THE EFFECTIVENESS OF COLLABORATIVE WRITING METHOD TO TEACH WRITING SKILL VIEWED FROM STUDENTS' CREATIVITY

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ABSTRACT - *This research is aimed at finding out whether: (1) Collaborative Writing is more effective than Direct Instruction to teach writing to the third semester students of State Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2012/2013; (2) the students having high creativity have better writing skill than those having low creativity and (3) there is an interaction effect between teaching methods and students' creativity in teaching writing skill. The method which was applied in this research was experimental study. The research was conducted at State Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2012/2013. The population of this research was the third semester students of State Islamic College (STAIN) of Jurai Siwo Metro. The class C was used as the experimental class and class B as the control class. Each of the class consists of 40 students. The experiment group was treated by using Collaborative Writing, while the control group was treated by using Direct Instruction. The data analysis shows the following finding: (1) Collaborative Writing is more effective than Direct Instruction to teach writing for the third semester students of State Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2011/2012; (2) the students who have high creativity have better writing achievement than the achievement of those who have low creativity; and (3) there is an interaction between teaching method and student's creativity to teach writing at the third semester students of State Islamic College (STAIN) of Jurai Siwo Metro.*

Keyword: *Collaborative Writing Method, Writing Skill, Creativity*

INTRODUCTION

Writing is one of language skills. Besides writing skill, there are some other language skills, such as: listening, speaking, and reading. Each skill is interconnected with each other and closely related. Those skills are acquired by some relationship of a regular sequence. As stated by Grundy (1991: 1), writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape. It means that writing is one of activities that are productive and expressive. In writing, the writer must master content, organization, grammar, mechanic, and vocabulary.

Meanwhile, based on the observation of the writer in the field, learning to write still does not fulfill the requirement. For example, when a lecturer teaches writing course, the students get silent and feel confused to start writing. These factors will influence it, whether the lecturer who uses methods or techniques is not attractive or the students who is not creative in writing. Both of them are the things that do not trigger the students to

write so that some students always think of resistances in writing, such as: (1) They are still confused to organize their ideas when they begin to write. (2) They must use good grammar to make a good sentence. (3) The choice of vocabulary is sometimes not appropriate in writing the paragraph. (4) They are still confused to write relevant topic with the content of the paragraph.

In teaching writing, to make the students achieve the writing skill, the writer applies Collaborative Writing method on the consideration that it can improve the students' writing skill and encourage students' active in teaching and learning process. By using this method, they are able to correct about their grammar to one another, especially the development of their writing and organizing their ideas. The success of teaching English especially writing is also influenced by students' personality factors, one of them is student's creativity. It plays an important role to produce a good understandable writing. According to Grainger, et al., (2005: 13), the creative process of writing involves us in making choices about our stance, content, structure and language, and creating combinations and connections between ideas and images. It means that creativity is a process involves the creation of new ideas or concepts that are fit for a particular writing purpose, or new associations of the creative mind between existing ideas and concepts.

Thus, the creativity has a very influential factor to yield a good writing.

Considering that background, the writer formulates the problems of this study as follows:

1. Is Collaborative Writing method more effective than Direct Instruction method in teaching writing?
2. Do students who have high creativity have better writing achievement than those who have low creativity?
3. Is there any interaction between teaching method and students' creativity?

REVIEW OF RELATED TO LITERATURE

Writing activity involves the procedures of thinking process and making decision to produce written texts used for communication in daily activities. As stated by Harris (1993: 10) writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. Furthermore, Chandra Segaran (2002: 1) defines writing as a mental activity of skilful decision-making, appropriate for the situation. Moreover, writing, like playing tennis, is an activity made up of several processes, such as thinking what to write and the order to put it in (Grundy, 1991: 7). Meanwhile, Hyland (2002) states that writing is seen as a process through which writers discover and reformulate their ideas as they attempt to create meaning. In addition,

Crime and Lea (2008: 5) define that writing consists of words and these words are put together in particular formations to make sentences. Sentences are then grouped together into paragraphs. Moreover, Celce-Murcia (2000: 142) defines that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.

Writing is the productive skill in the written mode. It is more complicated than it seems at the first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. It is one of language skills which are considered important, because it is one of means for communication with other people in addition to listening, speaking, and read-ing. Thus, students must be able to write well, they need to acquire micro and macro-skills of writing. According to Brown (2001: 343) there are two categories of writing skills. They are micro and macro skills. The followings are the list of micro and macro skills for writing:

1. Micro Skills

(a) Produce grapheme and orthographic patterns of English; (b) Produce writing at an efficient rate of speed to suit the purpose; (c) Produce an acceptable core of words and use appropriate word order patterns; (d) Use acceptable grammatical systems (e.g. tense, agreement, pluralization patterns and rules); (e) Express a particular meaning in different grammatical forms; (f) Use cohesive devices in written discourse.

2. Macro Skills

(a) Use the rhetorical forms and conventions of written discourse; (b) Appropriately accomplish the communicative function of written texts according to form and purpose; (c) Convey links and connection between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification; (d) Distinguish between literal and implied meanings when writing; (e) Correctly convey culturally specific references in the context of the written text; (f) Develop and use of writing strategies, such accurately assessing the audience's interpretation, using pre-writing devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the definition above, it is assumed that writing is a thinking process to produce a written text. The written text is obtained by process of thinking to

arrange the words into the sentences, and then the sentences are grouped together into the paragraphs that use some aspects of writing, such as: the content, organization, vocabulary used, grammatical used, and mechanics. The result of the written text is a reflection of the mental activity of the writer in understanding the context situation that faced by the writer.

Most of students have the capacity to make their writing well and effective. They always think that good writing is the written text that contains no bad mistakes, such as: error of grammar, vocabulary used, and mechanical used. The main purpose of good writing for students is they can present relevant information in written text to the reader in a manner that is easy to understand. Therefore, they have to understand the characteristics of good writing to support them in producing a good writing. Related to the characteristics of good writing, Altakhaineh (2010) defines the six points of the main characteristics of good academic writing, such as: Organization, Task achievement or Relevance to Question (title), Accuracy, Range and style, Coherence and cohesion, Appropriateness and referencing.

Writing is also one of the most difficult skills to master in both of the first language and the second language. It causes everybody writes a little different-ly from everybody else. Therefore, in writing process students need some

stages to produce a piece of writing well. According to Research and Evaluation Report in Graves, et al (2007) writing process consists of (1) Pre-writing, (2) Drafting and Writing, (3) Sharing and responding, (4) Revising and Editing, (5) Publishing.

To make the students enjoy and interested in teaching learning process, the teacher must be able to choose the method to teach writing skill. One of the methods which can be used to teach writing is Collaborative Writing method. This method is useful for helping students to understand the different activities that constitute a creative thinking. According to Andersen (2011: 1) Collaboration is about people working together to achieve goals. Moreover, Hill & Hill (1990: 7) state that Collaborative classrooms operate on three important principles, such as: (1) Co-operative skills are taught, practiced and feedback is given on how well the skills were used. (2) The class is encouraged to operate as a cohesive group. (3) Individuals are given responsibility for their own learning and behavior. Meanwhile, Barkley, et al., (2005: 256) define that in Collaborative Writing, student pairs or triads write a formal paper together. Each student contributes at each stage of the writing process: brainstorming ideas; gathering and organizing information; and drafting, revising, and editing the writing. Furthermore, Murray in Nunan (1992: 103) stated that Collaborative

Writing was essentially a social process through which writers looked for areas of shared understanding. It means that in pairs or triads, students will produced better work than when they worked alone. Then, Bosley in Benjamin (2004: 71) defines Collaborative Writing as two or more people working together to produce one written document in a situation in which a group takes responsibility for having produced the document. In line with the theory, Higgins, et al., in Storch (2005) state that Collaborative Writing is a way to foster reflective thinking, especially if the learners are engaged in the act of explaining and defending their ideas to their peers. Collaborative Writing will improve document quality by pooling the strengths of group members. At the same time, individual weaknesses are caught by the group and revised. Moreover, Galegher and Kraut in Benjamin (2004: 71), emphasize the social nature of Collabrative Writing, which involves: negotiation about the meaning of facts, a demand for consensus as to an appropriate solution, division of labor based on concerns for fairness and quality of work, coordination of individual contributions, and resolution of questions about authority within the group.

From the theories above, it can be concluded that Collaborative Writing is a social process to work together in pairs or triads to produce written document. In the process, the writers will share about their ideas in making decision in which include composing the complete text, contributing the components, modifying by editing or reviewing, and drafting the document. They will have responsibility for producing the document.

Besides, Direct Instruction method is one of methods that used to help the students in teaching writing skill. It refers to academically focused on teacher-directed classroom instruction using sequenced and structured materials. Slavin in Kousar (2009) says that Direct Instruction refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient and continuous and feedback to students is immediate and academically oriented. Then, Stein, et al., in Viel-Ruma (1998) define that Direct Instruction is an explicit instructional approach that focuses on teacher modeling, task analysis, frequent questioning of the learners with directed feedback, scripted lessons, and choral response. Furthermore, Vukmir (2002: 42) defines that Direct Instruction is best characterized by its teacher directed and skills-oriented approach that uses small-group instruction. Meanwhile, Valiathan (2009) defines that Direct Instruction (DI) is used to describe learning material in which the teacher or expert transmits information directly to learners structuring learning time to reach a clearly defined set of objectives as

efficiently as possible. In line with the theory, Luke (2006: 7) defines that Direct Instruction, an alternative instructional method that emphasizes fast-paced teacher probes and sequenced drill-repetition-practice routines". It means that direct instruction method also provides the set regular steps in one direction and then back again. The teacher controls the teaching and learning process in order to drill the low students that provide the drill repetition practice routines learning.

Thus, Direct Instruction is an alternative instructional method for the explicit teaching of a skill-set which the teacher or lecture transmits information directly for the students. In teaching activities, the teacher has clear goals for student where he or she will focus on teacher modeling, task analysis, frequent questioning of learners with directed feedback, scripted lessons, and choral response.

Furthermore, the brief teaching stages of teaching writing using Collaborative Writing method and Direct Instruction method as follows:

Procedures of Collaborative Writing Method

Collaborative writing is a useful method for creating documents, if a specific plan to collaborate with others is not outlined, but it is difficult to produce quality products. When introducing collaborative writing to students, teachers should approach the social aspects of the

assignment with them in a cognitive manner. According to Barkley, et al., (2005: 256) states that there are seven guidelines for teacher in collaborative writing process. The following guidelines for teachers to keep in mind:

a. Students form pairs or triads at your direction or by choosing partners and then generate ideas by brainstorming together or conducting preliminary research.

b. Together, students organize their ideas and create an outline.

c. Students divide up the outline, selecting or assigning sections for each student to write initial drafts individually.

d. Teams read first drafts and discuss and resolve any significant disparities in voice, content, and style.

e. Teams combine individual sections into a single document.

f. Teams revise and edit their work, checking for content and clarity as well as grammar, spelling, and punctuation.

g. After the final edit, teams submit their papers to the professor for assessment and evaluation.

Procedures of Direct Instruction Method

Direct Instruction methods are indispensable for achieving content mastery and over learning of fundamental facts, rules, and action sequences that may be essential to subsequent learning (Anderson and Block

in Borich, 1996: 248). In teaching writing by using Direct Instruction method, the teacher will use some steps for guiding students during initial practice and ensuring that all students will get successful in practice. Furthermore, Borich (1996: 248) says that they are four sequences in conducting Direct Instruction method as follows:

a. In the first phase of direct, explicit instruction, teachers activate students' relevant prior knowledge and experiences and help them to connect it to the new knowledge they will gain from the lesson. They also familiarize learners with the focus of a lesson. In student-friendly language, they explain the lesson's purpose, telling students what they are expected to be able to do.

b. This is the *explicit* phase of the instructional model, in which teachers identify a specific strategy for students, then model exactly where, how, and why to apply the strategy to produce written text. During this phase, students have the main responsibility for completing academic tasks on their own, although teachers still monitor what they do and respond to their efforts.

c. The structured practice phase of direct, explicit instruction calls for teachers to begin the process of handing over to students the strategy or concept that they have modeled. Using new but related material,

teachers apply the steps of a strategy or the dimensions of a concept, involving students in ways in which they cannot fail. For example, students use graphic organizers, mind mapping, or others that organize the successful use of the strategy.

d. In this phase, teachers give students increasing responsibility for applying a strategy or concept to more new material. Teachers use structured response techniques to ensure that every student participates and to check the accuracy of students' responses in order to provide immediate corrective feedback. The teacher withdraws support gradually and only when students show that they can work on their own.

Meanwhile, in learning of writing, the students need creativity to produce of a good writing. Obviously, creativity means numerous things to different people and can be defined in any number of ways. As stated by Van Gundy (2005: 4) creativity is the magic word that can turn around an organization, company, division, or department. Furthermore, Cook and Heye in Baldacchino (2009) say that creativity is seen as going beyond new products, new services and improved processes. Then, Plucker et al., in Kaufman (2008: 1) Creativity is the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social

context. In addition, According to Newell and Shaw in Sefertzi (2000: 2), creativity is the generation of imaginative new ideas, involving a radical newness innovation or solution to a problem, and a radical reformulation of problems. Moreover, Higgins in Sefertzi (2000: 2), states that a creative solution can simply integrate existing knowledge in a different way. In addition, there are some the important points in definition of creativity. As stated by Munandar (1992: 28):

> Creativity is as a process that manifests itself in fluency, in flexibility as well as in originality of thinking. Fluency is to be understood as the ability to come up with ideas rapidly, where the emphasis is on quantity and not on quality. Flexibility is the ability to produce a great variety of ideas, with freedom from perseveration. Originality refers to the ability to produce ideas that are statistically unique or unusual for the population of which the individual is a member.

Thus, it can be assumed that creativity is the ability to create new product, new service, and improved processes that can be useful and effective response to evolutionary changes in fluency, flexibility, elaboration as well as in originality of thinking. It is grounded in everyday capacities such as the association of ideas, reminding,

perception, analogical thinking, searching a structured problem-space, and reflecting self-criticism. It involves not only a cognitive dimension (the generation of new ideas) but also motivation and emotion, and is closely linked to cultural context and personality factors.

RESEARCH METHOD

Related to this study, the writer used experimental study because the aim of this study is revealing the effect of teaching and students' creativity toward the students' writing skill. It involved three variables. The first is independent variable. In this study, the independent variable is teaching methods. The second variable is dependent variable. The dependent variable in this study is writing skill. The third variable is a secondary independent variable or attributive variable. It is creativity.

The population in this research is all the third semester students of English Department at STAIN Jurai Siwo Metro in the academic year of 2012/2013 which consists of five classes, those are A, B, C, D, and E. The total number of the population in this research is 200 students who are divided into 8 classes. Meanwhile, the writer decided to take only 80 students or two classes from all of population as the sample of this study. One class was experimental group and the other was control group.

The sample in this study was chosen randomly from the population of cluster

which is usually called cluster random sampling. It means that all the members of cluster must be included in the sample.

RESULT AND DISCUSSION

The test can be conducted after the result of normality and homogeneity tests are calculated and fulfilled. The data analysis is conducted by using Multifactor Analysis of Variance (ANOVA) 2 x 2. H_o is rejected if F_o is higher than F_t ($F_o > F_t$). It means that there is a significant effect of two independent variables to dependent variable. After knowing that H_o is rejected, the analysis is continued by performing the comparison of the mean between cells to see where the significant difference is using Tukey test. To know which group is better, the means between cells are compared. The 2 x 2 ANOVA and Tukey test are listed as follows:

Table 1. Summary of a 2x2 Multifactor Analysis of Variance

Source of variance	SS	df	MS	F_o	$F_{t(.05)}$
Between columns (Methods)	1036.8	1	1036.8	25,38	3.97
Between rows (Students' Crativity)	1767	1	1767	43,26	
Columns by rows (interaction)	180	1	180	4.41	
Between groups	2984	3	994.67		
Within groups	3104.8	76	*40.85*		
Total	6088,8	79			

Table 2. Mean Scores

	A₁	A₂	
B₁	77	72	74
B₂	70	60	65
	73	60	

1. Because F_o (25.38) is higher than F_t at the level of significance α= 0.05 (3.97), H_o is rejected and the difference between columns is significant. It can be concluded that Collaborative Writing method to teach writing at the third semester students of STAIN Jurai Siwo Metro differs significantly from Direct Instruction method. In addition, the mean score of students who are taught using Collaborative Writing method (73) is higher than that of those who are taught using Direct Instruction method (60). It can be concluded that teaching writing using Collaborative Writing method is more effective than Direct Instruction method.

2. Because F_o (43.26) is higher than F_t at the level of significance α= 0.05 (3.97), H_o is rejected and the difference between rows is significant. It can be concluded that students having high creativity differ significantly from those having low creativity. In addition, the mean score of students who have high creativity (74) is higher than that of those who have low creativity (65). It can be concluded that the students having high creativity have better writing ability than those who have low creativity.

3. Because F_o interaction (4.41) is higher than F_t at the level of significance α= 0.05 (3.97), H_o is rejected and there is interaction between the two variables, the teaching method and students'

creativity to teach writing at the third semester students of STAIN Jurai Siwo Metro.

The writer continued analyzing the data using Tukey test. The following is the result of analyzing of the data using Tukey test.

Table 3. The Result of Tuckey Test

No	Data	Sample	q_o	q_t	Status
1	A_1 dan A_2	40	7.223	2.86	Significant
2	B_1 and B_2	40	8.906	2.86	Significant
3	A_1B_1 and A_2B_1	20	3.149	2.95	Significant
4	A_1B_2 and A_2B_2	20	7.137	2.95	Significant

1. Because q_o between columns (7.223) is higher than q_t at the level of significance α= 0.05 (2.86), applying Collaborative Writing method differs significantly from Direct Instruction method to teach writing. Because the mean of A_1 (73) is higher than A_2 (66), it can be concluded that Collaborative Writing method is more effective than Direct Instruction method to teach writing.

2. Because q_o between rows (8.906) is higher than q_t at the level of significance α= 0.05 (2.86), it can be concluded that the students who have high creativity and those who have low creativity significantly different in their writing ability. Because the mean of B_1 (74) is higher than B_2 (65), it can be concluded that the students who have high creativity better writing ability than those who have low creativity.

3. Because q_o between cells A_1B_1 and A_2B_1 (3.149) is higher than q_t at the level

of significance α= 0.05 (2.95), applying Collaborative Writing method differs significantly from Direct Instruction method for teaching writing to the students who have high creativity. H_o is rejected and Collaborative Writing method differs significantly from Direct Instruction method to teach writing to the students having low language anxiety. In addition, the mean score of students having high creativity who are taught using Collaborative Writing method A_1B_1 (77) is higher than that of those having high creativity who are taught using Direct Instruction method A_2B_1 (72). It can be concluded that Collaborative Writing method is more effective than Direct Instruction method in teaching writing to the students having high creativity.

4. Because q_o between cells A_1B_2 and A_2B_2 (7.137) is higher than q_t at the level of significance α= 0.05 (2.95), applying Direct Instruction method differs significantly from Collaborative Writing method for teaching writing to the students who have low creativity. Because the mean of A_1B_2 (70) is higher than A_2B_2 (60), it can be concluded that Direct Instruction method is more effective than Collaborative Writing method for teaching writing to the students who have low creativity.

Discussion of the Result

By considering the data analysis above, there are some conclusions that can be draw.

1. **Collaborative Writing is more effective than Direct Instruction method in teaching writing.**

Collaborative Writing method is one of methods to teach writing that gives the opportunity for students to develope oral and aural skills, such as negotiation, discussion, and turn-taking in written communication. Collaborative Writing method supports students to involve actively in learning. It can also involve several groups working on a part of a text each and then creating the whole from the parts, such as a class working together to write a report. As stated by Allen, et al., in Lowry (2009), Collaborative Writing is as collaborators producing a shared document, engaging in substantive interaction about that document, and sharing decision-making power and responsibility for it. Collaborative Writing method allows for students to undertake different roles with which they feel comfortable to make one document. It is supported by Mulligan (2011) that his research has shown that Collaborative Writing assignments and peer editing, as done in pairs or small groups, can have numerous affective benefits for the learner. Collaborative or team writing is the process of producing a written work as a group where all team members contributed to the content and the decisions about how the group will function. Moreover, Hodges (2002) argues that working collaboratively can motivate writers in way which encourage them to redraft their work purposefully and explicitly in pursuit of particular creative effect. When teacher uses Collaborative Writing method in teaching writing, the students are active and creative to cooperate in making a document. They will make a good intercation among the mamber of the group to increase motivation and tolerace each other. It can help them to utilize a range of social skills in writing skill.

Meanwhile, Direct Instruction method is a method of teaching writing which focuses on directing and expliciting in the specific skills and strategies that are necessary for writing ability. It allows teacher to *scaffold* instruction, gradually shifting and releasing responsibility for completing a task from him to students. According to Joyce & Weil (2000) define that Direct Instruction method consists of five phases, such as (1) orientation, (2) presentation, (3) structured practiced (4) guided practice, and (5) independect practice. During the phases, teacher gives rosponsibility for students to pay attention and practice the steps. As stated by Valiathan (2009), Direct Instruction (DI) is used to describe learning material in which the teacher or expert transmits information directly to

learners structuring learning time to reach a clearly defined set of objectives as efficiently as possible. When teacher teaches writing by using this method, he provides contstant interaction between students and the teacher. It means that the teacher will be a model in learning process to give explanation and demonstration the material for students and they will apply all the teacher's steps that have done in front of the class. They have no chance to express their own idea on some topics and of course they have no way to create new strategy in learning process. That is why Collaborative Writing method is more effective for teaching writing that Direce Instruction (DI) method.

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

In a second language learning situation, creativity has important role for students of a foreign language because it can influence with the acquisition, invention, and production of the new language. The students with high creativity are usually the people who are able to come up their ideas to solve the problem. As stated by Cheung (2007), creativity is a useful and powerful tool in the mental toolbox of an individual. It allows a person to solve problems, negotiate with other people, and look at the world in a different perspective. In learning process of writing, they feel easily to solve the

problem in writing, such as: (1) Editing various genres including poetry, script writing, fiction, and essays, (2) Developing broad understanding of effective written communications and their professional contexts. (3) Developing effective rhetorical capacities through reflection on the written language. It is supported by Temizkan (2011) who examines "The Effect of Creative Writing Activities on the Story Writing Skill". There are 60 students participate in the research in total. The data obtained from the result of creative writing activities processed in 10 weeks are evaluated with regard to "The Scale of Story Writing Skill". It has been revealed that according to scale of story writing skill there is statistically a significant difference between the points $[t(29)= -5,172; p\leq,05]$ the students got from the post-test in the experimental and the control group. The result shows that creative writing activities are as effective in both writing activity and on the attitude of the students related to course as on the performance of the writing.

On the contrary, the students who have low creativity tend to sit pasively in classroom and withdraw from activities that could increase their language skills. They do not have ideas to arrange the sentences in a good paragraph and have less willing to try uncertain linguistic forms. Mostly, the students with low creativity are less confidence in learning process. That is why the students having

low language anxiety have better speaking skill than those having high language anxiety.

3. There is an interaction between methodes and students' creativity for teaching writing.

The success of learning includes not only the teaching methods but also the students' creativity. The students with high creativity tend to be motivated to learn. They are willing to take risks and solve the problem. Creative students think laterally and make associations between things that are not usually connected. They regard most the problem in learning process is a challenge to be solved by many ways in learning. Using Collaborative Writing method in teaching writing is really hoped by them. In Collaborative Writing method gives opportunity for the students to be active and creative in learning process. They explore ideas and options when they do the writing process collaboratively to make one document. It is supported by Kennedy in Hadjerrouit (2011) Collaborative Writing involves active participation of the project members, shared editing, reading and group writing strategies, revisions, peer-review, and group evaluations of contributions. Each student contributes at each stage of the writing process: brainstorming ideas; gathering and organizing information; and drafting, revising, and editing the writing.

On the other hand, Direct Instruction method is another method in which the teaching and learning process focus on the teacher. In this method, the students tend to be passive because the teacher has a dominant figure. The interaction between the teacher and the students is usually in the form of one-way communication from the teacher to the students. Besides, the students' scientific and creative thinking cannot be facilitated properly. Therefore, teaching writing using Direct Instruction method is more effective than Collaborative Writing method for the students having low creativity because the students with low creativity are always helped by the teacher for developing their writing step by step. It is supported by Peterson in Cruiskshank, Bainer, and Metcalf (1999: 231), Direct Instruction is similar to traditional teaching. The teacher becomes the decision maker and a dominant figure so that the students tend to be passive and become recipients who absorb the teacher's information.

The explanations above show that the implementation of two different methods for teaching writing gives the different result to the students having high and low creativity. Therefore, there is an interaction between teaching methods and students' creativity for teaching writing. Collaborative Writing is suitable for students having high creativity and Direct Instruction is

suitable for students having low creativity.

CONCLUSION, IMPLICATION, AND SUGGESTION

Conclusion

Based on the result of the data analysis, the research findings are as follows:

1. Collaborative Writing method is more effective than Direct Instruction method to teach writing because F_o (25.38) is higher than F_t at the level of significance $\alpha= 0.05$ (3.97), and the mean score of students who are taught using Collaborative Writing method (73) is higher than that of those who are taught using Direct Instruction method (66) (see Appendix 15). Then, q_o between columns (7.223) is higher than q_t at the level of significance $\alpha= 0.05$ (2.86).

2. The students having high creativity have better writing ability than those having low creativity because F_o (43.26) is higher than F_t at the level of significance $\alpha= 0.05$ (3.97), and the mean score of students who have high creativity (74) is higher than that of those who have low creativity (65) (see Appendix 15). Then, q_o between rows (8.906) is higher than q_t at the level of significance $\alpha= 0.05$ (2.86).

3. There is an interaction between teaching method and students' creativity in teaching writing because F_o interaction (4.41) is higher than F_t at the level of significance $\alpha= 0.05$ (3.97). In addition,

q_o between cells A_1B_1 and A_2B_1 (3.149) is higher than q_t at the level of significance $\alpha= 0.05$ (2.95),and the mean score of students having high creativity who are taught by using Collaborative Writing method A_1B_1 (77) is higher than that of those having high creativity who are taught using Direct Instruction method A_2B_1 (72). Then, q_o between cells A_1B_2 and A_2B_2 (7.137) is higher than q_t at the level of significance $\alpha= 0.05$ (2.95), and the mean score of students having low creativity who are taught by using Collaborative Writing method A_1B_2 (70) is higher than those having low creativity who are taught by Direct Instruction method A_2B_2 (60). It means that in teaching writing, the students who have high creativity are more appropriate taught by using Collaborative Writing method than those are having low creativity. On the contrary, the students who have low creativity are more appropriate taught by Direct Instruction method than those are having high creativity.

From the research findings, it can be concluded that Collaborative Writing method is an effective method in teaching writing for the third semester students of STAIN Jurai Siwo Metro in the academic year of 2012/2013. The effectiveness of the method is influenced by the students' creativity.

Implication	**Suggestion**

The research findings imply that Collaborative Writing method can affect the students' writing ability. It is proved from the research finding that Collaborative Writing method is more effective than Direct Instruction method to teach writing to the third semester students of STAIN Jurai Siwo Metro in the academic year of 2012/2013. Viewed from the students' creativity, the students having high creativity who are taught using Collaborative Writing method have better writing skill than those who have low creativity. It means that it suitably used for high creativity students. For students with low creativity, Direct Instruction method is more effective than Collaborative Writing method. The teachers need to consider when they teach second language learners. The teachers should make the learning context less stressful by providing a supportive environment, encourage non-threatening teaching techniques, and use relevant topics. They should not only be concerned about the curriculum content but also students' creativity, so that they can select the teaching methodss which are suitable for the students having high and low creativity in teaching writing. Because each class has students having high and low creativity, Collaborative Writing method can be used with Direct Instruction method to complete each other.

Suggestion

Some suggestions for teachers, students, and future researchers can be listed as follows:

1. For the lecturers

It is better for the lecturers to use various kinds of methods of teaching. Then, they are suggested to select the teaching methods applied in the class which are suitable for the students having high and low creativity in teaching writing. The lecturers are also recommended to make the learning context less stressful by providing a supportive environment, to encourage non-threatening teaching methods, and to use relevant topics so that the lecturers can encourage the students' communicative competence development. One of the methods that can be used is Collaborative Writing method.

2. For the students

The students should realize that they have important roles in teaching-learning process. That is why the students should be more active in order to improve their writing ability. For low creativity students, they should encourage themselves to involve in activities that could increase their language skills. Moreover, they should be motivated to learn and are willing to take risks of making mistake so that they can meet performance expectation.

3. For the future researchers

Other researchers can use this result of the study as the starting point to continue the research. It may also be useful to have research with students' different psychological aspects like students' interest, self-esteem, locus of control, and others.

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