, 2005. *Second Language Research Methodology and Design*, (London:Laurence Erlbaum Associated), P. 100.

E. Significance of Study

After getting the result of the research, the writer tries to offer the significances of the study to the reader. The writer divides the significance of the study in theoretical and practical. The significances of the study consist of:

a. Theoretical Significance

The writer hopes the result of the research will be an input for the English teachers to teach narrative paragraph by applying creative writing. Therefore, the English teacher can stimulate students' creativity to start their writing.

b. Practical Significance

1. Creative writing will be an alternative to improve students' achievement in writing narrative paragraph.

2. Creative writing will be additional information for the further researcher who wants to do a research which has relationship to teaching narrative paragraph by applying students' creative writing.

F. Terminology

To avoid misunderstanding about the research, in this study, the writer explains some terminologies which related to the study. The terminologies are as follow:

1. Creativity

Creativity means the ability to produce something new through imaginative skill, whether a new solution to a problem, a new method or device, or a new

artistic object or form. The term generally refers to a richness of ideas and originality of thinking. Psychological studies of highly creative people have shown that many people have a strong interest in apparent disorder, contradiction, and imbalance, which seem to be perceived a challenge. Such individuals may possess an exceptionally deep, broad and flexible awareness of themselves. Studies also show that intelligence has little correlation with creativity, thus a highly intelligent person may not be very creative.[9]

In this study, creativity that the writer meant is the ability to produce writing based on the students' experience. Therefore, they can write new product of writing based on their imaginative.

2. Creative Writing.

Creative writing is writing about events in an imaginative way. Novels, plays, short stories and poems are some examples of creative writing. We often think creative writing can only be done by "experts" — that is, poets, playwrights and novelists. Interestingly, however, creative writing can actually be cultivated through classroom writing activities.[10] Creativity writing is any writing that goes outside the bound of normal professional, journalistic, academic or technical form of literature, typically identified by an emphasis on narrative craft, character development and the use of literary tropes or with

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[9] Definition of creativity , http;//www.merriam-webters.com/dictionary/creativity. Accessed on 25th October 2016.

[10] Definition of Creativity Writing, http://orelt.col.org/module/unit/5-promoting-creative-writing, Accessed on 25th October 2016.

various traditions of poetry and poetics. In this study, creative writing is aimed on writing a text based on students' imagination and experience in producing narrative text.

3. Narrative Paragraph

Narratives texts are more than simple lists of sentences or ideas. Narratives are stories. The stories that generally tell "what happened, who did what to whom and why. Literacy narratives can be about your experiences as a small child, a teenager, an adult, a senior. "[11] It means that narrative text is the list of simple sentences or ideas which tell in detail about the events of someone experience in the past. In this study, narrative paragraph meant writing narrative text. It is about 3-4 paragraph length that tell about the students experience imaginatively.

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[11] Susan Dymoc, *The Reading Teacher,* International Reading Association, Vol.06 No. 02, P. 161

CHAPTER II
LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is one of the skills in studying foreign language particularly English. "Writing is the act or art of forming visible letters or characters that serve as visible signs of ideas, words, or symbols. It is also defined as the act to produce a letter, note, or notice used to communicate or record, a written composition".[12] It means that writing is the act to produce writing product to be visible form such as a letter, note, paragraph, essay etc.

Webert defines "writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing".[13] Writing is product which is produced by some steps, they are note-taking, identifying a central idea, outlining, drafting and editing.

Then, Nunan adds that "writing is a combination of process of writing includes some steps of writing such as how to find the topic or ideas, drafting and writing, while the product is the sentences that is result of the writing process. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a

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[12]*Definition of Writing*, (online) http://www.merriam-webster.com/dictionary/writing, Accessed 10th August 2016.

[13]Trudy Wallace, Winifred E. Stariba and Herbert J. Werbert. *Teaching speaking, Listening and writing Practice series14*. http;www.curtin.edu.au/curtin/dept/smec/iae Accessed on 13th August, 2016

reader. It is focus to how to construct good arranging sentences or essay that make the reader easy to absorb the ideas that is printed in the text.[14]

Based on the whole definition of writing above, the writer concluded that writing is the combination of process of writing includes some steps of writing such as how to find the topic or ideas, drafting and writing. The whole process it due to produce the writing product. The product is started from words, phrases, sentences, paragraph, essays and so forth.

2. Micro and Macro Skill in Teaching Writing Text.

The micro and macro skill is usually used by English teacher as the guidance in teaching English particularly in teaching writing skill in the class. To conduct the teaching learning in writing, the English teachers do not need to apply every micro and macro skill regularly, but they can conduct the micro and macro skill based on the students' ability in learning writing appropriately.

a. Microskills

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, pluralization, patterns, and rules.

5. Express a particular meaning in different grammatical forms.

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[14]Nunan, David. *Practical English Language Teaching*. (New York: McGraw-Hill Education, 2003), P.98

6. Use cohesive devices in written discourse.

b. Macroskill

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 meaning 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 prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.[15]

The whole macro and micro above is usually used by the English teacher as a guideline to teach writing skill. Even though, the teacher also can choose the macro and micro skill based on the students' ability appropriately.

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[15] H Douglas, Brown..*Teaching by Principles an Interactive Approach to Language Pedagogy Third Edition* (America :Pearson longman,2007), P. 399

3. The Genre of Written Text.

Brown stated there are some kinds of written languages that is usually clarified as the follow[16]:

1. Nonfictions: reports, editorials, paragraph, essays, articles, reference (dictionaries, etc)

2. Fiction: novels, short stories, jokes, drama, poetry

3. Letters: personal, business

4. Greeting cards, Diaries, journals, Memos, Messages, Announcements, Newspaper

5. Academic writing: short-answer test responses, reports, papers, theses, books

In this study, the writer focuses the study on writing nonfiction in paragraph and essay only. The writer limited the study on paragraph and essay. It due to object of study is purposed to senior high school students. On the other word, the eleventh grade students at SMA Negeri 1 Idi Rayeuk study writing skill about paragraph and essay.

4. Kinds of Text

There are some kinds of paragraph which is usually studied by the second grade students at senior high school. The kinds of paragraph consist of as follow:

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[16] Brown, *Genre of Written Language,* https://brainfolder.wordpress.com/2013/01/17/genres-and-characteristic-of-written-language/, Accessed on 3rd September 2016.

a. Narrative.

Narrative is text that writes literary analysis report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts and details. [17] It means that narrative is the text that summary a central idea and a coherent and completed by the relevant example.

b. Descriptive

Describe characteristic features of the subject, ex: physical appearance, behavior. [18] It means that descriptive text is the text that describes the characteristic of features of subject that belongs to posture of body, size, color of skin, eyes, hair, or other adjective such as bad, nice, polite etc.

c. Recount

Clara Jennifer states **"Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative."**[19]It can be defined that recount text is the text that tell about someone' experience in the past that has purpose to give information for others.

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[17] Dr. Deborah Wahlstrom, *Text Structures for Different Types of Writing*, http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_text_complexity/text_structures_wow.pdf. Accessed on 02nd September 2016

[18] David. W. Moore, *Types of Writing, pdf*. https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108 Accessed on 13th August 2016

[19] Jennifer, Clara. 2007. *What is narrative text*. http://www.englishdirection.com/2007/12/what-is-narrative.html Is accessed on 9th April 2016

d. Argumentative.

An argument is a reasoned, logical way of demonstrating the writer's position, belief, or conclusion. The writer makes a claim and then defends that claim with information from credible sources. Students must clarify relationships between the claim and the evidence and address counter claims. Argument takes the form of opinion in the elementary grades and evolves into argument in the middle and high school grades.

B. Writing Achievement

1. Definition Achievement

Achievement is something that has been done or achieved through effort or a result of hard work. Mariam Webster define achievement is the act of achieving something, the state or condition of having achieved or accomplished something[20]. It means that achievement is the condition where the human doing something or effort to have a certain target.

Travers states that achievement is the result of what an individual has learned from some educational experiences.[21] Additionally, De Cecco & Crawford states that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances.[22]

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[20] *Definition of Achievement*, http://www.merriam-webster.com/dictionary/achievement Accessed on 10th April 2016

[21] *Travers, John P. Fundamentals of Educational Psychology*. (Scrantom, Pensylvania: International Textbook Company. 1970), P. 447

[22] De Cecco, John P., and Crawford, William R. *The Psychology of Learning and Instruction. Educational Psychology*. (New Jersey: Prentice-Hall, Inc., Englewood Cliffs. 1974), P.57

Based on the quotation above, it can be concluded that achievement is the result of students' educational experience which is analyzed to measure it development.

2. Writing Achievement

Writing achievement is "an achievement is something that had been done clearly identifiable result and was measurable in time. An achievement is not a general statement about what are good at doing. The example in this handout demonstrates how to write about a specific achievement. Try to write at least ten stories taken from your experiences and include some from both work and outside of work."[23]

In this case, the writer concluded that writing achievement is the students' ability to present their past personal experience in the text. The writer guide students to focus their writing on their scariest experience.

3. Writing Test

A test or examination is an assessment intended to measure a test-takers knowledge, skill, aptitude, physical fitness, or classification in many other topics (e.g., beliefs). Writing is a method of representing language in visual or tactile form.[24] In this case, the writer used narrative text to measure students' writing ability. The writer used the narrative text criteria as the items of rubric assessment. The criteria are as follow:

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[23] Wellenstein, *12 Steps to a New Career* (online) www.execglobalnet.com Accessed on 10th February 2017.
[24] *Definition of Writing Test*, https://en.wikipedia.org/wiki/Test_(assessment)*, accessed on 20th March 2017.

1. Text structures   : The organization of narrative features including orientation, complication and resolution into an appropriate and effective text structure

2. Ideas   : The creation, selection and crafting of ideas for a narrative

3. Sentence structure   : The production of grammatically correct, structurally sound and meaningful sentences

4. Punctuation   : The use of correct and appropriate punctuation to aid reading of the text

5. Spelling   : The accuracy of spelling and the difficulty of the words used.[25]

C. Narrative Paragraph

1. Definition of Narrative Text.

Narrative is description of skill of telling a story.[26] According to Gorys Keraf, narrative is a discourse which tries to tell an event or story as if as the reader or listener look and experience that event directly.[27] George E. Wishon gives meaning that narrative is the form of writing used to relate the story of acts

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[25] *The Criteria of Narrative Tex*t, https://www.nap.edu.au/_resources/2010_Marking_Guide.pdf, accessed on 20th March 2017.

[26] Isdaryanto, *Definition of Narrative*, http:// Understanding text.com. Accessed on 15th September 2015

[27] Keraf, Gorys. *Argumentasi dan Narasi*. (Jakarta: Gramedia, 2007),P. 135

or event.[28] It can be concluded that narrative is a text that tells a story. The story can be realistic, imagined or a mix of both for example, a funny story will make you laugh, make the reader feel a certain way: a story might have a happy or sad ending. Narrative text is the story that tells about the event or experience. The story consists of three structures, they are orientation, complication and resolution.

2. The Language Features of Narrative Text

In writing narrative text, there are some of language features that make the text is different to others, the language features are:

a. Focus on specific and individualized participant.

b. The use of material process (action verb)

c. The use of some behavioral and verbal processes.

d. The use of relational and mental processes.

e. The use of past tense.

f. The use of temporal conjunction and circumstance.

3. The Generic Structure of Narrative Text.

Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. In this case, the writer focuses writing narrative test for students on its structures. There are some of structures which have to be included in narrative text, the structures are:

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[28] Wishon, George E and Julia M. Burks. *Let's Write English , Revised Edition*. (USA: Book Company ESL/EFL publications,1980). P. 378

1. Orientation

   Introducing the participants and informing the time and the place. This sets the scene, creating a visual picture of the setting, atmosphere and time of the story. Characters are introduced and clues are set in place for the coming complication.

2. Complication

   Describing the rising crises which the participants have to do with. This revolves around conflict or problems that affect the setting, time or characters. The hero is prevented from reaching his or her goals.

3. Resolution

Showing the way of participant to solve the crises, better or worse. A solution is found for the problem or challenge.[29]

Deborah mentions write narratives to develop real or experiences or events using effective strategy, well-chosen details and well-structured events sequence.[30] The example of narration below is an excerpt from a narrative essay:

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[29] Anderson, *The Characteristic of Narrative Text*, http://assets.readingeggsassets.com/teacher_resources/rex/writing/pdfs/middle/narrative_texts_introduction_and_overview-fp-598f10eb.pdf, accessed on 15th March 2017.

[30] Dr. Deborah Wahlstrom,*Text Structures fo Different Types of Writing*, http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_text_complexity/text_structures_wow. Accessed on 20th October 2015

Why Do Hawks Hunt Chicks?

Once upon time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen "will you marry me?"------ **ORIENTATION**

The hen loved the brave, strong hawk and wished to marry him. But she said "I cannot fly a high as you can. If you give me time, I may learn fly as high as you. Then, we can fly together.-----------------**COMPLICATION**

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me." Said the hawk.--------**RESOLUTION**

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "throw that ring away at once"!. Shouted the rooster. The hen was so frightened at the rooster's anger that she throw away the ring immediately.-----------------------**COMPLICATION**

Klingner states that "Narrative include different types or genres. This include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays and real-life adventures. It also consist of different elements the reader can expect to find in a story such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem. [31]

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[31]Jannete K. Klingner, Sharon Vaughn and Alison Boarman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (London: Guilforrd Press, 2007), P. 77

D. Creative Writing strategy

 1. Definition of Creative Writing strategy.

 Creative writing is writing about events in an imaginative way. Novels, plays, short stories and poems are some examples of creative writing. We often think creative writing can only be done by "experts" — that is, poets, playwrights and novelists. Interestingly, however, creative writing can actually be cultivated through classroom writing activities.[32] Harmer said that Creative writing implies imaginative tasks such as writing poetries, stories and plays.[33]

 It means that, creativity writing is any writing activity that goes outside the bound of normal professional, journalistic, academic or technical form of literature, typically identified by an emphasis on narrative craft, character development and the use of literary tropes or with various traditions of poetry and poetics. In this study, creative writing is aimed on writing a text based on students' imagination and experience in producing narrative text in senior high school.

 2. Principles of Creative Writing

 Stevent Mint mentioned some principles of creative writing as follow:

  1. Expert writers must first become expert readers

  Students in Creative Writing classes must become aware of the basic techniques of literary expression, including narrative strategies, genres, and aesthetics.

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[32] http://orelt.col.org/module/unit/5-promoting-creative-writing

[33]Harmer, J. (2001). *The practice of English Language*. (China: Pearson Education Limited.), P. 305

2. Creative writers must become more self-aware, craft conscious, and self-critical.

The students must learn to revise. As important as learning how to write is the ability to evaluate and rewrite.

3. Students must recognize that creative writing is never simply descriptive or imaginative.

Creative writing also involves ideas, themes, questions, and arguments.[34]

3. The Application of Creative Writing Strategy

The six sections focus in turn on:

1. The metaphor of weaving in the writing of a text

2. The use of images in terms of similes and metaphors

3. Working with beginnings and endings (and their effects) on narrative texts

4. Characterization and ways in which this can be explored

5. The construction of a text and how it can be de- and re-constructed

6. The use of personal experience both as a source and an approach to writing and reading.[35]

In this application, the writer starts the study from providing narrative text for students. Then, help them by using picture to open their mind about narrative text. In the third step, the writer guide students to write narrative text based on the

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[34]Steven Mintz, *Teaching Creative Writing*, Columbia University : Graduated School of Arts & Science Teaching Center.

[35]Franz Andres Morissey, *Creative Ways Starting To Teach Creative Writing In The English Language Classroom* (Switzerland :The British Council, 2001), P. 08

picture. Then it continues to write every structure of paragraph. Combine the structures to be a unity narrative paragraph. In the last point, the writer command students to write narrative text based on their unforgettable experience, scariest experience or legend.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and the Time of the Study.

1. The Location of the Study

The writer conducted the research at SMA Negeri 1 Idi Rayeuk which located on Tanoh Anoe village, Kec. Idi Rayeuk, Aceh Timur. The researcher chose the school as the location of study because the writer has observed the school and interviewed English teacher.

2. The Time of the Study.

The research is done in odd semester during academic year 2016/2017. The time of the research is set as the following table:

No	Activities	January			February			March				April			
1	Planning research design	███	███	███	███	███	███	███	███	███					
2.	Asking for Principle' permission										██				
3.	Doing pretest at experimental class											██			
4.	Doing pretest at controlled class											██			
5.	Doing treatment													██	
6.	Doing posttest at														██

	experimental class														■
7.	Doing posttest at control class.														■
8.	Analyzing the data														

B. Population and Sample

1. Population

According to Sugiyono, population is "the area of generalization that consists of object, subject who has certain quality and characteristic which decided by the researcher to be studied then make a conclusion about it"[36]. Then, Arikunto defines "sample is the whole subject or object of the research."[37] The population of the research is all of the eleventh grade students at SMA Negeri 1 Idi Rayeuk in academic year 2016/2017. The eleventh grade students consist of seven classes. They are belonged to female and male student with totally number 197.

2. Sample

Sugiyono stated that sample is the part of population which has the similarity characteristic to the population.[38] The researcher used purposive sampling technique to choose the class of sample. Because of the research belonged to experimental research, the researcher chose the class purposively. Purposive sampling technique is "the technique to choose the sample based on a

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[36] Sugiyono, *Statistik Untuk Penelitian.* (Bandung:Alfabeta, 2009), P. 61
[37] Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktik*, 2006. (Jakarta: Rineka Cipta), P. 130
[38] Sugiyono, *Statistik Untuk Penelitian*, …P. 62

certain reason or consideration"[39]. The researcher applied purposive sampling with consideration to choose the classes which has similar ability in mastering English. In this study, the researcher takes two classes as the sample which are treated as controlled class and experimental class. The researcher chooses X IA 2 class as experimental class which consist of 32 students and X IA 1 class as controlled class. Which consist of 27 students. The researcher selects both classes because they have the equal level in learning English.

C. Methodology

a. Research Methodology

This study is an experimental research which uses quantitative approach. The quantitative approach is "the method of research which uses numbers and statistic in collecting and analyzing data"[40]. The writer chooses experimental research for this study to analyze the effect of the treatment in controlled context. According to Sugiyono "experimental research is the research which studies about the effect of a certain treatment in studying"[41]. The writer designs the research in the table below:

Table: 3.2

The Research Design

Class	Pretest	Treatment	Posttest
Experimental class	O_1	x	O_2
Controlled class	O_3	-	O_4

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[39]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif* dan R&D. (Bandung:Alfabeta, 2012), P. 124

[40]Sugiyono, *Statistik Untuk Penelitian.* (Bandung:Alfabeta, 2009), P.. 13

[41] Sugiyono, *Statistik Untuk Penelitian.* (Bandung:Alfabeta, 2009), P. 126

Where :

O$_1$: Pretest

O$_2$: Posttest

x : Treatment (teaching creative writing to improve students' writing achievement)

- : No treatment[42]

b. Research Variable

Variable is "something which is chosen by the researcher to be studied, it due to get information about it and take it conclusion"[43]. According to Arikunto, "A variable is defined as something that varies from one case to another. The dependent variable is variable which one observes and measure to determine the effect of the independent variable. Independent variable (the major variable) is the variable which selected manipulated and measured by the researcher"[44]. In this research there are two variables, they are independent variable (X) and dependent variable (Y). Independent variable is a variable that is presumed to influence another variable. Dependent variable is a category that is influenced by another category. In this study, the writer divides the variable as follow:

1. The first is independent variable that is creative writing strategy (X).

2. The second variable is dependent variable that is the students' writing achievement (Y).

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[42]Sugiyono…., P. 112

[43] Sugiyono, *Statistik Untuk Penelitian.* (Bandung:Alfabeta, 2009), P. 02

[44] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006),P. 98

D. The Steps of Study.

Before doing the research, the researcher has to plan the steps of the study. There are some steps of study, namely;

1. Preparing proposal of the study.

    In this step, the writer collects some books and theories which relate to the topic of study. The writer found out some books and theories related to the application of teaching writing by using writing creativity strategy.

2. Designing the instruments

    In this case, the writer designs the instrument which is used to collect the data. The writer makes the instruction as the topic of narrative text which is studying by the eleventh grade students at SMA Negeri Idi Rayeuk. Then, the writer provides students' work sheet for students to write narrative text.

3. Doing Pre-test

    Pretest is the first test which is conducted to measure students' writing achievement. The pretest is done for both experimental and control classes before giving any treatment. In this case, the writer provides writing narrative test for students. They have to write a paragraph of narrative text which at least consists of 8 sentences.

4. Implementing Treatment

    The treatment is the implementation of teaching reading by using writing creativity strategy. The application of treatment is only done for experimental class. The writer conducted the treatment twice.

5. Doing Post-test

    Posttest is the test which is conducted after doing treatment. The posttest is done to measure the development of treatment that is the application of teaching writing by using creative writing strategy. The posttest activity is done for both controlled and experimental class. In this test, the writer compares the posttest score between experimental and controlled class. Similar to pre-test, the writer also used writing narrative test as the instrument of the research.

6. Analyzing Data

    The data analyzes will be done after the process of collecting data is done. In this step, the writer analyzes the score in the pretest and posttest from both controlled and experimental classes. The data analyzes steps aim to answer the hypothesis of the research.

7. Making the final report of the research

    In this step, the writer concludes the result of the research and takes conclusion to answer the problem of the research.

E. The Technique of Collecting Data

    The technique collecting data is concerned the important case in every research. In this study, the researcher conducted test to collect information from the sample. In this case, to collect the data by doing test. The writer conducts writing test to measure students' writing achievement. In the first activity, the writer conducts pretest to measure students' ability basically. Secondly, the writer

applies treatment in the experimental class. Then, the writer does posttest to analyze the development of creative writing strategy to students' writing achievement.

G. The Technique to Analyze the Data

After collecting the data, then the writer analyzes the data by using several steps. The process of data analyzes is done to answer the hypothesis of the study. In the process of data analyzes, the writer did the steps below:

1. The writer scoring the students' writing achievement.

2. The researcher has to fulfill table distribution of frequency by using the following steps:

   a. Determine the range score (R), the process is done by choosing the biggest data then subtracted the smallest data.

   b. Determine the number of interval class (K), the process is done by the sturges' role, that is K= 1+3,3 log n

   c. Determine the length of interval class by using the following pattern:

   $$P = \frac{Range}{amount\ of\ class}$$

   d. Choose the ending first interval, the process is done by taking the lowest data to the low data from the lowest one, but the

differences data must be subtracted from the of class which is decided.[45]

3. After analyzing the scores of the writing test, the researcher will use a statistical technique to find out the mean score of the students. The researcher used a formula by comparing the mean score result of pre-test and post–test both in controlled and experimental class. In scoring the test, the writer calculated the students' scores by using the following formula"[46].

$$X = \frac{\Sigma fixi}{\Sigma fi}$$

Where:

Me $\quad$ = mean

Σ $\quad$ = the total number of alternative answer

Xi $\quad$ = all the total score from Xi to X…

N $\quad$ = the total number of sample [47]

Then, the researcher the variant score (s) by using the following formula:

$$S^2 = \frac{n \Sigma fixi^2 - (fixi)^2}{n(n-1)}$$

Where:

X_1 : the middle score of the test

f_1 : number of students in certain interval

n : number of data

S^2 : variant

[45]Sudjana, *Metode Statistika*, (Bandung : Tarsito, 2002), P. 47

[46] Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 1989), P. 67

[47] Sugiyono, *Statistika untuk Penelitian*, (Bandung: ALFABETA, 2003), P. 49

4. Hypothesis Test

In order to measure the increase of the students' ability before and after treatments, the writer used t-test of non-independent. The formula as follow"[48].

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{S1^2}{n_1} + \frac{S2^2}{n_2}}}$$

where:

t   = the score which is investigated

x_1 = the mean score of experimental class

x_2 = the mean of controlled class

$S1^2$= standard deviation at experimental class

$S2^2$= standard deviation at controlled class

With:

n_1 = Experimental class

n_2 = Controlled class

5. Homogeneity Test

In this research, the research is conducted to two classes. Consequently, the researcher has to analyze the homogeneity test early. The homogeneity test is done to analyze the criteria of the sample. To do homogeneity test, the researcher use the following pattern:

$$F = \frac{highest\ variant}{lowest\ variant}$$

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[48] Arikunto Suharsimi, P. 306

In this case, there is a consideration which states that if $t_{observe} \leq t_{table}$, so, the variant is homogeny.

6. Normality Test

Besides homogeneity test, the researcher also does the normality test. The normality test is done to analyze whether the sample derived from the normal population or not. To do the normality test, the researcher uses the pattern below:

$$Z_{score} = \frac{x1-x2}{s}$$

Where:

X : mean of sample which is taken

S : standard deviation

To observe the normality of sample, the researcher used a formula as follow:

$$X^2 = \sum_{i=1}^{k} \frac{(f0-fe)}{fe}$$

Where:

$X^{2:}$ chi- square statistic

f_0 : observation frequency

f_e : expected frequency

In this case, the data can be a normal data if it can be fulfill the requirement as follow: $x^2_{observe}$ x^2_{table} [49]

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[49] Ridwan, *Belajar Mudah Penelitian untuk Guru Karyawan Peneliti Pemula* (Bandung: Alfabeta, 2007), P. 124

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of the Research

1. The Activity Before Doing Research

Before doing any activities to run the research, the researcher did some activity to prepare the schedule of the research. Firstly, the researcher met the school' principal on 03rd April 2017, in this case the researcher consulted and asked his permission to do the research in SMA Negeri 1 Idi Rayeuk. Then, the researcher met the English teacher, to set the schedule of the study. Based on the English teacher schedule in teaching English at the second grade students, the researcher have to do the research every Monday, Thursday and Saturday with duration 2x45 minutes in every meeting.

2. The Pretest Activity in the Experimental Class.

Before doing any treatment, the researcher did pretest activity. The researcher did writing test to check the students' ability basically. The pretest activity in the experimental class was conducted on Monday, 17th April 2017. The result of pretest activity of the experimental class can be seen as the following table:

Table 4.1. the result of Pretest activity in the experimental class.

No	Names	Total Score
1.	ANDANI	85
2.	ANNISA BALQIS	70
3.	ASMAUL HUSNA	95
4.	ATIKAH	70
5.	CUT SITI HAJIZAH	85
6.	DEWI ANJELI	70
7.	DWI NAZIRAH	70
8.	ERLINA	85
9.	ERZA DIDAH RAIBAH	70
10.	FITIMAH ZHOHRA	70
11.	FERA INTAN MUTIA	70
12.	HACI AZUHRA	85
13.	HAYATUL NURUL FITRI	95
14.	INTAN REZEKIA	85
15.	LAILATUL HUSNA	70
16.	MAISY HAYATUR RIDHA	70
17.	MAISARAH DWI PUTRI	70
18.	MARDHATILLAH	95
19.	MAULIZA	85
20.	MIRA FITRIAH	70
21.	MUTIA RAHMADANI	85
22.	NADIA ZELLA	70
23	NIISWATUL KHAIRA	85
24	NURUL AFNI	85
25	NURUL A'LA	70
26	PUTRI BALQIS	70
27	RAMADHANI	95
28	SAFRINA SAFITRI	85
29	SAFRINIA DINDANIANTY	70
30	SITI VIRA AUFA NURA	70
31	WARDATUL FAJRI	85
32	YUNIAR	70

Based on the table of pretest above, the researcher then did several steps to fulfill distributive frequency table. The researcher calculated the several score that consist of:

a. Range $=$ the highest score $-$ the lowest score

$= 95 - 70$

$= 25$

b. Interval class $= 1 + (3,3) \log n$

$= 1 + 3,3 \log 32$

$= 1 + 3,3 (1,505)$

$= 1 + 4, 966$

$= 5,966$ (the total number of interval class 6)

c. The length of interval class $= \dfrac{Range}{amount\ of\ class}$

$= \dfrac{25}{6}$

$= 4,1$

Based on the score above, the researcher set the distributive frequency table below

Table 4.2

Distributive Frequency at experimental class

Score	f_i	x_i	x_i^2	$f_i.x_i$	$f_i.(x_i)^2$
70 -73	17	71,5	5184	1224	88128
74 – 77	0	75,5	5929	0	0
78- 81	0	79,5	6724	0	0
82 – 85	11	83,5	7569	957	83259
86 – 89	0	87,5	8464	0	0
90 – 95	4	92,5	9409	388	37636
	32			2569	209023

After getting the result of distributive frequency above, the researcher calculated the score below:

$$\overline{x} = \frac{\sum fi.xi}{fi}$$

$$= \frac{2569}{32}$$

$$= 80,28$$

3. The Pretest Activity in the Controlled Class.

Besides conducting pretest for experimental class, the researcher also did it for control class. The researcher did pretest at control class on Thursday 20th April 2017. The result of pretest activity in the controlled class can be as the table below:

Table 4.2. the result of Pretest activity in the Control class

No	Names	Total score
1.	ALFIA RAHMI	70
2.	ASMAWATI	70
3.	ANISA PUSPITA SARI	83
4.	AYU ANDIRA	70
5.	AYU MULIYA	83
6.	AZ – ZUHRA	70
7.	BELLA SAFIRA	70
8.	CUT ICA NIKIA	70
9.	CUT MUTIA SARI	80
10.	CUT RAISA KHAIRANI	70
11.	DESY MONICA	70
12.	DILA AFRILA	70
13.	FATIMAH ZUHRA	80
14.	INTAN SARAH	70
15.	KHAIRUNA	40
16.	KHAIRUN NISA	70
17.	MALAHAYATINUR	70
18.	MILLATI HANIFA	70
19.	MURSYIDA	70
20.	NEBI RIZKI	75
21.	NURMASYITAH	70
22.	RAISYA AZKIA	80

23.	SAFRINA	70
24.	SALVINA ROSA	70
25.	SITI SARAH	70
26.	ZAUZATUUZ ZAHRINA	70
27.	ZAHRATUL AKMA	70

After getting the result of pre test above, the researcher did several steps to set distributive frequency table. The researcher calculated the several score that consist of:

d. Range $=$ the highest score $-$ the lowest score

$$= 85 - 40$$

$$= 40$$

e. Interval class $= 1 + (3,3) \log n$

$$= 1 + 3,3 \log 27$$

$$= 1 + 3,3 (1,431)$$

$$= 1 + 4, 722$$

$$= 5,722 \text{ (the total number of interval class 6)}$$

f. The length of interval class $= \dfrac{Range}{amount\ of\ class}$

$$= \frac{40}{6}$$

$$= 6,666 \text{ (therefore, the length of interval class is 7)}$$

Based on the score above, the researcher set the distributive frequency table below:

Table 4.2

Distributive Frequency at experimental class

Score	f_i	x_i	x_i^2	$f_i.x_i$	$f_i.(x_i)^2$
40 – 46	1	43	1849	43	1849
47 – 53	0	50	2500	0	0
54 – 60	0	57	3249	0	0
61 – 67	0	64	4096	0	0
68 – 72	20	70	4900	1400	98000
73 – 85	6	79	6241	474	37446
	27			1917	137295

After getting the result of distributive frequency above, the researcher calculated the score below:

$$\bar{x} = \frac{\sum fi.xi}{fi}$$

$$= \frac{1917}{27}$$

$$= 71$$

Based on the whole calculation above, the researcher got 80, 28 for the mean score at experimental class and 71 for the men score at controlled class. Then, the researcher analyzed the score to prove the homogenity ability between both class. The homogenity test can be seen as follow:

$$s_1{}^2 = \frac{n\sum fi.xi^2 - \left(\sum fi.xi\right)^2}{n(n-1)}$$

$$= \frac{32(209023) - (2569)^2}{32(32-1)}$$

$$= \frac{6688736 - 6599761}{32(31)}$$

$$= \frac{88975}{992}$$

$$= 89{,}69$$

$$s_2{}^2 = \frac{n\sum fi.xi^2 - \left(\sum fi.xi\right)^2}{n(n-1)}$$

$$= \frac{27(137295) - (1917)^2}{27(27-1)}$$

$$= \frac{3706965 - 3674889}{27(26)}$$

$$= \frac{32076}{702}$$

$$= 45{,}69$$

Based on the calculation above, the researcher got variant score for both class. For the variant score at experimental class $s_1{}^2 = 89{,}69$. In the other hands, the variant score at controlled class $s_2{}^2 = 45$, 69. Therefore, the calculation of F score was explained as follow:

$$F = \frac{the\ biggest\ variant}{the\ smallest\ variant}$$

$$F = \frac{S_2{}^2}{S_1{}^2}$$

$$F = \frac{89{,}69}{45{,}69}$$

F= 0,509

In the significance degree, α = 0,05 from the distribution table f is dk pembilang = 32 – 1 =31 and dk penyebut = 27 – 1 = 26 . Therefore, F_{table} is 1, 90. Because of $F_{observed}$ 0,509 and F $_{table}$ is 1,90 it means that F $_{table}$ more than $F_{observed}$. It can be concluded that the sample were homogeny.

4. The Activity after Doing Treatment.

a. The Posttest Activity in the Experimental Class.

After conducting treatment, the researcher did post test to analyze the students' ability in writing narrative text by using creative writing strategy. The posttest was done on 29th April 2017. The result of posttest can be shown as the following table:

Table 4.3. the result of Post-test activity in the experimental class

No	Names	Total score
1.	ANDANI	95
2.	ANNISA BALQIS	95
3.	ASMAUL HUSNA	95
4.	ATIKAH	75
5.	CUT SITI HAJIZAH	95
6.	DEWI ANJELI	95
7.	DWI NAZIRAH	95
8.	ERLINA	95
9.	ERZA DIDAH RAIBAH	85
10.	FITIMAH ZHOHRA	95
11.	FERA INTAN MUTIA	95
12.	HACI AZUHRA	95
13.	HAYATUL NURUL FITRI	95
14.	INTAN REZEKIA	95
15.	LAILATUL HUSNA	80
16.	MAISY HAYATUR RIDHA	80
17.	MAISARAH DWI PUTRI	95
18.	MARDHATILLAH	95
19.	MAULIZA	95
20.	MIRA FITRIAH	80
21.	MUTIA RAHMADANI	95

22.	NADIA ZELLA	95
23.	NIISWATUL KHAIRA	95
24.	NURUL AFNI	95
25.	NURUL A'LA	95
26.	PUTRI BALQIS	85
27.	RAMADHANI	95
28.	SAFRINA SAFITRI	95
29.	SAFRINIA DINDANIANTY	85
30.	SITI VIRA AUFA NURA	85
31.	WARDATUL FAJRI	95
32.	YUNIAR	80

There were some steps to analyze the pre test score at controlled class. Before making distribution frequency table, the researcher did the following steps:

a. Range $=$ the highest score $-$ the lowest score

$$= 95 - 75$$

$$= 20$$

b. Interval class $=$ $1 + (3,3)$ log n

$$= 1 + 3,3 \log 32$$

$$= 1 + 3,3 \,(1,505)$$

$$= 1 + 4,9665$$

$$= 5,9665 \text{ (the number of interval class is 6)}$$

c. The length of interval class $= \dfrac{Range}{amount\ of\ class}$

$$= \frac{20}{6}$$

$$= 3,33 \text{ (it means the length of interval class is 3)}$$

Based on the calculation above, the researcher set the distribution frequency table below:

Table 4.4

Distributive frequency of experimental class

Score	f_i	x_i	x_i^2	$f_i.x_i$	$(f_i.xi)^2$
75 – 77	1	76	5776	76	5776
78 – 80	4	79	6241	316	24964
81 – 83	0	82	6724	0	0
84 – 86	4	85	7225	340	28900
87 – 89	0	88	7744	0	0
90 – 95	23	92,5	8556,25	2127,5	196793,8
	32			2859,5	256433,8

After setting the distributive frequency table above, the researcher calculated the score below:

$$\bar{x} = \frac{\sum fi.xi}{fi}$$

$$= \frac{2859,5}{32}$$

$$= 89,35$$

$$s_1^2 = \frac{n\sum fi.xi^2 - \left(\sum fi.xi\right)^2}{n(n-1)}$$

$$= \frac{32(256433,75) - (2859,5)^2}{32(32-1)}$$

$$= \frac{8205880 - 8176740,25}{32(31)}$$

$$= \frac{29139,75}{992}$$

$$s_1^2 = 29,37$$

$$s1 = \sqrt{29,37}$$

$$s1 = 5,419$$

b. The Posttest Activity in the Controlled Class.

Besides of conducting posttest activity in the experimental class, the researcher also applied posttest activity in the controlled class. The posttest activity has purpose to compare the students' ability between experimental and controlled class. The researcher conducted the posttest activity in the controlled class on 29th April 2017. The result of posttest activity in the controlled class can be seen as the table below:

Table 4.4. the result of Post-test activity in the Control class

No	Names	Total score
1.	ALFIA RAHMI	83
2.	ASMAWATI	70
3.	ANISA PUSPITA SARI	95
4.	AYU ANDIRA	90
5.	AYU MULIYA	95
6.	AZ – ZUHRA	85
7.	BELLA SAFIRA	90
8.	CUT ICA NIKIA	95
9.	CUT MUTIA SARI	85
10.	CUT RAISA KHAIRANI	90
11.	DESY MONICA	83
12.	DILA AFRILA	95
13.	FATIMAH ZUHRA	95
14.	INTAN SARAH	80
15.	KHAIRUNA	70
16.	KHAIRUN NISA	83
17.	MALAHAYATINUR	90
18.	MILLATI HANIFA	83
19.	MURSYIDA	80
20.	NEBI RIZKI	80
21.	NURMASYITAH	83
22.	RAISYA AZKIA	95

23.	SAFRINA	80
24.	SALVINA ROSA	85
25.	SITI SARAH	75
26.	ZAUZATUUZ ZAHRINA	80
27.	ZAHRATUL AKMA	75

After getting the result of pre test above, the researcher did several steps to set distributive frequency table. The researcher calculated the several score that consist of:

a. Range = the highest score − the lowest score

= 95 - 70

= 25

b. Interval class = 1 + (3,3) log n

= 1 + 3,3 log 27

= 1 + 3,3 (1,431)

= 1 +4, 722

= 5,722 (the total number of interval class 6)

c. The length of interval class $= \dfrac{Range}{amount\ of\ class}$

$= \dfrac{25}{6}$

= 4,166 (therefore, the length of interval class is 4)

Based on the score above, the researcher set the distributive frequency table below:

Table 4.3
Distributive Frequency at controlled class

Score	f_i	x_i	$x_i{}^2$	$f_i.x_i$	$(f_i.xi)^2$
70 – 73	2	71,5	5112,25	143	10224,5
74 –77	2	75,5	5700,25	151	11400,5
78 – 81	5	79,5	6320,25	397,5	31601,25
82 –85	8	83,5	6972,25	668	55778
86 –89	0	87,5	7656,25	0	0
90 – 95	10	92,5	8556,25	925	855662,5
	27			2284,5	194566,75

After getting the result of distributive frequency above, the researcher calculated the score below:

$$\bar{x} = \frac{\sum fi..xi}{fi}$$

$$= \frac{2284,5}{27}$$

$$= 84,61$$

$$s_2{}^2 = \frac{n\sum fi..xi^2 - \left(\sum fi..xi\right)^2}{n(n-1)}$$

$$= \frac{27(194566,75) - (2284,5)^2}{27(27-1)}$$

$$= \frac{5253302 - 5218940,25}{27(26)}$$

$$= \frac{34362}{702}$$

$$s_2{}^2 = 48,94$$

$$s2 = \sqrt{48,94}$$

$$s2 = 6,99$$

c. Normality Testing

Before doing calculation to prove the hypothesis, the researcher did normality testing. In the hypothesis normality testing, the researcher applied chi quadrat pattern. The normality testing was done to prove the hypothesis below:

Ho : $Oi \leq Ei$ the observation data had normal distribution

Ha : $Oi > Ei$ the observation data did not have normal distribution.

The criterion hypothesis testing Ho was rejected if $\chi^2_{observaed} \leq \chi^2_{table}$, in the contrary, Ha is rejected.

Table 4.9

The normality testing for Posttest at Experimental class

Score	Class boundaries(x_1)	Z $_{Score}$	Z $_{Tabel}$	Wide of Area	Ei	Oi
75- 77	74,5	-2,7466	0,0031			
				0,0112	0,3584	1
78 – 80	77,5	-2,1921	0,0143			
				0,0373	1,1936	4
81 – 83	80,5	-1,6376	0,0516			
				0,0885	2,8320	0
84 – 86	83,5	-1,0831	0,1401			
				0,1614	5,1648	4
87 – 89	86,5	-0,5285	0,3015			
				0,2065	6,6080	0
90 – 95	89,5	0,0260	0,5080			
				0,3209	10,2688	23
95	94,5	0,9502	0,8289			

Note:

a. Class boundaries (x) = the smallest score – 0,5

$$(x) = 75 - 0,5$$

$$(x) = 74,5$$

b. Z – Score $= \dfrac{x - \bar{x}}{s_1}$

$= \dfrac{74,5 - 89,35}{5,41}$

$=$ -2,7466

c. Z – table = the score in distributive table

d. wide of area = $Z_2 - Z_1$

- 0,0143 – 0,0031 = 0,0112

- 0,0516 - 0,0143 = 0,0373

- 0,1401 – 0,0516 = 0,0885

- 0,3015 - 0,1401 = 0,1614

- 0,5080 – 0,3015 = 0,2065

- 0,8289 – 0,5080 = 0,3209

e . the prediction frequency (Ei) = the wide of area x the number of data

$=$ 0, 0112 x 32

$=$ 0,3584

a. The observation frequency (Oi) = the total number of data

To analyze the normality of data, the researcher did the following calculation:

$$\chi^2 = \sum_{i=1}^{k} \frac{(Oi - Ei)}{Ei}$$

$\chi^2=$

$$\frac{(1-0,3584)^2}{0,3584}+\frac{(4-1,1936)^2}{1,1936}+\frac{(0-2,8320)^2}{2,8320}+\frac{(4-5,1648)^2}{5,1648}+\frac{(0-6,6080)^2}{6,6080}+\frac{(23-10,2688)^2}{10,2688}$$

$= 1,1486 + 6,5984 + 2,8320 + 0,2627 + 6,6080 + 15,7841$

$= 33 , 23$

For $x_1^2 = 32, 23$ dk = (k-1) and the significant α = 0,05 so, x^{2table}: 9,48

Because of $\chi^2_{table} < \chi^2_{observed}$ so, H0 was rejected and Ha was accepted. It means that the data derived from experimental class did have normality distributive frequency:

Tabel 4.10

The normality test of posttest at controlled

Score	Class boundaries(x_1)	Z $_{Score}$	Z $_{Table}$	Wide of Area	Ei	Oi
70 – 73	69,5	-2,1618	0,0154			
				0,0417	1,1259	2
74 – 77	73,5	-1,5896	0,0571			
				0,0991	2,6757	2
78 – 81	77,5	-1,0173	0,1562			
				0,1738	4,6926	5
82 – 85	81,5	-0,4451	0,3300			
				0,2178	5,8806	8
86 – 89	85,5	0,1272	0,5478			
				0,2071	5,5917	0
90 – 95	89,5	0,6994	0,7549			
				0,1658	4,4766	10
95	94,5	1,4147	0,9207			

Note:

a. Class boundaries (x) = the smallest score – 0,5

(x) = 70 – 0,5

$$(x) \ = \ 69{,}5$$

b. $\text{Z} - \text{Score} = \dfrac{x - \bar{x}}{s_1}$

$$= \ \dfrac{69{,}5 - 84{,}61}{6{,}99}$$

$$= \ -2{,}1618$$

c. $\text{Z} - \text{table} = $ the score in distributive table

d. wide of area $= \ Z_2 - Z_1$

- $0{,}0154 - 0{,}0571 \ = \ 0{,}0417$

- $0{,}0571 - 0{,}1562 \ = \ 0{,}0991$

- $0{,}1562 - 0{,}3300 = \ 0{,}1738$

- $0{,}3300 - 0{,}5478 = 0{,}2178$

- $0{,}5478 - 0{,}7549 \ = 0{,}2071$

- $0{,}7549 - 0{,}9207 = 0{,}1658$

e . the prediction frequency (Ei) $= $ the wide of area x the number of data

$$= \ 0{,}0417 \text{ x } 27$$

$$= \ 1{,}1259$$

f. The observation frequency (Oi) $= $ the total number of data

To analyze the normality of data, the researcher did the following calculation:

$$\chi^2 = \sum_{i=1}^{k} \dfrac{(Oi - Ei)}{Ei}$$

$\chi^2=$

$$\frac{(2-1{,}1259)^2}{1{,}1259} + \frac{(2-2{,}6757)^2}{2{,}6757} + \frac{(5-4{,}6926)^2}{4{,}6926} + \frac{(8-5{,}8806)^2}{5{,}8806} + \frac{(0-5{,}5917)^2}{5{,}5917} + \frac{(10-4{,}4766)^2}{4{,}4766}$$

$$= 0{,}6786 + 0{,}1706 + 0{,}0201 + 0{,}7638 + 5{,}5917 + 6{,}8150$$

$$= 14{,}03$$

For $x_1^2 = 14{,}03$, dk = (k-1) and the significant $\alpha = 0{,}05$ so, x^{2table}: 9,48

Because of $\chi^2_{table} < \chi^2_{observed}$ so, Ho was rejected and Ha was not accepted. It means that the data derived from experimental class does not have normality distributive frequency.

Then, the researcher calculated t test. The t test was calculated as follow:

$$t = \frac{89{,}35 - 84{,}61}{\sqrt{\dfrac{5{,}4}{32} + \dfrac{6{,}9}{27}}}$$

$$t = \frac{4{,}74}{\sqrt{0{,}16 + 0{,}25}}$$

$$t = \frac{4{,}74}{\sqrt{0{,}41}}$$

$$t = \frac{4{,}74}{0{,}64}$$

$$t = 7{,}40$$

For the next analyzes, t observed would be compared to t table. Because of the number of sample and variants was not homogeneity, the analyzing of t $_{table}$ was changed to be:

n 1= 32 dk= 31, so, t table = 1,697

n 2 = 27 dk = 26, so, t table = 1,706

$$1{,}707 - 1{,}697 = \frac{0{,}009}{2} = 0,0045 + 1{,}697 = 1{,}701$$

Because of n1= 32 and n2= 27, therefore t table score is 1,701. Then, t observed and t table score was compared $t_{observed} > t_{table}$ that is 7, 40 >1,701

d. The Hypothesis Testing

In this research, the researcher tried to answer the hypothesis of study. The hypotheses consist of as follow:

H_a : $\mu_1 = \mu_2$ There is a difference influence of students' ability in writing narrative paragraph through creative writing.

Ha is accepted if $t_{observed} > t_{table}$.

H_0 : $\mu_1 \neq \mu_2$ There is not a difference influence of students' ability in writing narrative paragraph through creative writing.

H0 is rejected if $t_{observed} > t_{table}$. Based on the result of the research that $t^{observed}$ is 7, 40 and t^{table} is 1,701.

Then, $t_{observed}$ and t_{table} score was compared $t_{observed} > t_{table}$ that is 7, 40 > 1,701. Therefore, Ha was accepted and Ho was rejected. Therefore, there is a difference influence of students' ability in writing narrative paragraph through creative writing.

B. Discussion

In this study, the researcher applied experimental research to analyze the effect of creative writing strategy in writing narrative paragraph at the second grade students of SMA Negeri 1 Idi Rayeuk. In this research, the researcher chose

XI IA-2 class that consisted of 32 students as the experimental class. In the other hands, the researcher selected XI IA 1 class as the control class that consist of 27 students.

In the first meeting, the writer applied pre-test for both classes. In this meeting, the writer did the writing test to measure students' ability in writing narrative paragraph basically. Firstly, the pretest activity in the experimental class was conducted on Sunday, 17th April 2017. In this test, the writer spent 2x45 minutes to conduct pre-test. In the pre-test activity, the writer found that the mean score at experimental class is 80, 28. On the other hands, the writer also conducted pre-test activity at control class. The researcher did pretest at control class on Thursday 20th April 2017. Based on the pre-test at control class, the writer found that the mean score at control class is 71.

Based on the result of pre-test activity both in the experimental and control class, then, the writer applied homogeneity testing. In the significance degree, α = 0,05 from the distribution table f is dk pembilang = 32 − 1 =31 and dk penyebut = 27 − 1 = 26 . Therefore, F_{table} is 1, 90. Because of $F_{observed}$ 0,509 and F $_{table}$ is 1,90 it means that F $_{table}$ more than $F_{observed}$. It can be concluded that the sample were homogeny.

The result signified that after conducting treatment to experimental class, that is the implementation of creative writing strategy in teaching writing narrative paragraph at the second grade students at SMA Negeri 1 Idi Rayeuk, the researcher got the result that creative writing strategy can improve students'

ability in writing narrative at the second grade students of SMA Negeri1 Idi Rayeuk.

The development of students' ability in writing narrative paragraph by comparing both of score between experimental and control class. After conducting treatment, the writer examined post test to analyze the students' ability in writing narrative text by using creative writing strategy. The posttest was done on 29th April 2017. Based on the result of post-test at experimental class the writer found that 89, 35. In the other side, the writer also conducted post-test at control class. Similarly, the writer also conducted the posttest activity in the controlled class on 29th April 2017. Based on the result of post-test activity at control class, the writer got that the mean score at control is 84,61.

Based on the result of post-test, it concluded that there is a difference influence of students' ability in writing narrative paragraph through creative writing strategy. The development of the students' ability in writing narrative paragraph described from the students' mean score between experimental and controlled class. After conducting treatment the students' mean score at experimental class got mean 89, 35. In other words, the controlled class got mean 84, 61.

Besides of the comparison of the mean score in the both class. the researcher also examined hypothesis testing. Based on the result of hypothesis testing, the researcher got that t $_{observed}$ > t $_{table}$ that is 7, 40 > 1,701. Therefore, Ha was accepted and Ho was rejected. Therefore, it can be concluded that there is a

difference influence of students' ability in writing narrative paragraph through creative writing at the second grade students of SMA Negeri1 Idi Rayeuk.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this study, the researcher did the experimental research at SMA Negeri 1 idi rayeuk. In this case, the researcher analyzed the effect of creative writing strategy in writing narrative paragraph at the second grade of SMA Negeri 1 Idi Rayeuk. Firstly, the researcher did pre-test to measure the students' ability in writing narrative paragraph basically. In the experimental class, the researcher got mean score 78,25. In the other hands, based on pre-test in the controlled class, the researcher got mean score 71, 51. After conducting treatment the students' ability in writing narrative paragraph is developed, the students at experimental class got mean 89, 35. On other words, the controlled class got mean 84, 61. Besides of the comparison of the mean score in the both class, the researcher also did hypothesis testing. Based on the result of hypothesis testing, the researcher got that $t_{observed} > t_{table}$ that is 7, 40 > 1,701. So, Ha was accepted and Ho was rejected. Therefore, creative writing strategy can improve students' ability in writing narrative paragraph at the second grade students of SMA Negeri1 Idi Rayeuk.

B. Suggestion

Based on the result of the research, the researcher concluded that the creative writing strategy can improve students' ability in writing narrative at the second grade students at SMA Negeri 1 Idi Rayeuk. Based on the result, the researcher offers some suggestions as follows:

1. The English teachers should apply creative writing strategy continuously in every learning activity appropriately.

2. The students of SMA Negeri 1 Idi Rayeuk should improve their ability in writing narrative paragraph continuously.

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This Biography of the writer is made on the purpose of completing this thesis.

Langsa, 15th May, 2017

The writer

Cut Ernawati