THE EFFECTIVENESS OF EXPERIENCE TASK TO TEACH WRITING VIEWED FROM STUDENTS’ CREATIVITY
(An Experimental Research at the Eighth Grade Students of SMP Negeri 1 Karanganyar in the Academic Year of 2012/2013)

THESIS
Submitted as a Partial Fulfilment of the Requirement for Getting Graduate Degree in English Education Department

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SURAKARTA
2014
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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled “The Effectiveness of Experience Task to Teach Writing Viewed from Students’ Creativity (An Experimental Research at the Eighth Grade Students of SMP Negeri 1 Karanganyar in the Academic Year of 2012/2013)”.  

It is not plagiarized or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography. If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, ……..2014

Asri Nurhayati
ABSTRACT


The main objective of the research is to find out whether (1) Experience Task is more effective than Guided Writing to teach writing for the eighth grade students of SMP Negeri 1 Karanganyar; (2) students having high creativity have better writing than those having low creativity for the eighth grade students of SMP Negeri 1 Karanganyar; and (3) there is any interaction between teaching strategies and students’ creativity in teaching writing.

This research applied an experimental research. The teaching strategies are Experience Task and Guided Writing. Creativity as the attributive variable was divided into high creativity and low creativity. The population of this research was the eighth grade students of SMP Negeri 1 Karanganyar in the academic year of 2012/2013 consisting of 192 students. The samples of this research were the class 8a consisting of 24 students as control class and class 8b consisting of 24 students as experimental class. The samples were taken by using cluster random sampling. The data were collected using creativity and writing test. The data were analyzed using: (1) descriptive statistics, normality, and homogeneity of the data; and (2) Multifactor Analysis of Variance (ANOVA) test of 2x2 and Tukey test were used to test the research hypothesis.

The result of data analysis show that: (1) Experience Task is more effective than Guided Writing to teach writing; (2) Students having high creativity have better writing skill than those having low creativity; and (3) there is an interaction between teaching strategies and students’ creativity to teach writing.

Based on the research findings, it can be concluded that Experience Task is an effective strategy to teach writing. As Experience Task is an effective teaching strategy, it is suggested that teachers utilize it in their teaching writing.

*Keywords: Experience Task, Guided Writing, writing, creativity, experimental research.*
MOTTO

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

(Q.S. Ar Ra’d: 11)
DEDICATION

This thesis is whole-heartedly dedicated to:

- My beloved father, Suwondo, S.Pd., and my beloved mother, Karsi, S.Pd.,
  thanks for guiding, caring, loving, and supporting,
- My beloved sister and brother, and
- My dearest husband would be.
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In the expectation to improve this thesis, all supporting suggestions and critiques are openly welcome. Finally, she hopes this thesis will be able to give useful contribution and to make the effectiveness of English teaching learning process.

Wassalamu ‘alaikum Wr.Wb.

Surakarta……….2014

Asri Nurhayati
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