THE EFFECTIVENESS OF GUIDED IMAGERY FOR TEACHING WRITING VIEWED FROM STUDENTS’ CREATIVITY

(An Experimental Research in the Seventh Grade Students of SMP Negeri 2 Karangmalang in the Academic Year of 2013/2014)

THESIS

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As Partial Fulfillment for Getting the Post-Graduate Degree in English Education

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The Effectiveness of Guided Imagery for Teaching Writing Viewed from Students’ Creativity
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “The Effectiveness of Guided Imagery for Teaching Writing Viewed from Students’ Creativity (An Experimental Research in the Seventh Grade Students of SMP Negeri 2 Karangmalang in the Academic Year of 2013/2014)”. It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the references.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, 2016

Anny Martya Hapsari
ABSTRACT


This research is aimed to find out whether: (1) Guided Imagery is more effective than Direct Instruction to teach writing; (2) the students having high creativity have better writing skill than those having low creativity; and (3) there is an interaction between teaching methods and students’ creativity in teaching writing to the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014.

The method which was applied in this research was experimental study. The population of this research was the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014 which consists of 238 students. The sample of the research was two classes; the first class was used as the experimental class taught by using Guided Imagery and the second class as the control class taught by using Direct Instruction. The sampling used was cluster random sampling. Each class was divided into two groups based on their level of creativity (high and low). The techniques of collecting data were writing test for collecting the data of students’ writing skill and creativity test for collecting data of students’ creativity level. The data were analyzed by using Multifactor Analysis of Variance (ANOVA) test of 2x2 and Tukey test.

The result of data analysis shows that: (1) Guided Imagery is more effective than Direct Instruction 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 methods and students’ creativity in teaching writing.

Based on the result of the research, it can be concluded that Guided Imagery is an effective method to teach writing to the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014. The research also shows that Guided Imagery is effective to teach writing for both groups (students having high creativity and low creativity).

Keywords: Guided Imagery; Writing Skill; Creativity.
MOTTO

Surely, My Prayer, My Sacrifice, My Living, and My Dying are for Allah, The Lord of All the Worlds (The Qur’an)
DEDICATION

My beloved husband, Muktasim Billah

My beloved parents

My beloved parents-in-law

And all my beloved children (Mumtaza Tsabita Billah, her further brothers and sister)
ACKNOWLEDGMENT

In the name of ALLAH SWT, the Almighty God, the writer would like to thank for the blessing, health, and aspiration in leading her to complete her thesis entitled “The Effectiveness of Guided Imagery for Teaching Writing Viewed from Students’ Creativity (An Experimental Research in the Seventh Grade Students of SMP Negeri 2 Karangmalang in the Academic Year of 2013/2014).”

She realizes that this thesis can be finished with the help of so many people. In this good opportunity, she would like to express her sincerest thanks and appreciation to:

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This writer realizes that this thesis is still far from being perfect. Therefore, she will accept all constructive criticism and suggestion for the progress of the next study.

Surakarta, 2016

Anny Martya Hapsari
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CHAPTER I
INTRODUCTION

A. Background of the Study

Men as social human beings in every community in the world always need company in their lives. They need to interact and cooperate with one another in order to fulfill his needs. Therefore, in reaching the process of interaction, they need a medium that is a language. Lehman (1983: 1) states that language provides the way for human being to take the place in society, to express their wants, to convey information, and to learn about the people and the world. Through language they can express their ideas and wishes. And one of languages in the world is English.

English is an international language used as a means of communication both oral and written in most countries in the world. Among many languages in the world, English becomes one of the important and influential languages. It plays a very important role in every aspect of human life. As an international language, many communities in countries in this world use it. English plays an important role in every aspect of human life, such as communication, economics, education, science, and technology. So, it is very important for us to learn English, otherwise we will be left behind. In addition, we need to learn and
to practice the language as much as possible in order to use English correctly.

English has been considered as a foreign language in Indonesia. It is easy to understand that English as a foreign language becomes a difficult subject to be learned. Graff states:

Learning a foreign language/second language is a complex process, as language is not just an act of putting meaningful words together. It needs a physical, intellectual, and emotional response if we have to send or receive messages in it. Learning a foreign language involves a new culture, a new way of thinking, feeling, and acting. The learner has to be fluent, accurate, and meaningful (Graff, 1985: 64)

However, in Indonesia, English has been taught from the elementary until high level of education. English is not only used as a means of human communication but also as a subject learned at schools in Indonesia. The teaching of English is basically needed by Junior High School students because it is a compulsory subject in Junior High School. English teachers who could conduct the teaching English well are needed. English as a subject matter in school covers the four basic language skills: listening, speaking, reading, and writing.

Listening and reading belong to receptive skills, while speaking and writing belong to productive skills. Naturally, people will find that productive skills are more difficult to be learnt and improved than the receptive skills. Then, generally,
they will start to study the receptive skills first than the other skills.

Writing as one of the productive skills is not the same as other skills that can be done just in one time. It needs some steps to do it. As Langan (1985: 12) states that writing is a process of continuing discovery that involves a series of steps, not an automatic process. It is also supported by Nunan (2003: 88) who defines that writing is the process of thinking to invest ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. This definition shows that the purpose of writing is to produce a good writing through a complex process.

Writing is a complex activity since it requires students’ comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Gebhard (1996: 221) states that the usual things associated with writing skill are word choice, the use of appropriate grammar, such as subject-verb agreement, tense, and article uses, syntax (word order), mechanics (e.g. punctuation, spelling and handwriting), and organization of idea into coherence and cohesive form.

In addition, Fegerson and Mickerson (1992: 7) state that writing is a skill that is acquired through study. Writing is one of English skills that should be taught integratedly, but it is for
learners regarded as the most difficult language skill to learn. However, writing is a very important skill to be improved. Through writing, students can explore their idea, imagination, creativity inside their mind and what they see around their surroundings.

The difficulty in learning writing can be seen through a result that many learners are not capable in making a good writing. There are some factors influencing the mastery of writing skill for beginners: (a) internal factors such as less of motivation, lack of ability in generating and organizing idea, weak of comprehension and mastery of the grammar, lack of creativity, etc. (b) external factors such as insufficient vocabularies, inappropriate given materials, and different system in learning English. Both factors affect the teaching-learning process.

To solve the problems above teachers should make some alternative ways to teach writing in some easier ways. Method of teaching is one of the important factors in the teaching learning process. Teachers can use some methods in teaching writing such as using various pictures, contextual teaching and learning approach, using parallel writing method, using mind mapping/chart, etc. By applying one of the methods, teachers can encourage students in expressing their ideas into a good writing.
Current research done by Graham and Perin (2007: 4) shows that there are eleven elements of current writing instruction found to effective for helping adolescent students learn to write well and to use writing as a tool for learning, they are: (1) Writing methods, (2) Summarization, (3) Collaborative Writing, (4) Specific Product Goals (Product Approach), (5) Words Processing, (6) Sentence Combining, (7) Prewriting, (8) Inquiry Activities, (9) Process Writing Approach, (10) Study of Models, (11) Writing for Content Learning. Based on this fact, it can be seen that writing method is one of the tools that can be used in teaching writing and Guided Imagery is one of the teaching writing methods.

Guided Imagery was chosen in this research to teach writing in SMP Negeri 2 Karangmalang. According to Herr (1981: 51), Guided Imagery is a method of asking students to reflect on a series of questions that invite them to visualize or create images of a scene, a situation, or a person, using their imaginations. The method originates in complementary and alternative medical therapies but is now used extensively in education as well. Moreover, Herr (1981: 18) also explains:

The use of Guided Imagery meshes with recent insights into right and left brain learning. Guided Imagery engages the right brain processes such as imagination, emotion, creative, and intuitive active ties. While much instruction is concerned with left brain activity, that is, the processing
of information through words, the addition of right brain activities involves the whole brain in the learning process and provides for individual differences in learning preferences and modalities. The use of imagery in therapy and in the classroom is not new; however, by consciously using it as a teaching device, the teacher can put it to use consistently and effectively.

In addition, Galyean (1980: 50) writes the advantages of using mental imagery, known as Guided Imagery, in writing activities including the dispelling of distractions and the quieting of students mind chatter. The score of students who are using mental imagery is significantly higher on oral and written communication skills than students who did not use mental imagery.

Based on definitions above, it can be seen that the researchers have similar idea about Guided Imagery. In short, the researchers define Guided Imagery as a method in teaching and learning process by having the students visualize or create images of a scene, a situation, or a person using their imaginations. The visualization is involving senses and sensory in detail such as body and mind are connected. Applying this method in teaching and learning process can increase the imagination and creativity of the students since this method creates physic relax, mental and focus state, and also comfortable mind.

Direct Instruction, also known as Direct Teaching is one of a teacher’s methods in teaching learning process. This method
is still used in teaching English in SMP Negeri 2 Karangmalang. In writing class, the students only receive teacher’s message rather than actively involved in learning process. Students are only expected to pay attention to teacher’s presentation, do the exercises in the classroom, and finally do the independent exercises at home. Those phases are the principles of Direct Instruction. Moreover, Rosenshine (2008:1) says that Direct Instruction is refers to any instruction that is led by the teacher regardless of quality. It is a very common teaching method relying on strict lesson plans and lectures with little or no room for variation.

In addition, Saskatoon Public School (2004-2009) says that Direct Instruction is a method where teacher is highly directed. This method is the most commonly used and effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction.

Furthermore, another aspect that has a role in students’ achievement in writing is students’ creativity. It is obvious since writing is a process of thinking. Kaufman and Sternberg (2006: 2) say that creativity is the activity to convey something new. In other words, creativity involves thinking that is aimed at producing ideas or products that are relatively novel and that are,
in some respect, compelling. In addition, Cowley (2004: 141) says that thinking creatively is all about expressing ourselves in a unique and imaginative way. The word “creativity” describes the process of bringing something new into being and that applying our creativity means being able to take unusual or innovative approaches to the common place or ordinary.

Creativity as a supporting element in students’ achievement plays an important role in teaching and learning process. The creativity that has a very influential factor to gain a good writing is verbal creativity. Munandar (1999: 67) defines verbal creativity as an ability to think creatively and to measure one’s fluency, flexibility, and originality of a verbal form which deals with words and sentences.

In the classroom, there are students who have high creativity and low creativity. Some students may use their creativity in producing their writing. Generally, the students who have high creativity can produce writing form easily rather than the low one. Since the students have high and low creativity, it can be said that creativity is a natural process from the students where the researcher can help them to increase their writing skill after the researcher knows the level of their creativity.

Based on the descriptions above, the research was conducted under the title “The Effectiveness of Guided Imagery
for Teaching Writing Viewed from Students’ Creativity (An Experimental Research in the Seventh Grade Students of SMP Negeri 2 Karangmalang in the Academic Year of 2013/2014)

B. Identification of the Problem

From the descriptions, there are some possible problems which can be identified as follows:

1. What are the causes of difficulties in writing in SMP Negeri 2 Karangmalang?
2. What is the appropriate method to teach writing?
3. Is the use of Guided Imagery effective to teach writing?
4. Is Guided Imagery effective for high or low creativity?
5. Do Guided Imagery and students’ creativity influence each other in teaching writing?

C. Limitation of the Problem

To avoid misunderstanding and to clarify the problem, it is necessary to make limitation of the problem. The study was focused on the significant of the methods to the students’ writing skill between those who are taught by Guided Imagery and those who are taught by Direct Instruction. Moreover, creativity is an attribute variable because this variable is believed as one factor
that may affect students’ writing skill. The research subjects were the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014.

D. Problem Statement

Based on the identification of the problems and problem limitation mentioned above, the researcher states the problems to be research as follows:

1. Is Guided Imagery more effective than Direct Instruction to teach writing for the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014?

2. Do the students who have high creativity have better writing skill than those having low creativity for the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014?

3. Is there any interaction between teaching methods and creativity in teaching writing in the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014?

E. The Objective of the Study

The objectives of the study are:

1. To know whether Guided Imagery is more effective than Direct Instruction to teach writing in the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014.
2. To know whether the students having high creativity have better writing skill than those having low creativity in the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014.

3. To know whether there is an interaction between teaching methods and students’ creativity in the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014.

F. The Benefit of the Study

In accordance with the reason that encourages the researcher to do the study, hopefully the result of the study can contribute some benefits to students, teachers, researcher, and for the other researcher. The benefits of the study are:

1. **For the teachers**
   a. Teachers can get better insight into Guided Imagery and make them realize that it is also worth trying in teaching writing.
   b. Teachers should realize that every student has different level of creativity and it is teachers’ responsibility to promote them into a better writing achievement.

2. **For the students**
   a. Students can get different class situation which can make them more active in teaching learning process.
   b. Students can get better writing through Guided Imagery.
3. **For the other researchers**

   a. Other researchers can get better insight into Guided Imagery so that they can implement it in the different field.

   b. Other researchers can use it as a reference for other studies.
CHAPTER II
LITERATURE REVIEW

A. Writing

1. The Definition of Writing

Nowadays, the opportunities to be competent in four language skills: listening, speaking, reading, and writing are provided in many ways. Writing is said to be the fourth skill in English learning language. Writing is a kind of productive skills which is important and has its own characteristics. Writing is a process of thinking. Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing and arranging the ideas into statement and paragraph clearly. Moreover, Meyers (2004: 1) states:

The word writing comes from a verb that means it’s an activity -- a process. Writing is a way to produce language, which you do naturally. When you speak, you say something, think more to say, perhaps correct something you’ve said, and then move on to the next statement. Writing isn’t much different, except that you take more time to think about your subject, the person or people you’ll be discussing it with, and the goal you hope to achieve in that discussion. And, if you’re writing in a second language, you also take more time to revise your work. You consider your choice of words, their form, and their grammar to make sure that they clearly express what you intend to say.

Similarly, Gardner and Johnson (2006: 6) describe that writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however, benefit from the structure and security of following the writing process in their writing.

Furthermore, Byrne (1988: 1) defines writing as the usage of graphic symbols (letters or combination of letters which relate to the sounds we make when we speak), which are arranged according to certain conventions to form words. He also adds that the words are subsequently arranged to form...
sentences. Then, the sequence of sentences are arranged in a particular order and linked together in certain ways.

According to White and Arndt (1991: 5), writing is a form of communication and a process of transferring ideas into a product of writing, translating our thought into language. Through writing, writers are able to share ideas, arouse feeling, persuade and convince other people.

In addition, Heaton (1975: 127) states that in writing, the writers manipulate words in grammatically correct sentences and link those sentences to form a piece of writing which successfully communicate the writers’ thoughts and ideas on a certain topic. In other words, the writers try to express their ideas in written form using grammatically correct sentences for the purpose of communication.

In conclusion, writing is a thinking process to gain ideas into a good writing and to arrange the ideas into statement and paragraph clearly created by writers in order to communicate, to share, to transfer, to persuade, and to convince other people.

2. The Purpose of Writing

The purpose of writing is a significant factor in writing a text. It will determine the type of texts writers wish to produce, the language they use, and the information they choose to include. The consideration of the audience is able to determine the shape of the writing and the choice of language; formal or informal.

People have different purposes when they are writing, for example: they write something to express their feeling or idea. Some people also write in order to convey their messages to others. Brookes & Grundy (1990: 3) state:

The purposes of writing for each person are different. The answer may be to give information to someone. A second answer might be to solve the problem of volume of having to store more than the human brain can remember. The third reason for writing might be to filter and shape our experience. Writing also fulfills a pedagogic
purpose in second language teaching. It is used to fix the structures and vocabulary already learnt.

In addition, Ur (2004: 162) states that the purpose of writing, in principle, is the expression of ideas, conveying a message to the reader; so the idea itself should arguably be seen as the most important aspect of the writing.

Based on the theories above, it can be concluded that the purposes in writing for each person are different such as: to give information to someone, to store more than the human brain can remember, to filter and shape experience, to fix the structures and vocabulary already learnt, to express ideas, and to convey a message to the readers.

3. Writing Skill

One of skills that should be mastered by students who learn English is writing. Writing is considered by many people to be one of the most crucial language skills. People think that writing is difficult because writing is integrated the four skills in language skill. Nunan (1998: 35) says that the most difficult of macro skills for all language users whether it is for the first, second or foreign language learner is learning how to write fluently and expressively. Therefore, students have to acquire micro and macro skills of writing.

Furthermore, Brown (2004: 220) states that micro skills are related to imitative and intensive types of writing task whereas macro skills are related to responsive and extensive writing. They are:

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.
6. Use cohesive devices in written discourse.

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

It seems that writing is more complicated than first thought. However, by considering the macro and micro skill in writing, the writing result will be better. For that reason, students have to pay attention to macro and micro skill in writing process.

It can be concluded that writing skills are specific abilities which help writers put their thoughts into meaningful form of words and to convey the message. Through writing, writers can inform others, persuade, tell how they feel, and share their ideas. Moreover, writing skills help the learner gain comprehensibility, fluency, and creativity in writing since writing skills deals with several elements of writing such as: (1)
4. Writing Process

The process of developing effective writing skills has to be addressed in language classrooms. The writing process may allow the students - especially young learners to write with lots of errors. According to Hedge (1988: 20-22):

Writing process approach is an approach to teach writing that allows students to write their own ideas with their own process. The writing process approach includes five steps: pre writing, drafting, revising, editing and publishing. The steps are not separated and not happen in a sequence. But, they might occur at the same time. Some people may edit as they revise a draft, while others edit when the whole draft is completed. Still, others revise as they draft. As the term suggests, the teaching of writing focuses on what goes on when learners write and what the teacher can do to help the learners get into a good writing.

In addition, according to Hogue (1999: 3) a good writing needs process which has four stages:

1. Pre-writing
   Pre-writing is the first stage in the writing process. There are two steps namely choosing and narrowing a topic and brainstorming.

2. Planning (Outlining)
   It organizes the ideas the learners generated by brainstorming into an outline. There are three steps on planning: making sub list, writing the topic sentence and outlining.

3. Writing and Revising a Draft
   In this stage, a writer does three steps: writing the first rough draft, revising content, and organization, and proofreading the second draft.

4. Writing the Final Copy to Hand In
As the final activity in a writing process, a writer has to rewrite the written drafts and polish them for the presentation or publication.

Furthermore, Tompkins (2008: 7) recommends five stages in the writing process: prewriting, drafting, revising, editing, and publishing. In prewriting stage, Tompkins points out some activities such as choosing topic, gathering and organizing ideas, considering the potential audience, identifying the purpose of the writing, and choosing an appropriate genre. In the second stage, drafting, she proposes a writer to write a rough draft and emphasize content rather than mechanics. In revising stage, a writer can share his/her writing in writing groups and make substantive changes between the first and the latest draft. In editing stage, a writer should do two important activities; proofreading his/her work to find errors and correcting mechanical errors. In the last stage, publishing, a writer can publish his/her writing in a proper form and share the complete writing with audience.

Kamehameha Schools (2007: 2) defines several steps in writing process as follows:

1. Pre-writing
   a. “Getting ready to write”
   b. Decide on a topic
   c. Brainstorm
   d. Organize ideas
2. Drafting & Writing
   a. Write and refine paragraphs
   b. Focus on communication of meaning
3. Sharing & Responding
   a. Share work to gain feedback
   b. Writing Workshops
   c. Peer editing
4. Revising & Editing
   a. Text reorganization
b. Proofread for writing conventions
c. Revise content

5. Publishing
   a. Celebrate and showcase finished products
   b. Build confidence in students as writers

Moreover, Harmer (2004: 258) describes that in reality, the writing process is more complex than this, of course, and the various stages of drafting, reviewing, redrafting, and writing, etc. are done in a recursive way: we loop backwards and move forwards between these various stages. Thus at the editing stage we may feel the need to go back to a prewriting phase and think again. We may edit bits of our writing as we draft it.

Based on definitions above, it can be stated that there are some stages in writing process. The stages are: pre-writing, planning, drafting, writing, revising, editing, and publishing. Those stages are applied in order to make a good writing.

5. Aspects of writing

   In producing a good writing, writers must understand about some aspects of writing. These aspects are applied to make a meaningful writing and to use language effectively.

   Hughes (1992: 91) mentions five aspects of writing namely: (1) grammar, it is an element of writing which deals with a set of rules to help a writer construct sentences that make sense and acceptable in English; (2) vocabulary, it is a list of words and their meanings; (3) mechanics, it deals with the convention in writing, which is related to punctuation, spelling, and capitalization; (4) fluency, it refers to the ease and the style of the composition; and (5) form (organization), it is the logical sequence and cohesion to make unified contribution to the whole paragraph. It is usually called generic structure.

   Heaton (1998: 135) says that some aspects that should be involved in writing, namely: (1) language use: the ability to write correct and
appropriate sentences; (2) mechanical skills: the ability to use correctly those conventions peculiar to the written language e.g. punctuation and spelling; (3) content: the ability to think creatively and develop thoughts, excluding all irrelevant information; (4) stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively; (5) judgment skill: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, to organize and to order relevant information. In addition, Ur (1996: 163) states that there are some aspects of writing. They are neat handwriting, correct spelling and punctuation, acceptable grammar, and careful selection of vocabulary.

Furthermore, Glass (2005: 19) states that the aspects of writing, in general, can be generated as follows:

1. Ideas. It covers details, content development, and focus;
2. Organization. It covers structure;
3. Voice. It covers tone, style, purpose, and audience;
4. Word choice. It covers precise language, imagery and vocabulary;
5. Sentence fluency. It covers sentence variety, rhythm, correctness;

Although many experts have their own assumptions about the writing aspects, each aspect above should be understood by writers in order to produce good writing. Moreover, each aspect above can be used to measure the writing skill. Teacher may use only some aspects above in their rubrics. It depends on the needs and focus.

It can be concluded from the explanations above that a good writer should know and understand well those aspects of writing. By mastering those aspects, the writer will be able to write a meaningful writing and to use language effectively. But, here, it can be generated that some aspects in writing are: (1) organization: the arrangement or form of the text; (2) content: the topic, idea or message in the text; (3) grammar/language use: a
set of rules to help a writer construct correct and appropriate sentences; (4) mechanics: the use of particular conventions in written language, includes spelling, punctuation, and capitalization; and (5) vocabulary: a list of word choice used in the text.

6. The Indicators of Good Writing

A good writing is able to deliver the message to the readers so they would not ask for further explanation. According to Hogue (1996: 6), good writing is more than just using correct grammar; it is also thinking, planning, checking, and revising. Then, Gebhard (1996: 221) states:

The usual things associated with writing skill are word choice, the use of appropriate grammar, such as subject-verb agreement, tense and article uses, syntax (word order), mechanics (e.g. punctuation, spelling, and handwriting) and organization of idea into coherence and cohesive form. It infers that in making good writing, the writers should provide some aspects such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

In addition, Haisrton (1986: 5-6) proposes six indicators of good writing, they are as follows:

1. Good writing should be significant. It means that writing should tell something suitable with the purpose of writing.
2. Good writing should be clear. It means that writing must be understandable, so that readers do not have reread the writing several times to find out the meaning.
3. Good writing should be unified. It means that in writing, each sentence develops and supports the main idea. In addition, the sentences must support each other in a logical sequence or coherence.
4. Good writing is economical. It means that each point exposed in writing should be written in simple way. Rewriting some sentences or some words that do not support the main idea should be avoided.
5. Good writing should be adequately developed. It means that writing should have limited topic. The topic should be developed by having suitable supporting details.

6. Good writing should be grammatically acceptable. It means that writing must use correct grammar and punctuation.

Moreover, some skills are also needed to produce a good writing such as manipulating proper words (e.g. polite, aggressive, and sarcastic), arranging the words coherently and know the characteristics of good writing. According to Peha (2002: 3), a good writing has all the things below:

1. Ideas which are interesting and important.
2. Organization that is logical and effective.
3. Voice that is individual and appropriate.
4. Word choice that is specific and memorable.
5. Sentence fluency that is smooth and expressive.
6. Conventions that are correct and communicative.

In addition, Nunan (1998: 373) mentions six indicators of successful writing as follows:

1. Mastering the mechanics of letter formation;
2. Obeying conventions of spelling and punctuation;
3. Using the grammatical system to convey one’s intended meaning, organized content at the level of the paragraph and the complete text to reflect given new information and topic/comment structures;
4. Polishing and revising one’s initial efforts; and
5. Selecting an appropriate style for one’s audiences.

Based on the explanations above, the indicators that a student has a good writing are: (1) a student who is able to choose words or dictions to convey his/her ideas clearly (vocabulary); (2) a student who is able to organize ideas and write the ideas into logical and effective format (organization); (3) a student who is able to make writing which is
grammatically acceptable (grammar); (4) a student who is able to convey and to develop his/her ideas (content); (5) a student who is able to master the mechanics of letter formation e.g. spelling, punctuation and capitalization (mechanics). Furthermore, those indicators will also be the criteria of measuring writing.

B. Methods in Teaching Writing

1. Guided Imagery

   a. Definition of Guided Imagery

   In teaching and learning process, teachers always have an intention to teach their students in the best way possible. There are various ways to reach that goal. One of the methods in teaching writing is using Guided Imagery. According to Herr (1981: 51), Guided Imagery is a method of asking students to reflect on a series of questions that invite them to visualize or create images of a scene, a situation, or a person, using their imaginations. The method originates in complementary and alternative medical therapies but is now used extensively in education as well.

   In addition, Hunter (2003: 93) states that Guided Imagery is a way to use our powers of creative imagination, which can be much more immediate and effective than analytical thinking. Furthermore, Weldon and Ankerberg in visualization _new_age_danger.html state that Guided Imagery is a very powerful psychological tool which can be used to achieve a wide variety of educational objectives: enhance self-esteem, expand awareness, facilitate psychological growth and integration, evoke inner wisdom, increase empathy, expand creativity, increase memory, facilitate optimal performance, evoke a more positive attitude, and accelerate the learning of subject matter. Moreover, Hall, et al. (2006: 5) state that Guided Imagery (called guided meditation) is the process of using words (narration) to take the reader on an inner journey for a particular purpose.
Meanwhile, Healthwise (2009) in overview state that Guided Imagery is a program of directed thoughts and suggestions that guide your imagination toward a relaxed, focused state. You can use an instructor, tapes, or scripts to help you through this process.

In line with Healthwise, Rossman (1989-2011) in www.academyforguidedimagery.com defines guided imagery as follows:

Guided Imagery basically is thinking with your senses. It’s thoughts that you imagine seeing, hearing, smelling, and feeling in your mind. It’s the stuff that daydreams are made out of. In a way, Guided Imagery is a kind of directed use of daydreaming. We frequently start Guided Imagery by teaching people a very simple way to mentally and physically relax. What we usually do, after inviting them to get their breathing a little bit deeper, is to have them go through and relax each part of the body.

Based on the explanations above, it can be concluded that Guided Imagery is a method in teaching and learning process by having the students visualize or create images of a scene, or a situation. The visualization is involving senses and sensory in detail as body and mind are connected. Applying this method in teaching and learning process can increase the imagination and creativity of the students since this method teaches students a very simple way to mentally and physically relax.

b. Applying Guided Imagery in Teaching Writing

Smith (2002) in novelinks.org/uploads/.../GuidedImagery.pdf gives the steps using Guided Imagery in the classroom as follows:

1. Begin this strategy by preparing the room to fit the mood of the story you will tell. For The Wasting Game, dim the lights, light candles if possible, and do anything you can think of to create a creepy, spooky Halloween night.

2. Ask students to stretch, inhale slowly, exhale, and relax. Tell them to find a comfortable position before closing their eyes and listening. With music playing in the background to create the
mood (spooky music of course), being talking softly, taking the students into the world you want them to imagine.

3. Read a story or a series of prompts, taking your time in order to allow the students to visualize each image. Spend between five and ten minutes telling the story. The students continue to listen with their eyes closed.

4. After you complete the story, invite students to open their eyes and to write down as many descriptive images as they can remember. Give the students ten minutes to write. Ask them to close their eyes again while you continue playing the music. Ask the students if they can see anything else. Then have the students write their full experience in narrative form. Give the students between fifteen and twenty minutes to write their narrative. Encourage students to share their writing with the class.

Moreover, Kim (2001) in novelinks.org/uploads/.../GuidedImagery.pdf states the procedures of using Guided Imagery in classroom as follows:

Step 1: Reading.
The students must complete reading of a book. If at all possible, discourage reading the rest of the chapter so that you can guide them through some imagery connected with the plot in that part of the chapter.

Step 2: Music.
Turn on your copy of King Sunny Ade’s “Odu,” which features a type of music from Nigeria called “juju.” It has dense instrumental and percussion, so you will need to turn it down low.

Step 3: Building the dream.
You will begin by having the students get into the most comfortable position they can within the room. If this means that they must get out of their seats and sit on the floor, which is OK, as long as you take special cautions to remind them that this is a learning exercise.
Dim the lights in the classroom and have the students close their eyes. Invite them to stretch, relax, inhale, and exhale slowly. Allow them to feel completely at ease before you begin reading. Invite them to listen closely and visualize what they hear.

Step 4: Reading.
Read the selected passage on the following page, giving the students time to adjust and visualize each image. Pause in between ellipses, counting five to ten seconds between each.

Step 5: Writing.
Ask the students to open their eyes and write down the most vivid images in their minds. At this point, ask them to close their eyes again, listen to the music, and relive the experience.

In addition, Rhode Island Educator in [http://www.ride.ri.gov/.../PDF/W12-GI.pdf](http://www.ride.ri.gov/.../PDF/W12-GI.pdf) makes a lesson plan of using Guided Imagery in class as follows:

Opening:
1. Model/read an essay on loss and explain to students that they will be sharing what they write with members of their group and perhaps the entire class. (This provides the students with an audience.)
2. Remind students that they are doing this for themselves “because you are a writer.”

Engagement:
1. Turn off the lights and ask students to relax, take a few deep breaths and close their eyes in order to become as comfortable as possible.
2. Explain that they will be using guided imagery to enhance memory, thoughts, feelings, and all kinds of sensory details—not just visual.
3. Recite in a slow, methodical, and reassuring voice a series of questions that will lead your students through a series of
associations. This particular guided imagery is focused on a loss, but it could just as easily be about an embarrassing moment, a high point in life, and important life lesson, or an important person in your life.

4. Explain to the students that they will be making mental notes for future writing.

5. Slowly and methodically recite (you may create your own script): Consider some of the things that you have lost. When you were young, did you ever lose a favorite toy, a tooth, a pet, or friend? Have you ever lost money, a retainer, glasses, keys, or a little sister or brother in a store? As an older person, have you lost beliefs, ideas and feelings, or childhood myths—Santa Claus or the Easter Bunny? Have you lost trust in anyone? Lost a friendship? How about your temper? Have you ever lost sleep? Of all the things that you have lost, are there any things that you’d like to get back? Are there any things that you’re better off without? Have you lost a friend because of misunderstanding, miscommunication, pride, or pig-headedness? Have you ever lost someone because of death?

6. Ask students to identify and jot down a loss that they want to write about.

7. Ask students put down the pencils and re-establish a relaxed meditative atmosphere so that they can return to the time and place of their loss.

8. Tell them that everything is in slow motion as they find themselves in the scene again and slowly settle into themselves and look through the eyes of their former selves. Ask them to look down and look around:

What are they wearing? Who else is around? What is going on? What can you see? Touch? What is being said? What are you thinking? Feeling? And now time is moving forward and you
can re-experience your loss. (long pause). Think about the significance of the loss. What does it mean to you now? What insights can you bring with you? Now gradually return to this room, time, and space. Take your time. Bring all that you remember back with you. When you are ready, open your eyes and jot down notes and phrases in your Writer’s Notebook so that you can remember the experience. Pay particular attention to the sensory details, thoughts, and feelings that you associate with the experience. Create a list, word web, diagram, or any method to help you access your memory. After making your notes, begin organizing the sequence of events and important details that will grab the readers’ attention. Remember, a good story does not always start at the beginning.

9. Ask students to begin writing about their loss.

Closure: (Optional at this time)

Bring students back together as a group to share how Guided Imagery helped them focus on descriptive details.

In this research, the researcher formulated the steps in teaching using Guided Imagery in teaching writing as follows:

1. Pre-writing
   a. Relaxing
      ➢ Teacher prepares the classroom to fit the mood of the students.
      ➢ Teacher leads students to stretch, to relax by inhale-exhale slowly.
      ➢ Teacher asks students to find a comfortable position before closing their eyes.
   b. Turning on the music
      Teacher turns on instrumental music (classic music) as the background of Guided Imagery.
   c. Guiding Students Using Guided Imagery
Teacher guides students to visualize what they hear by reading them a series of questions that lead the students through a series of association.

Teacher reads the particular Guided Imagery slowly and makes pausing between sentences. This time is to give the students to visualize each image and create picture in their mind. Teacher gives them a way to see what is going on in the story from their own point of view.

2. Whilst-writing
   a. Listing
      ➢ Teacher prepares a students’ worksheet.
      ➢ The students’ worksheet consists of guidances in writing list of words (e.g. adjectives and noun phrase) as their first rough draft.
   b. Writing
      ➢ Teacher asks students to write down as many descriptive images as they can remember. Here, they write down the most vivid images in their minds. They are trying to write down as many images as they can remember when they are guided by using Guided Imagery without worrying about the using of the grammar, spelling and punctuation.
      ➢ Teacher gives the students several minutes to write.
      ➢ Teacher helps the students solve their difficulties.

3. Post-writing
   a. Sharing
      ➢ Students read their writing product.
      ➢ Teacher gives comments and corrections to the students’ writing product.
   b. Publishing
      Teacher ask students to publish their writing by sticking it on the wall around the classroom in order that it can be seen,
studied, and corrected by others for comparing and improving.

c. The Advantages of Guided Imagery in Teaching Writing

Advantages of using Guided Imagery in teaching writing seem various. Imagery works best in a permissive, relaxed, unforced atmosphere. Housel (2004: 137) states that imagery in education is also used successfully to develop abstract faculties of the imagination, to promote creativity and to develop along with kinesthetic strategy, the ability to develop skill (sport, music, writing, performance, recall, etc). In the other word, when someone gets “guided” in his or her imagination of something, he or she will be led in a clear suggestion and assumption. By that suggestion and assumption, he/she can develop his/her kinesthetic skill, writing as the example. Guided Imagery can be done after breathing, relaxing, and yoga with the instructor, tape, scripts, guided imagery texts, prompts, words and narration, accompanied by music based on the particular purpose.

Moreover, Gaylean (1982: 1) states that common use of imagery is to develop thinking skills and accelerate mastery of cognitive material presented in class. Teachers usually have district-mandated cognitive objectives to guide their lesson planning; they use imagery activities to enhance mastery of those objectives.

Furthermore, Galyean (1982: 50) writes advantages of using mental imagery in writing activities including the dispelling of distractions and the quieting of students mind chatter; students using mental imagery scored significantly higher on measure of oral and written communication skills than students who did not use mental imagery.

Meanwhile, Samples (1977: 8) states that among other things, the advantages of Guided Imagery are: (1) builds a structural base for inquiry, discussion, and group work, (2) explores and stretches students’ concepts, and (3) encourages problem solving.
Furthermore, Buehl in Preszler (2006: 17) states that the advantages of guided imagery are as follows:

1. Students are stimulated to generate their own images when Guided Imagery was read to them.
2. Students create vivid mental images of ideas and concepts that help them remember information longer.
3. Students who are visual learners become actively more involved in the reading of Guided Imagery, especially for low achieving students.
4. Students find imagery methods are conventional, and they become personally engaged with the material.

From the explanations stated by researchers above, it can be said that the implementation of Guided Imagery in teaching writing has many advantages as follows:

1. Students are stimulated to generate their own images and creativity since this method teaches students a very simple way to mentally and physically relax.
2. Students can create vivid mental images of ideas and concepts that help them remember information longer.
3. Students can develop their thinking skills and accelerate mastery of cognitive material presented in class.

**d. The Disadvantages of Guided Imagery in Teaching Writing**

Besides having advantages, Guided Imagery also has disadvantages. The disadvantages of Guided Imagery according to Sault in *Imagery. htm*# 001JenniferSault, mfa,ms/eds,lmhc are as follows:

We use imagery all the time, without ever thinking about it. Unfortunately, we often use imagery in negative ways, such as when we worry about something that we are afraid may happen. What we are doing’s creating negative image, and we may give that image a lot of power – the power to give us a headache, indigestion, or insomnia.
In addition, Guided Imagery probably makes students confused since they have no adequate of vocabularies in describing things in a written form. Besides that, low concentration will make students take a long time to understand some images to write it down.

From the explanations above, it can be said that the implementation of Guided Imagery in teaching writing also has some disadvantages as follows:

1. Students create negative images when they get worry about something.
2. Students may confuse in describing images they saw into a written form since they have no adequate of vocabularies.
3. Students will take a long time to understand some images to write when they have low of concentration.

Related to the teaching and learning process, the weaknesses of implementing Guided Imagery in the class were:

1. Some students were daydreaming even sleeping when the teacher was reading Guided Imagery.
2. Some students still could not write in describing images they saw since they have no adequate of vocabularies.

2. Direct Instruction
   a. Definition of Direct Instruction

   Engelmann and Becker from NIFDI (The National Institute for Direct Instruction) in their article "NIFDI Consultants Only" say that Direct Instruction is a model for teaching that emphasizes well developed and carefully planned lessons designed around small learning increments and cleanly defined and prescribed teaching tasks. Moreover, Arends (1997: 64) defines that direct instruction is a conventional model in teaching that helps students to learn basic skill and acquire information that can be taught in step by step fashion.
In addition, Rosenshine (2008:1) states that Direct Instruction refer to any instruction that is led by the teacher regardless of quality. Furthermore, Valiathan (2009: 2) says that Direct Instruction is an approach 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.

Furthermore, Luke (2006: 7) states that Direct Instruction is an alternative instructional method that emphasizes fast-paced teacher probes and sequenced drill-repetition-practice routines. It means that Direct Instruction led the teacher to control the teaching and learning process by drilling the low students that provide the drill repetition practice routines learning.

In line with explanations above, Saskatoon Public School (2004-2009) says that Direct Instruction is a method where teacher is highly directed. This method is the most commonly used and effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction.

Meanwhile, Nunan (1996: 49) argues that in Direct Instruction, the teacher explicitly instructs the learners. It seems that Nunan proposed the essential thing in Direct Instruction is “instruction”. When teacher becomes the center of the teaching and learning, it means he/she is the real actor in the classroom. Teacher instructs the students while students listen to teacher’s instruction as well as do the required things by teacher.

Based on the explanations above, it can be concluded that Direct Instruction is a method of teaching for the explicit teaching in which the teacher or lecture transmits information directly for the students. This instruction can be optimized if teacher’s presentations (and the steps in learning) are clear enough to control the instructional goals and the chosen materials are appropriate for the students’ ability level, so teacher’s control is very strong in this direction of learning.
b. The Procedures of Direct Instruction

Arends (1997: 75) gives clear phases in doing Direct Instruction. The two phases of Direct Instruction, “Planning Tasks and Interactive Tasks” are as follow:

   a) Planning Tasks
      1. Preparing Objective
      2. Choosing Content
      3. Performing Task Analysis
      4. Planning for Time and Space

   b) Interactive Tasks
      1. Providing Objectives and Establishing set
      2. Presenting and Demonstrating
      3. Providing Guided Practice
      4. Checking Understanding and Providing Feedback
      5. Providing Independent Practice

According to Gunter, et al. (2003), some steps in Direct Instruction are as follows:

1) Review previously learned material
   Making connections between what is already known and what is to be learned is a critical success factor for learning. Review previously learned material that:
   a) Is prerequisite knowledge for the new material?
   b) Has an important connection with the new material?
   c) Is useful for learning the new material?

2) State objectives
   Lesson objectives should be stated and written on the board. Use language that the students can understand. The purpose of stating the objectives is to set the student’s expectations of what they will learn.

3) Present new material
Clear and detail instructions will give the students the opportunity to begin absorbing new material. The material should be organized step by step with each step building on the last.

4) Guided practice

Guided practice involves the student attempting the skill with the assistance of the teacher and possibly other students. Typically, the teacher will take the students through the skill step by step. Questions can be used both to verify understanding and allow the students to verbalize what they are learning. This verbalization is important, in that it moves the ideas being learned from short term memory to long term memory.

5) Independent practice

The teacher should closely monitor any independent practice to correct misconceptions and verify that the students have acquired the skill or knowledge.

6) Review periodically

For a concept or skill to be learned to master takes time and practice. This is why review is an essential part of direct instruction.

Based on the definitions above, in this research, the writer used the steps as follows:

1. Pre-writing

   a. Reviewing Previously Learned Material

      Teacher checks students’ understanding about the previous material. Teacher makes connections between what is already known and what is to be learned.

   b. Presenting New Material
Teacher gives clear and detail instructions to the students in absorbing new material. The material should be organized step by step with the previous knowledge, ability level, and interest of students. It will make the students easily to understand the materials in detail.

2. Whilst-writing
   a. Providing Guided Practice
      Teacher guides and assists the student in applying the writing skill.
   b. Providing Independence Practice
      Teacher asks the students to make paragraphs by themselves.

3. Post-writing
   Checking Understanding and Providing Feedback
   Teacher closely monitors any independent practice to correct misconceptions and verify that the students have acquired the writing skill or not. Moreover, he/she makes a review of the materials given.

c. The Advantages of Direct Instruction
   Joice and Weil (1986: 326) say that Direct Instruction is academic focus. It means that academic focus is one of the highest priorities on the assignment and completion of academic task in the classroom.

   According to Skinner (2010: 40-41), the advantages of Direct Instruction are as follows:

   1) Direct Instruction is not an all-purpose tool but young children as well as older learners can gain a lot from listening to and watching a teacher.

   2) Direct Instruction is well suited to introducing concepts, presenting set knowledge, demonstrating a procedure, and teaching a discrete point or skill.
3) Teachers using Direct Instruction more teaching contacts and spend more time on teaching interaction with learners.

In addition, Cruichkshank, et al. (1999: 224) state the benefits of Direct Instruction as follows:

1) Direct Instruction can satisfy the learners because the students just become the follower and depend on another help.

2) Direct Instruction refers to a pattern of teaching which consist of teacher’s explaining a new concept to a large group of the students where the way of the explanation is straightforward way where the teacher always gives feedback and correction for the mistake that students’ made.

d. The Disadvantages of Direct Instruction

Besides having advantages, Direct Instruction also has some disadvantages. Skinner (2010: 41) states some disadvantages of Direct Instruction are:

1) In Direct Instruction it is often not always easy to arrange for learners to learn things in a context of use-when they make more sense to the learner.

2) Direct Instruction can also tend to make learners dependent on the teacher for learning.

Peterson in Chruickshank (1999: 230) explains some disadvantages of Direct Instruction:

1) The teacher centrality strongly occurs in this model. It makes the students become passive in joining the learning process; Direct Instruction demands not only teacher direction but strong teacher direction.

2) This model does not promote achievement in creativity, abstract thinking, and problem solving.

3) This model is not as good as other instruction alternatives in improving cooperation
C. Creativity

1. Definition of Creativity

One of the psychological aspects to improve the potentials of students in teaching learning is creativity. There are several opinions about the concept of creativity found in the literature. Franken (1994: 396) states that creativity is defined as a tendency to generate or recognize ideas, alternatives, or possibilities that may be use in solving problems, communicating with others, and entertaining ourselves and others.

Sternberg, et al (2005: 351) state “Creativity is the ability to produce work that is both novel (i.e. original, unexpected) and appropriate (i.e. useful concerning tasks constrains)”. Furthermore, Plucker et al in Kaufman (2008: 1) state that creativity is the interaction among attitude, 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.

Moreover, Campbell in Mangunhardjana (1986: 11) defines that creativity is the activity which produces the result whose natures are following: (1) novel: innovative, interesting, fresh and surprising; (2) useful: practice, solving the problem and producing the good result; (3) understandable: the same result can be understandable and can be produced at the other time.

According to Kaufman & Sternberg, (2007: xii), creative ideas comprise three components. First, creative ideas must represent something different, new, or innovative. Second, creative ideas are of high quality. Third, creative ideas must also be appropriate to the task at hand or some redefinition of that task. Thus, a creative response is novel, good, and relevant.

Munandar (1995: 45-46) has referred to the definition of creativity as the four P’s of creativity: product, person, pressure, and process. In terms of product, Munandar (1995: 46) states that creativity is defined as
an ability to produce a new product. This product should not be entirely a new product; it can be a combination from the previous elements. It means that creativity is a making idea. This new idea can be absolutely new thing or combination which is produced before. Furthermore, creativity as a person, Hulbeck as quoted by Munandar (1995: 20) says that creative action is an imposing of one’s own whole personality on the environment in a unique and characteristic way. It can be concluded that creativity is a personality aspect which can be developed through his/her environment.

While, creativity in terms of pressure, according to Munandar (1995: 37) is a motivation to create something new. The pressure refers to internal (within himself) and external or his environment condition. The pressure can motivate the individual to perform his creativity. Then, the final P is creativity as a process. Creativity as a process, according to Semiawan (1984: 6) refers to thinking various ideas in managing a problem. It means that creativity is thinking process to get new solution of his/her problems of life.

Meanwhile, Torrace in Munandar (1995: 21) defines that creativity is the process of (1) sensing difficulties, problems, gaps in information, missing elements, something asked; (2) making guesses and formulating hypotheses about these deficiencies; (3) evaluating and testing these guesses and hypotheses; (4) possibly revising and retesting them; and (5) communicating the results.

Moreover, Suharman (2011:7) says that creativity is a thinking process to create new ideas, approaches, products that are useful for solving problem and environment. In addition, the creativity must have a new aspect (idea, thought, activity, action or product).

Based on definitions above, it can be concluded that creativity is a thinking process to generate new idea which is novel, represent something different, innovative, useful and understandable. This ability is useful for solving problems and producing good results. Creativity as a
multidimensional concept can be defined in terms of product, person, pressure, and process.

2. **Verbal Creativity**

As this experiment is in a language field, the verbal creativity is used. Verbal creativity consists of two words: verbal and creativity. Torrance in Munandar (1999: 67) defines verbal creativity as an ability to think creatively and to measure one’s fluency, flexibility and originality of a verbal form which deals with words and sentences.

According to Guilford (1967) in www.psychologytoday.com, verbal creativity is the ability to think divergently, this divergent thinking involves creative generation of multiple answers to a set problem. In addition, Mednick (1962) in www.psychologytoday.com says that verbal creativity is an ability to see a relationship of different ideas and to combine these ideas into new associations. Children with this special ability are able to create new patterns based on their own thought in their cognitive mind. Guilford also states that verbal creativity is an ability to think divergently. Thinking divergently means that it tries to find any possible alternative solution upon a problem. Moreover, Munandar (1999: 98) mentions that developing verbal creativity involves:

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

b. The development of affective aspect that can be achieved by improving creative attitude and interest, and can be seen from their freedom to express their ideas freely, ability in arts, eagerness to try something new a risk, confidence and patience.

c. The development of psychomotor aspect supported by providing educational facilities that enable pupils to develop their ability to create innovative and creative work and can be recognize from
their ability and eagerness to be persistent and perseverance on their ideas, independence, and bravery.

Furthermore, Munandar (1998a) gives some aspects which influence verbal creativity as follows:

a. Fluency of thinking which describes the number of ideas comes out from one’s mind for a given problem.

b. Flexibility which is described as the ability to use various approaches in solving problems.

c. Originality. It is described as the one’s ability to bring about original ideas.

d. Elaboration. It is the ability to develop ideas and break them down in detail.

Based on the definitions above, it can be concluded that verbal creativity is an ability to create new ideas and to think divergently deal with fluency, flexibility, originality, and elaboration. Moreover, culture and society where an individual lives influence the development of one’s verbal creativity.

3. **Characteristic of Creative Personality**

Born to be a creative person seems challenging. As a creative person can produce something innovative, many fields in life require creative person to handle their works. Creative people will have creative personality. According to Tailor (in Foster, 1971: 26):

The personality of creative persons is autonomous, self-sufficient, independent in judgments, more open to irrational, more stable, more feminine, dominant, self-assertive, complex, more self-accepting, more resourceful and adventurous, more radical, self-controlled, emotionally sensitive, introverted and bold.

Furthermore, Ruggiero (1984: 92) states that there are five most prominent characteristics of a creative person. They are as follows:
1) Creative people are dynamic. Unlike most people, creative people do not allow their minds to become passive, easy to accept ideas.

2) Creative people are daring. They are willing to face unpleasant experience, apply their curiosity and learning, and learn from their experiences. As a result, they are less likely to repeat their failure.

3) Creative people are resourceful. Resourcefulness refers to ability to cut effectively and conceptualize the approach that solves the problem.

4) Creative people are hard-working. They are not afraid of making the failure.

5) Creative people are independent. They do not fear to have new ideas different from others.

In addition, a creative person, according to Semiawan (1984: 10), has ten characteristics: (1) having strong imagination, (2) having high initiative, (3) having large interest, (4) having high curiosity in knowing something, (5) being flexible in thinking, (6) being self confident, (7) being open to new experience, (8) being energetic, (9) being brave in taking risks, (10) being brave in expressing ideas.

Moreover, Stenberg (in Henson and Eller, 1999: 353) states that creative individuals are:

1) Willing to take chances  
2) Reject limitations and often try the impossible  
3) Appreciate the arts  
4) Have an unusual ability to make unique things  
5) Question social norms  
6) Willing to actively address unpopular issues  
7) Inquisitive and curious

Considering all the notions and opinions about creativity, the writer generalizes the characteristics of creative person as follows:
1) Having perseverance to do difficult and hard work
2) Independent to have new ideas different from others
3) Daring to take chances and face unpleasant experiences
4) Having an ability to make unique thing
5) Having strong imagination
6) Being open to new experiences
7) Being resourceful
8) Being self-confident
9) Being dynamic
10) Having high initiative

4. Indicators of Creativity

Based on the characteristics of creativity, there may be some people having high level of creativity and some people having low level of creativity. The characteristics are fluency, flexibility, and originality aspects. Fluency is the ability to produce many ideas while flexibility is the ability to make some approaches in solving problems. Moreover, originality is the ability to produce original ideas as the results of self-thinking.

Based on the characteristics above, there are some indicators that are used to know the students’ creativity in this research, as follows:

1. The ability to create words based on two initial letters given.
2. The ability to arrange words based on letters provided in one word given.
3. The ability to make sentences of three words based on the letter provided.
4. The ability to find out objects having same characteristics.
5. The ability to find out uncommon daily usage objects.
6. The ability to get to know the effects of events happen in daily life.

5. Measuring Creativity

The instrument to measure creativity is through a test. The test used in this research is the verbal creativity test. This instrument is taken from Guilford’s structure of intellect model as conceptual framework. This creativity test consists of six verbal subtests, namely word beginnings, anagrams, three-word-sentences, thing categories, unusual uses, and consequences. The primary traits measured in this test are fluency, flexibility, and originality in thinking. The test can be used for the age of ten years upward. The sum of the standard scores on each subtest can be converted into a creativity quotient.

Test of verbal creativity which is specially constructed in Indonesia is verbal creativity test designed by Utami Munandar in 1977. This test is based on Guildford’s intellectual structure supported by divergent thinking dimension, content dimension, and verbal thinking dimension. Munandar (1988:1) designs this test into six sub-tests with four items in each of this verbal creativity test:

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

2. Word creation
   When doing this test, a subject is required to arrange as many words from a given word as possible in two minutes. This test is aimed at measuring not only fluency with words but also fluency to arrange words into a grammatically correct sentence pattern in English.
3. Sentence formulation from three letters
   For this test, a subject has to arrange as many sentences as possible from three given letters in which the first letter has been determined in three minutes. In arranging a sentence, a subject may freely place each letter in a formed sentence. However, he/she is not allowed to write the words he/she writes before. This test is to measure the fluency in expressing something in the form of a sentence meeting a certain grammatically English pattern.

4. Similar characteristics
   The objective of this test is to find out as many things from two similar characteristics given as possible in two minutes. This kind of test is to measure the fluency in expressing ideas meeting certain given criterion.

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

6. Consequences or effects
   In this test, a subject needs to think as many consequences as possible from a given condition in four minutes. This test requires a subject to be imaginative and to be able to express his imagination into a written form. What this test measure is the fluency in expressing ideas and the ability to elaborate an idea into a specific matter yielding various implications.
In accordance with the explanations mentioned above, verbal creativity test is divided into six sub-tests. The test itself consists of word initials, word creations, sentence formulation from three letters, similar characteristics, extraordinary uses of words, and consequences or effect. The writer decides to use this instrument because it can be modified according to students’ condition, e.g. elementary, junior, or senior high students. In this research, the researcher uses verbal creativity test which covers those six subtests of word initials, word creation, sentence formulation from three letters, similar characteristics, extraordinary uses of words, and cause-effect.

D. Review of Related Research

There are some related researches that support the positive effect of applying Guided Imagery in educational field. Guided Imagery originates as an alternative medical therapy but is now used in education as well. Some relevant studies which the researcher uses to conduct this research are:

Galyean and Krishnamurti (1981: 57-68) explain in their research entitled “Guided Imagery in Education” said that Guided imagery is a technique involving introspection, awareness of inner imagery and symbolic expression, focusing and subsequent heightened self-understanding, has recently come to the attention of educators as a valuable tool for learning on many levels. Classroom observations, articles and research reports, workshops and conferences on humanistic/ holistic/ transpersonal education show that educators tend to use imagery processes for one or more of the
following purposes: (a) higher consciousness; (b) relaxation and receptivity to learning; (c) increased mastery of information. Although much research needs to be done in the field of imagery in education and transpersonal approaches to learning, successes from various projects lead us to conclude that education models of the future will include imagery activities as a core aspect of the standard curriculum.

Further, Galyean (1983) published “Guided Imagery in the Curriculum”. She found out that teaching with imagery can help students focus on lesson, retain information, improve psychomotor skills, and accept themselves and others. Imagery activities can serve the standard curriculum in two ways: as preparation for learning and as course content. In her project, imagery activities seem to expand the range of intellectual capabilities and increase students’ interest in and penchant for current curricular offerings. Further research is needed to refine current uses of imagery. We still don't know for whom imagery works best, what are the long-term cognitive and personal gains from prolonged exposure to imagery work, under what environmental conditions imagery activities seem to be the best received. Time and carefully prepared experiments will clarify the area. This research need to be continued by developing carefully designed the imagery activities in education settings.

Then, Traber, M.W (1999) conducted a quantitative research entitled “Guided Imagery: a Practical Solution for the Classroom Teacher”. He explained in his research that guided imagery is a highly effective tool
appropriate for use in a wide variety of educational settings. The review of the literature indicates that guided imagery is effective in helping people better manage stress, unleash creativity, change attitudes, tap into inner wisdom, relax, stimulate peak performance, and activate natural healing powers. He also suggests that in the educational arena the use of guided imagery promotes student motivation, overall personal wellness, creative self awareness and positive behavior. Overall guided imagery is seen to have merit in a wide variety of settings and with a diverse population of students and adults. In addition, the goal of his project was to determine how guided imagery would influence the behaviour of the special needs students in my combined grade seven and eight Severe Learning disabilities (SLD) classroom. He believed that these types of guided imagery exercises would prove successful with my students because of the absence of confrontation and negative consequences within each exercise. In fact, he believed that his students would find guided imagery to be a safe, private and positive means of self expression.

Next, Schlapkohl, W.H (2001) conducted a research entitled “The Effects of Guided Imagery Exercises on Perceived Academic Self-Efficacy”. In his study, the effects of guided imagery exercises on self-identified low achieving postsecondary students' perceived academic self-efficacy (PASE) were examined, as well as its effects on study skills and anxiety. Also examined was whether participants with high imagery ability (i.e., ability to have vivid, controllable imagery) would be better able to enhance PASE through imagery and relaxation exercises than low imagery ability participants. One hundred and four participants were randomly assigned by
class to an imagery, a relaxation, or a comparison group. Participants in all
groups identified self-limiting academic beliefs and discussed study skills.
Relaxation and imagery participants were taught and encouraged to use
diaphragmatic breathing, autosuggestion, and relaxing imagery. Imagery
participants also imagined successfully coping with academic situations in
which they presently had doubts, whereas relaxation participants also
engaged in a muscle relaxation exercise. Then, participants estimated their
PASE using an adaptation of Bandura, Adam, and Beyer's (1977) procedure
weekly. At pre- and posttreatment, participants completed the Learning and
Study Strategies Inventory (LASSI)(Weinstein, Schulte, & Palmer, 1987)
and the State-Trait Anxiety Inventory (Spielberger, Gorsuch, & Lushene,
1968). Imagery ability was assessed through the Questionnaire on Imagery
Control (Lane, 1976). Imagery participants had significantly larger increases
in PASE magnitude than comparison participants @ < .001) and higher
pretreatment-corrected posttreatment PASE strength than relaxation
participants @ = .009). The comparison group had significantly lower
pretreatment-corrected posttreatment PASE strength than the combined
relaxation and imagery groups @ <.001). Imagery participants had
significantly lower pretreatment-corrected posttreatment anxiety @ = .004)
than comparison participants. The treatment groups did not significantly
differ on study skill use. Finally, more high imagery ability participants
enhanced PASE magnitude than low ability participants @ = .042).
However, ability groups did not significantly differ on PASE strength.
Considering the imagery participants' success in enhancing PASE and lowering anxiety, guided imagery may have considerable promise as an academic tool. The importance of imagery ability received less support. Finally, generalizing these results to other students is also of the utmost importance. A weakness of his thesis may be problems with generalizing the results to other groups. I can say with some confidence that self-identified low achieving, female, university students receive substantial benefit from using imagery exercises to enhance their confidence. More weakly, there is some suggestion that it is effective with self-identified low achieving community-college students and male students. It would be of great interest to determine if what is true of these adults is also true of younger students. Despite these limitations, when considering the results of this study, the researcher suggested that imagery has considerable promise as an academic tool and that it has earned the right to be considered for future research.

Last research was conducted by Widiasih, R. (2012) entitled “Improving Students’ Writing Competence Through Guided Imagery: An Action Research in the First Year Students of SMA 1 Badegan in the 2011/2012 Academic Year”. Based on the research findings, she concluded that Guided Imagery can improve students’ writing competence. By using Guided Imagery, the students write a text easily. The all mean scores of writing elements showed progress. The mean score of all indicators reached above the minimum standard score and even higher. Furthermore, the
implementation of teaching using Guided Imagery has some effects for improving the class situation. Firstly, the implementation of Guided Imagery can improve the students’ imagination. Secondly, Guided Imagery can improve students’ creativity. Finally, she suggested to use the findings of the research as a starting point in the future research about the implementation of Guided Imagery.

Based on the relevant literatures above, the researcher gets some informations related to the research, especially which are related to Guided Imagery. It helped the researcher in doing her research to be more focus in using Guided Imagery in teaching writing. Moreover, the researcher conducted the research which can help teachers and future researchers to be wisely in choosing the teaching methods particularly in teaching writing.

E. Rationale

1. The Difference between Guided Imagery and Direct Instruction in Teaching Writing

   Writing is not a simple matter of transcribing into written symbols. It is an expression of thinking process in the form of graphic symbols on a media for a special purpose. In fact, the students’ writing skill is still low. It is caused by many problems. To solve the problem, the teacher should be able to find the right method, strategy or technique to improve the students’s interest in the learning process. By using the suitable way of teaching, it is hoped that the students’ writing skill will be improved.

   Guided Imagery will improve the students’ writing skill effectively. The process in teaching writing using Guided Imagery can solve the students’ problems in writing such as getting idea, making good
paragraph, using correct vocabulary, using correct spelling and punctuation, and also conveying ideas.

The teaching and learning process using Guided Imagery can stimulate the development of students writing skill. There are some steps in using Guided Imagery in the classroom. In the Guiding Students Using Guided Imagery step, teacher guides students by reading particular Guided Imagery and the students listen to it. While listening process is going on, students are supposed to visualize what they hear and making list of vocabularies related to the Guided Imagery given. Guided Imagery helps the students recall the vocabulary in their mind, thus they can express their idea or opinions to write a sentence or paragraph easily.

By Listing step in teaching using Guided Imagery, the students can organize their writing well. Here, the teacher gives students’ worksheet which is consists of guidance in writing list of words (e.g. adjectives and noun phrases) as their first rough draft. The list of writing can help students to improve their writing namely organization. The organization of writing will be improved too.

In the Writing step, the students can express their idea into writing without worrying their grammar, spelling and punctuation. The students then write down as many descriptive images as they can remember. Here, they write down the most vivid images in their minds. They are trying to write down as many images as they can remember when they are guided by using Guided Imagery.

Just after the students finish their writing, the teacher gives comments and corrections to the students’ writing product, such as: (1) organization; (2) content; (3) grammar/language use; (4) mechanics (spelling, punctuation, and capitalization); and (5) vocabulary. After getting correction from their teacher, the students publish their writing by sticking it on the wall around the classroom in order that it can be seen, studied, and corrected by others for comparing and improving.
On contrary, Direct Instruction is a common teaching method relying on strict lesson plans and lectures with little or no room for variation. The teacher takes dominant role in classroom which results in students’ dependence on the teacher’s assistance. Moreover, students’ work is controlled by the teacher where they have no chance to dig and develop their ideas. Here, teacher only gives reinforcement to students’ learning without any challenge to develop their ideas. Based on the explanation above the difference between Guided Imagery and Direct Instruction can be seen on the learning activities done and the process of getting improved in their writing skill. Thus, it can be assumed that Guided Imagery is more effective better than Direct Instruction in teaching writing.

2. The Difference Achievement between Students with High Creativity and Students with Low Creativity.

Since writing is a process of thinking, students’ creativity is needed to generate new ideas in solving an existing problem. Creativity is a natural process that involves creative thinking in making something new.

Students who have high creativity and the low one are different of course. Students with high creativity show that they are energetic and always ready to do anything. They like challenges to conquer. They enjoy exploring their ideas and imagination freely. As a result, students who have high creativity expressed their ideas in a written form better than students with low creativity do. The high creativity one will always have new and fresh ideas whenever he/she is facing problems. Besides, in writing process, creativity is important to improve the writing skill.
On the contrary, students with low creativity seem passive. They like something simple and like being guided. They usually only imitate when they must write something. They often get difficulty when they must think about something new. As the result, the students who have low creativity get stuck in generating new ideas whenever they have to think. And of course, it will impact their performance in writing skill.

In conclusion, it can be said that in learning process, creative students who have high creativity are able to come up with unexpected ideas than the students with low creativity. It can be assumed that the students in high creativity have better writing skill than those who have low creativity.

3. Interaction between Methods of Teaching and Students’ Creativity to Teach Writing

Interaction is a kind of action that occurs as two or more objects have a mutually event that influence one another. There is a general concept that success of teaching and learning process is determined by some factors, such as method and students’ creativity. In other words, there is an interaction between method in teaching writing and students’ creativity.

Guided Imagery makes students more interested in the teaching and learning process. The activities in Guided Imagery promote them to be active and creative students. They do not depend all the time on their teacher’s role as they are aware that their achievement is decided by their activeness in the class. The students having high creativity will have better feeling to take the challenges in the teaching learning process. From the explanation above, it can be said that Guided Imagery is suitable for teaching writing to students with high creativity.

In Direct Instruction, the roles of teacher are very dominant, so the students’ tendency to be more active involved in the teaching and learning process is very low. Teacher’s explanation and guided practices from time
to time make students fully depend on the teacher. The students with low creativity tend to avoid activity dealing with that lesson. In general, they do not like challenges and prefer being guided by the teacher. It means that the characteristics of Direct Instruction have relationship with students having low creativity.

Therefore, it can be assumed that there is an interaction between writing methods applied by teachers and students’ creativity. In other words, students with higher creativity will be more appropriate to be taught by using Guided Imagery and students with lower creativity will be more appropriate to be taught by using Direct Instruction.

F. Hypotheses

The hypotheses of the research can be formulated as follows:

1. Guided Imagery is more effective than Direct Instruction for teaching writing in the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014.

2. Students having high creativity have better writing skill than students having low creativity in the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014.

3. There is an interaction between the teaching methods and students’ creativity in teaching writing in the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014. This school is chosen because the problem of writing was found in this school.

Table 3.1 Time Schedule of Research

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing research proposal</td>
<td>Jun - Nov 2012</td>
</tr>
<tr>
<td>Conducting proposal seminar</td>
<td>Mar 2013</td>
</tr>
<tr>
<td>Developing research instrument</td>
<td>Apr 2013 - Mar 2014</td>
</tr>
<tr>
<td>Giving treatment and collecting data</td>
<td>Apr - May 2014</td>
</tr>
<tr>
<td>Discussing the data analysis</td>
<td>Jun 2014 – Mar 2015</td>
</tr>
<tr>
<td>Writing research report</td>
<td>Apr 2015 – Oct 2016</td>
</tr>
<tr>
<td>Thesis examination</td>
<td>Nov 2016</td>
</tr>
</tbody>
</table>

B. Research Method

Research is about inquiry that has systematic processes: a question, problem, or hypothesis, data and analysis of the data (Nunan, 1992: 2). Furthermore, Tuckman (1978: 1) states that research is a systematic attempt to provide answers to questions. The research method used in this research is experimental study. Experimental study is a kind of research to know the possibility of cause and effect relationship by giving treatment on experimental class and see its difference after the treatment.

Ary, et. al. (2007: 337) state that experimental research is usually regarded as the most sophisticated research method to test the hypothesis.
This method starts with a question about the relationship between two variables or more. This experimental study involves three kinds of variables. They are independent variable, dependent variable, and moderator variable. Fraenkel and Wallen (1993: 242) state that independent variable is the variable that the researchers systematically manipulate in the experiment to establish cause–and–effect relationship between variables. The independent variable in this research is the teaching methods. They are Guided Imagery and Direct Instruction.

The second variable is dependent variable. It is the factor which is observed and measured to determine the effect of the independent variable. The dependent variable in this research is writing skill of the seventh grade students.

The third variable is moderator variable. The moderator variable is a kind of variable that given different name based on the point of view. According to Tuckman (1978: 63), moderator variable is the factor which is measured by the experimenter to discover whether it modifies the relationship of the independent variable to an observed phenomenon. The moderator variable in this research is students’ creativity.

C. Variables and Research Design

There are at least two groups in experimental research, namely control group and experimental group. The control group in this research was the class taught by Direct Instruction. On the other hand, the experimental group
in this research was the class taught by Guided Imagery. Then, each group was classified into two levels of creativity: high and low. By so-doing, the writer found out the method used to teach the high-creativity students and those low-creativity students. At the end of the treatment, the students are given post-test.

This research used three variables; two independent variables and one dependent variable, as follows:

1. Independent Variable 1 (X₁): the implementation of Guided Imagery and Direct Instruction
2. Moderator Variable 2 (X₂): students’ creativity
3. Dependent Variable (Y): students’ writing skill

This research used a simple Factorial Design 2 x 2 with ANOVA analysis. Below is the research design:

**Table 3.2 Factorial Design of 2x2 ANOVA**

<table>
<thead>
<tr>
<th>Teaching Method (A)</th>
<th>Guided Imagery (A₁)</th>
<th>Direct Instruction (A₂)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity (B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High (B₁)</td>
<td>A₁B₁</td>
<td>A₂B₁</td>
</tr>
<tr>
<td>Low (B₂)</td>
<td>A₁B₂</td>
<td>A₂B₂</td>
</tr>
</tbody>
</table>

Where:

A₁ : Guided Imagery
A₂ : Direct Instruction
B₁ : Group of students having high creativity
B₂ : Group of students having low creativity
A₁B₁ : Group of students having high creativity who are taught using Guided Imagery
A₁B₂ : Group of students having low creativity who are taught using Guided Imagery
A₂B₁ : Group of students having high creativity who are taught using Direct Instruction
A₂B₂ : Group of students having low creativity who are taught using Direct Instruction

D. Subject of the Research

1. Population

Ary, et al. (2009: 148), population is defined as all members of any well-defined class of people, events, or objects. Gay (1992: 125) views that population is the group of interest to the researcher, the group to which she/he would like the results of the study to be generalized.

In addition, Johnson and Christensen (2010: 218) explain that a population (sometimes called a target population) is the large group to which a researcher wants to generalize his or her sample result. In other words, it is the total group that you are interested in learning more about.

From those statement it is obvious that population is a group which has characteristic that makes the writer interested to do research. The
writer may do research in any group or any individuals which he/she is interested in. The population of the research was the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014 consisting of 238 students who are divided into seven classes.

2. Sample

According to Johnson and Christensen (2010: 217), a sample is a set of elements taken from a larger population according to certain rules. Gay (1992: 125) also states that sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected. Moreover, Sprinthall, as quoted by Ary (2007: 328), a sample is a smaller number of observations taken from the total number making up a given population. So, it can be concluded that sample is a small element of a population according to certain rules.

Since the population in this research is grouped into classes, the sample of this research is class or cluster. In other words, class considered as a unit or group. Then, the researcher decided to take only two classes from all of population as the sample of this study which are consist of 64 students (32 students from class E and 32 students from class G). In dividing each of the classes into the group of high and low creativity, the researcher classified 16 students having high creativity and 16 students having low creativity. Finally, the writer used lottery to determine which class became the experimental and control classes. From the lottery result, class G became the experimental class, whereas class E became the control
class. The experimental class was taught using Guided Imagery while the control class was taught using Direct Instruction.

3. Sampling

Johnson and Christensen (2010: 239) state that sampling is the process of drawing sample from a population. They add that when we take a sample, we also study the characteristics of sample selected from larger group or population in order to understand the characteristic of the population. Furthermore, Gay (1992: 140) states that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. Based on the explanations, it can be stated that sampling is the way or technique used to take the sample of study.

In determining the sample, the researcher applied cluster random sampling technique to the total population. Wiersma (1966: 85) explains that cluster random sampling is the selection of groups or cluster of subjects rather than individual. Cluster random sampling makes it possible to choose a group of individuals who have similar characteristics. Then, the researcher will select two classes from the seven classes in the population. In deciding where the experimental or control class, the researcher used a lottery. The steps are as follows:

a. Make a list of all classes;

b. Write down the name of each class on small piece of paper;

c. Roll the pieces of paper, then putting them into a can;
d. Shake the can well;

e. Drop the rolled pieces of paper one by one as many as needed.

f. Take the result of the lottery; and

 g. Decide which one will be the experimental class and which one will be the control class.

E. Technique of Collecting Data

Data are absolute requirement of a research as it is a means of proving hypothesis. Data are used to either solve or answer the problem of the research. In order to get the appropriate data, data must be collected by using appropriate technique. According to Arikunto (2002: 127), there are some techniques of collecting the data, namely: test, questionnaire, interview, observation, rating scale, and documentation.

In this research, the researcher used an instrument to collect the research data. It was through writing test and verbal creativity test. The writing test was used to collect data of students’ writing skill while the other test was used to collect data of students’ creativity level.

The writing test was used to collect data related to the students’ writing skill improvements after the treatment was given. The writing test was given in a form of essay. The scoring is based on indicators of writing competence: organization, content, grammar/language use, vocabulary, and mechanics.

Before administering the test, it was important to examine the readability of the both tests. Readability is the ease in which text can be read
and understood. It means that in administering a test, the test has to set in understandable instructions. If the test is tested to some students out of the sample group, they will understand the instructions of the test and do as the instruction asked them to do. In other word, the instruction of the writing and creativity test should be clear and easy to understand. The readability was measured by using some questions. The questions for the instruction in writing test were as follow:

1) Whether the instruction is understandable or not;
2) Whether the kind of the text to be written is clear or not;
3) Whether there is difficult words in the instruction or not;
4) Whether the words should be written is clearly stated or not;
5) Whether the writing indicators to be evaluated are clear or not; and
6) Whether the time provided is enough or not.

Moreover, in this research, inter rater was used to avoid subjectivity in scoring the students’ writing. Scoring by using inter rater means there are two different scorers.

F. Technique of Analyzing Data

The techniques in analyzing the data of this study were descriptive and inferential analysis. Descriptive analysis was used to know the mean, median, mode, and standard deviation of the writing test.

1. Descriptive Analysis

Descriptive analysis was used to know mean, mode, median, and standard deviation of students’ score in writing. After finding out mean,
median, mode, and standard deviation, it is important to examine normality and homogeneity of the data distribution.

a. Mean

$$\bar{X} = \frac{\sum f_i X_i}{n}$$

where:

$\bar{X}$ : mean in frequency distribution

$f_i$ : frequency

$X_i$ : midpoint

$n$ : the number of respondent

b. Mode

$$M_o = L + i \left( \frac{f_1}{f_1 + f_2} \right)$$

where:

$M_o$ : mode in frequency distribution

$L$ : the lower limit of the interval within which the mode lies

$f_1$ : the frequency of the interval containing mode reduced by that of the previous interval

$f_2$ : the frequency of the interval containing mode reduced by that of the following interval

c. Median
\[ Me = L + i \left( \frac{n - cfb}{fw} \right) \]

where:

\( Me \) : median in frequency distribution

\( L \) : the lower limit of the interval within which the median lies

\( i \) : interval (class width)

\( cfb \) : the cumulative frequency in all intervals below the interval containing the median

\( fw \) : the frequency of cases within the interval containing the median

d. Standard Deviation

\[ S = \sqrt{i^2 \left( \frac{\sum f_i c_i - (\sum f_i c_i)^2}{n} \right) / (n - 1)} \]

where:

\( S \) : standard deviation in frequency distribution

\( i \) : interval (class width)

\( f_i \) : frequency

\( c_i \) : code item

\( n \) : the number of respondent

(Ngadiso, 2011: 5-6)

e. Normality
Normality test was conducted to know whether the sample distributes normal or not. To examine the normality test, Liliefors test was used in this research. According to Sudjana (2002: 466), the procedures are as follows:

1) Observation of $X_1, X_2, X_3, \ldots, X_n$ becomes standard number $z_1, z_2, z_3 \ldots z_n$ by using the formula $z_i = \frac{X_i - \bar{X}}{s}$ ($\bar{X}$ is the average while $s$ is standard deviation of the sample).

2) For each of the standard number, use standard number distribution list, then count the probability $F(z_i) = P(z \leq z_i)$

3) Then count proportion of $z_1, z_2, z_3, z_n$ which is less or equal than $z_i$. If the proportion stated by using $S(z_i)$, so $S(z_i)$ is the number of $z_1, z_2, z_3, \ldots z_n$ which is less or equal than $z_i$ divided by $n$.

4) Count the result of $F(z_i) - S(z_i)$ then state the absolute value.

5) Take the biggest value among the absolute values from that result.

The maximum result of $|F(z_i) - S(z_i)|$ is $L_o$.

After finding out the value of $L_o$, the $L_o$ was then compared to the Standard Normal Distribution table. The criterion is if $L_o \leq L_{table}$, then the sample comes from normal distribution and if $L_o > L_{table}$, then sample does not.

f. Homogeneity
Homogeneity test was used to know whether the data are homogeneous or not. Bartlett-test is used in this research to analyze the homogeneity. Sudjana (2002: 263) describes the steps as follow:

1) \[ S_i^2 = \frac{\sum X_i^2 - \left(\sum X_i\right)^2}{n} \]

where:

- \( S_i^2 \) = variance of the group
- \( \sum X_i^2 \) = the sum square of the observation
- \( \sum X_i \) = the sum of the observation
- \( n \) = the number of the observation

2) \[ S^2 = \frac{\sum (n_i - 1)S_i^2}{\sum (n_i - 1)} \]

where:

- \( S^2 \) = total variance of sample
- \( S_i^2 \) = variance sample of each group
- \( n_i \) = number of the observation

3) \[ B = \left( \log S^2 \right) \sum (n_i - 1) \]

where:

- \( B \) = Bartlet value
- \( n_i \) = the number of the observation of each group
- \( S_i^2 \) = variance sample of each group
4) \[ \chi^2 = (\ln 10)^2B - \sum (n_i - 1) \log S_i^2 \]

where:

\[ \chi^2 = \text{chi square} \]

\[ B = \text{Bartlet value} \]

\[ n_i = \text{the number of the observation of each group} \]

The value of \( \chi^2 \) obtained was then compared to the \( \chi^2 \) in the Chi-square Distribution table. If \( \chi_o^2 \leq \chi_{table} \), it means that the population is homogenous and if \( \chi_o^2 > \chi_{table} \), then the population is not homogenous.

2. Inferential Analysis

Inferential analysis was used for drawing conclusions about population (generalization). To conduct this kind of analysis, the two-way Analysis of Variance (ANOVA) and Tukey test were used.

a. ANOVA Test

The next procedure to analyze the data was using Multifactor Analysis of Variance (ANOVA) test. Before analyzing the data using ANOVA test, the data was grouped into seven based on student’s writing scores. They are as follow:

1) The total sum of squares

\[ \sum x_1^2 = \sum x_1^2 - \left( \frac{\sum x_1}{n} \right)^2 \]

2) The sum of squares between groups:
The sum of squares within groups:

$$\sum x_{w}^2 = \sum x_{c}^2 - \sum x_{p}^2$$

The between-columns sum of squares:

$$\sum x_{bc}^2 = \frac{(\sum X_{c1})^2}{nc1} + \frac{(\sum X_{c2})^2}{nc2} - \frac{(\sum X_{c})^2}{N}$$

The between-rows sum of squares:

$$\sum x_{br}^2 = \frac{(\sum X_{r1})^2}{nr1} + \frac{(\sum X_{r2})^2}{nr2} - \frac{(\sum X_{r})^2}{N}$$

The sum of squares interaction:

$$\sum x_{int}^2 = \sum x_{bc}^2 - \left( \sum x_{bc}^2 + \sum x_{br}^2 \right)$$

The number of degrees of freedom associated with each source of variation:

df for between-columns sum of squares = C – 1 = 2 – 1 = 1

df for between-rows sum of squares = R – 1 = 2 – 1 = 1

df for interaction = (C-1)(R-1) = 1 x 1 = 1

dr for between-groups sum of squares = G – 1 = 4 – 1 = 3

dr for within-groups sum of squares = \(\sum (n - 1)\)

where:

C (the number of columns); R (the number of rows); G (the number of groups); n (the number of subjects in one group); N (the number of subjects in all groups).
To know whether the result of data analysis is significant, it was consulted to the F table the significance level $\alpha = 0.05$. If the $F_{\text{obtained}}$ is higher than $F_{\text{table}}$, the null hypothesis is rejected and the result of the research is significant. If the result of data analysis is significant, the degree of effectiveness is analyzed.

b. Tukey Test

The researcher analyzed the data by using Tukey test to know whether there is an interaction of each group. The formulas are as follows:

1) Guided Imagery compared with Direct Instruction in teaching writing.

$$q = \frac{\bar{X}_{c1} - \bar{X}_{c2}}{\sqrt{\text{ErrorVariance}}n}$$

2) The students having high creativity compared with those having low creativity.

$$q = \frac{\bar{X}_{r1} - \bar{X}_{r2}}{\sqrt{\text{ErrorVariance}}n}$$

3) Guided Imagery compared with Direct Instruction for the students having high creativity.

$$q = \frac{\bar{X}_{c1r1} - \bar{X}_{c2r1}}{\sqrt{\text{ErrorVariance}}n}$$
4) Guided Imagery compared with Direct Instruction for the students having low creativity.

\[ q = \frac{\bar{X}_{e1r2} - \bar{X}_{e2r2}}{\sqrt{\text{Error Variance} / n}} \]

The analysis of the result of the computation or \( q_0 \) was compared with \( q_t \). If \( q_0 > q_t \), the difference is significant. To know which one is better, the means are compared.

G. Statistical Hypotheses

In this research, the researcher proposes three hypotheses. There are three statistical hypotheses in which each of the hypotheses consists of null hypothesis (\( H_0 \)) and alternative hypothesis (\( H_a \)). These hypotheses are based on the formulation of the problem. They are:

1. The difference in writing skill between students who are taught by using Guided Imagery and students who are taught by using Direct Instruction.

\[ H_{01}: \mu A_1 = \mu A_2 \]

\[ H_{a1}: \mu A_1 > \mu A_2 \]

\( H_{01} \): There is no significant difference in writing skill between the students who are taught by using Guided Imagery and students who are taught by using Direct Instruction.

\( H_{a1} \): The students who are taught by using Guided Imagery have better writing skill than students who are taught by using Direct Instruction.
2. The difference in writing skill between students who have high creativity and the students with low creativity.

\[ H_{02} : \mu B_1 = \mu B \]

\[ H_{a2} : \mu B_1 > \mu B_2 \]

\( H_{02} \): There is no significant difference in writing skill between the students who have high creativity and students who have low creativity.

\( H_{a2} \): The students who have high creativity have better writing skill than the students who have low creativity.

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

\[ H_{03} : \mu A \times \mu B = 0 \]

\[ H_{a3} : \mu A \times \mu B \neq 0 \]

\( H_{03} \): There is no interaction between teaching methods and students’ creativity in teaching writing skill.

\( H_{a3} \): There is an interaction between teaching methods and students’ creativity in teaching writing skill.
CHAPTER IV
RESEARCH AND DISCUSSIONS

This chapter presents the result of the study which is administered to investigate the effectiveness of Guided Imagery for teaching writing viewed from students’ creativity. It consists of data description, testing hypotheses, and discussion of the results.

A. Data Description

This research uses data which are obtained from the students’ writing scores taken from the experimental class treated by using Guided Imagery and the control class treated by using Direct Instruction. This research was conducted at the seventh grade students of SMP N 2 Karangmalang in the academic year of 2013/2014. There are seven classes of it. The classes which were used in this research were class VII F for the control class and VII G for the experimental class. Class VII F was taught by Direct Instruction and class VII G was taught by Guided Imagery. Those classes consist of 34 students for each. Besides conducting the writing test, the writer also conducted the creativity test to measure the students’ creativity level. The creativity scores were grouped into high and low creativity levels. The data are described through mean, mode, median, and standard deviation. The data description, furthermore, is divided into 8 groups, they are as follows:

(1) the data of the students who are taught using Guided Imagery (A₁);
(2) the data of the students who are taught using Direct Instruction (A₂);
(3) the data of the students having high creativity (B₁);
(4) the data of the students having low creativity (B₂);

(5) the data of the students having high creativity who are taught using Guided Imagery (A₁B₁);

(6) the data of the students having high creativity who are taught using Direct Instruction (A₂B₁);

(7) the data of the students having low creativity who are taught using Guided Imagery (A₁B₂);

(8) the data of the students having low creativity who are taught using Direct Instruction (A₂B₂). The details of each group are presented as follows:

1. The scores of the students who are taught using Guided Imagery (A₁)

The scores of the students who are taught using Guided Imagery are: 82, 96, 87, 74, 71, 65, 75, 91, 76, 87, 80, 95, 79, 78, 86, 68, 94, 89, 90, 64, 77, 93, 63, 69, 83, 83, 91, 70, 92, 97, 72, 65, 78, and 71. The highest score is 97, and the lowest score is 63. The range is 34, the number of classes used is 6, and the interval (class width) of each class is 6. The mean is 80.32, there are two modes: 76.00 and 90.10, the median is 79.64 and the standard deviation is 10.35. The frequency distribution, histogram, and polygon of the data can be seen as follows:
Table 4.1 Frequency Distribution of Data A₁

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint (Xi)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>63-68</td>
<td>62.5-68.5</td>
<td>65.5</td>
<td>5</td>
<td>14.70</td>
</tr>
<tr>
<td>69-74</td>
<td>68.5-74.5</td>
<td>71.5</td>
<td>6</td>
<td>17.65</td>
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<tr>
<td>75-80</td>
<td>74.5-80.5</td>
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<td>7</td>
<td>20.59</td>
</tr>
<tr>
<td>81-86</td>
<td>80.5-86.5</td>
<td>83.5</td>
<td>4</td>
<td>11.76</td>
</tr>
<tr>
<td>87-92</td>
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<td>89.5</td>
<td>7</td>
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</tr>
<tr>
<td>93-98</td>
<td>92.5-98.5</td>
<td>95.5</td>
<td>5</td>
<td>14.71</td>
</tr>
<tr>
<td>∑</td>
<td></td>
<td></td>
<td>34</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.1 Histogram and Polygon of Data A₁

2. The scores of the students who are taught using Direct Instruction (A₂)

The scores of the students who are taught using Direct Instruction are: 70, 67, 66, 65, 75, 86, 72, 73, 81, 66, 81, 85, 76, 78, 85, 80, 63, 52, 52, 51, 51, 60, 65, 54, 76, 70, 50, 73, 64, 78, 67, 74, 68, and 63. The highest score is 86, and the lowest score is 50. The range is 36, the number of classes used is 6, and the interval (class
width) of each class is 7. The mean is 68.74, the mode is 68.40, the median is 69.10, and the standard deviation is 10.47. The frequency distribution, histogram, and polygon of the data can be seen as follows:

Table 4.2 Frequency Distribution of Data $A_2$

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint (Xi)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-56</td>
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<td>53</td>
<td>6</td>
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</tr>
<tr>
<td>57-63</td>
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<td>8.82</td>
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<td>7</td>
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<td>$\sum$</td>
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<td>34</td>
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</table>

![Figure 4.2 Histogram and Polygon of Data $A_2$](image)

3. The scores of the students having high creativity ($B_1$)

The scores of the students having high creativity are: 82, 96, 87, 74, 71, 65, 75, 91, 76, 87, 80, 95, 79, 78, 86, 68, 94, 70, 67, 66, 65, 75, 86, 72, 73, 81, 66, 81, 85,
76, 78, 85, 80, and 63. The highest score is 96, and the lowest score is 63. The range is 33, the number of classes used is 6, and the interval (class width) of each class is 6. The mean is 78.03, the mode is 78.50, the median is 77.83, and the standard deviation is 9.14. The frequency distribution, histogram, and polygon of the data can be seen as follows:

**Table 4.3 Frequency Distribution of Data B₁**

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<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint (Xi)</th>
<th>f</th>
<th>%</th>
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<td></td>
<td></td>
<td>34</td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

**Figure 4.3 Histogram and Polygon of Data B₁**
4. The scores of the students having low creativity ($B_2$):

The scores of the students having low creativity are: 89, 90, 64, 77, 93, 63, 69, 83, 83, 91, 70, 92, 97, 72, 65, 78, 71, 52, 52, 51, 51, 60, 65, 54, 76, 70, 50, 73, 64, 78, 67, 74, 68, and 63. The highest score is 97, and the lowest score is 50. The range is 47, the number of classes used is 6, and the interval (class width) of each class is 8. The mean is 71.03, the mode is 67.50, the median is 69.50, and the standard deviation is 13.31. The frequency distribution, histogram, and polygon of the data can be seen as follows:

**Table 4.4 Frequency Distribution of Data $B_2$**

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<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint (Xi)</th>
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<td>14.71</td>
</tr>
<tr>
<td>∑</td>
<td></td>
<td></td>
<td>34</td>
<td>100.00</td>
</tr>
</tbody>
</table>

![Figure 4.4 Histogram and Polygon of Data $B_2$](image-url)
5. The scores of the students having high creativity who are taught using Guided Imagery (A₁B₁)

The scores of the students having high creativity who are taught using Guided Imagery are: 82, 96, 87, 74, 71, 65, 75, 91, 76, 87, 80, 95, 79, 78, 86, 68, and 94. The highest score is 96, and the lowest score is 65. The range is 31, the number of classes used is 5, and the interval (class width) of each class is 7. The mean is 81.41, the modes are 74.00 and 89.00, the median is 83.75, and the standard deviation is 9.47. The frequency distribution, histogram, and polygon of the data can be seen as follows:

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint (Xi)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>65-71</td>
<td>64.5-71.5</td>
<td>68</td>
<td>3</td>
<td>17.65</td>
</tr>
<tr>
<td>72-78</td>
<td>71.5-78.5</td>
<td>75</td>
<td>4</td>
<td>23.53</td>
</tr>
<tr>
<td>79-85</td>
<td>78.5-85.5</td>
<td>82</td>
<td>3</td>
<td>17.65</td>
</tr>
<tr>
<td>86-92</td>
<td>85.5-92.5</td>
<td>89</td>
<td>4</td>
<td>23.53</td>
</tr>
<tr>
<td>93-99</td>
<td>92.5-99.5</td>
<td>96</td>
<td>3</td>
<td>17.65</td>
</tr>
<tr>
<td><strong>Σ</strong></td>
<td></td>
<td><strong>17</strong></td>
<td></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Figure 4.5 Histogram and Polygon of Data A₁B₁
6. The scores of the students having high creativity who are taught using Direct Instruction (A₂B₁)

The scores of the students having high creativity who are taught using Direct Instruction are: 70, 67, 66, 65, 75, 86, 72, 73, 81, 66, 81, 85, 76, 78, 85, 80, and 63. The highest score is 86, and the lowest score is 63. The range is 23, the number of classes used is 5, and the interval (class width) of each class is 5. The mean is 74.65, the mode is 65.63, the median is 75.00, and the standard deviation is 7.64. The frequency distribution, histogram, and polygon of the data can be seen as follows:

Table 4.6 Frequency Distribution of Data A₂B₁

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint (Xi)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>63-67</td>
<td>62.5-67.5</td>
<td>65.0</td>
<td>5</td>
<td>29.41</td>
</tr>
<tr>
<td>68-72</td>
<td>67.5-72.5</td>
<td>70.0</td>
<td>2</td>
<td>11.76</td>
</tr>
<tr>
<td>73-77</td>
<td>72.5-77.5</td>
<td>75.0</td>
<td>3</td>
<td>17.65</td>
</tr>
<tr>
<td>78-82</td>
<td>77.5-82.5</td>
<td>80.0</td>
<td>4</td>
<td>23.53</td>
</tr>
<tr>
<td>83-87</td>
<td>82.5-87.5</td>
<td>85.0</td>
<td>3</td>
<td>17.65</td>
</tr>
<tr>
<td>∑</td>
<td></td>
<td></td>
<td>17</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Figure 4.6 Histogram and Polygon of Data A₂B₁
7. The scores of the students having low creativity who are taught using Guided Imagery \((A_1B_2)\)

The scores of the students having low creativity who are taught using Guided Imagery are: 89, 90, 64, 77, 93, 63, 69, 83, 83, 91, 70, 92, 97, 72, 65, 78, and 71.

The highest score is 97, and the lowest score is 63. The range is 34, the number of classes used is 5, and the interval (class width) of each class is 7. The mean is 79.24, the modes are 68.10, 78.83, and 92.83, the median is 81.13, and the standard deviation is 11.35. The frequency distribution, histogram, and polygon of the data can be seen as follows:

**Table 4.7 Frequency Distribution of Data \(A_1B_2\)**

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint ((Xi))</th>
<th>(f)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>63-69</td>
<td>62.5-69.5</td>
<td>66.0</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>70-76</td>
<td>69.5-76.5</td>
<td>73.0</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>77-83</td>
<td>76.5-83.5</td>
<td>80.0</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>84-90</td>
<td>83.5-90.5</td>
<td>87.0</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>91-97</td>
<td>90.5-97.5</td>
<td>94.0</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td><strong>∑</strong></td>
<td></td>
<td></td>
<td>17</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Figure 4.7 Histogram and Polygon of Data \(A_1B_2\)**
8. The scores of the students having low creativity who are taught using Direct Instruction ($A_2B_2$)

The scores of the students having low creativity who are taught using Direct Instruction are: 52, 52, 51, 51, 60, 65, 54, 76, 70, 70, 70, 70, 70, 78, 67, 74, 68, and 63. The highest score is 78, and the lowest score is 50. The range is 28, the number of classes used is 5, and the interval (class width) of each class is 6. The mean is 62.82, the mode is 51.77, the median is 63.50, and the standard deviation is 9.68. The frequency distribution, histogram, and polygon of the data can be seen as follows:

**Table 4.8 Frequency Distribution of Data $A_2B_2$**

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>Class Boundaries</th>
<th>Midpoint (Xi)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>49-54</td>
<td>48.5-54.5</td>
<td>51.5</td>
<td>6</td>
<td>35.29</td>
</tr>
<tr>
<td>55-60</td>
<td>54.5-60.5</td>
<td>57.5</td>
<td>1</td>
<td>5.88</td>
</tr>
<tr>
<td>61-66</td>
<td>60.5-66.5</td>
<td>63.5</td>
<td>3</td>
<td>17.65</td>
</tr>
<tr>
<td>67-72</td>
<td>66.5-72.5</td>
<td>69.5</td>
<td>3</td>
<td>17.65</td>
</tr>
<tr>
<td>73-78</td>
<td>72.5-78.5</td>
<td>75.5</td>
<td>4</td>
<td>23.53</td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td></td>
<td>17</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Figure 4.8 Histogram and Polygon of Data $A_2B_2$**
B. Testing Hypotheses

Before analyzing the data by using inferential analysis, normality and homogeneity test were conducted. The normality test is used to know whether the samples in this research are in normal distribution and the homogeneity test is used to know whether the data are homogeneous. The result of normality and homogeneity tests can be seen as follows:

1. Normality Test
   a. Normality test of the data of students who are taught using Guided Imagery (A₁)

      Based on the statistical calculation of the students’ scores who are taught using Guided Imagery, it is known that the highest value of L obtained (L₀) is 0.082. The critical value of Liliefors test with number of students (n) = 34 at the significance level α = 0.05 (Lₜ) is 0.152. Because L₀ is lower than Lₜ, it can be concluded that the sample is in normal distribution.

   b. Normality test of the data of students who are taught using Direct Instruction (A₂)

      Based on the statistical calculation of the students’ scores who are taught using Direct Instruction, it is known that the highest value of L obtained (L₀) is 0.097. The critical value of Liliefors test with number of students (n) = 34 at the significance level α = 0.05 (Lₜ) is 0.152. Because L₀ is lower than Lₜ, it can be concluded that the sample is in normal distribution.
c. Normality test of the data of students having high creativity (B₁)

Based on the statistical calculation of the students’ scores who have high creativity, it is known that the highest value of L obtained (L₀) is 0.070. The critical value of Liliefors test with number of students (n) = 34 at the significance level α = 0.05 (Lₜ) is 0.152. Because L₀ is lower than Lₜ, it can be concluded that the sample is in normal distribution.

d. Normality test of the data of students having low creativity (B₂)

Based on the statistical calculation of the students’ scores who have low creativity, it is known that the highest value of L obtained (L₀) is 0.076. The critical value of Liliefors test with number of students (n) = 34 at the significance level α = 0.05 (Lₜ) is 0.152. Because L₀ is lower than Lₜ, it can be concluded that the sample is in normal distribution.

e. Normality test of the data of students having high creativity who are taught using Guided Imagery (A₁B₁)

Based on the statistical calculation of the students having high creativity who are taught using Guided Imagery, it is known that the highest value of L obtained (L₀) is 0.089. The critical value of Liliefors test with number of students (n) = 17 at the significance level α = 0.05 (Lₜ) is 0.206. Because L₀ is lower than Lₜ, it can be concluded that the sample is in normal distribution.

f. Normality test of the data of students having high creativity who are taught using Direct Instruction (A₂B₁)

Based on the statistical calculation of the students having high creativity who are taught using Direct Instruction, it is known that the highest value of L obtained
(L₀) is 0.135. The critical value of Liliefors test with number of students (n) = 17 at the significance level α = 0.05 (Lₜ) is 0.206. Because L₀ is lower than Lₜ, it can be concluded that the sample is in normal distribution.

g. Normality test of the data of students having low creativity who are taught using Guided Imagery (A₁B₂)

Based on the statistical calculation of the students having low creativity who are taught using Guided Imagery Strategy, it is known that the highest value of L obtained (L₀) is 0.151. The critical value of Liliefors test with number of students (n) = 17 at the significance level α = 0.05 (Lₜ) is 0.206. Because L₀ is lower than Lₜ, it can be concluded that the sample is in normal distribution.

h. Normality test of the data of students having low creativity who are taught using Direct Instruction (A₂B₂)

Based on the statistical calculation of the students having low creativity who are taught using Direct Instruction, it is known that the highest value of L obtained (L₀) is 0.183. The critical value of Liliefors test with number of students (n) = 17 at the significance level α = 0.05 (Lₜ) is 0.206. Because L₀ is lower than Lₜ, it can be concluded that the sample is in normal distribution.

The table 4.9 below summarizes the result of normality calculation of the eight groups of data explained above:
Table 4.9 The Result of Normality Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Data</th>
<th>No. of sample</th>
<th>L₀</th>
<th>L₂</th>
<th>α</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A₁</td>
<td>34</td>
<td>0.082</td>
<td>0.152</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>2.</td>
<td>A₂</td>
<td>34</td>
<td>0.097</td>
<td>0.152</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>3.</td>
<td>B₁</td>
<td>34</td>
<td>0.070</td>
<td>0.152</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>4.</td>
<td>B₂</td>
<td>34</td>
<td>0.076</td>
<td>0.152</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>5.</td>
<td>A₁B₁</td>
<td>17</td>
<td>0.089</td>
<td>0.206</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>6.</td>
<td>A₂B₁</td>
<td>17</td>
<td>0.135</td>
<td>0.206</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>7.</td>
<td>A₁B₂</td>
<td>17</td>
<td>0.151</td>
<td>0.206</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>8.</td>
<td>A₂B₂</td>
<td>17</td>
<td>0.183</td>
<td>0.206</td>
<td>0.05</td>
<td>Normal</td>
</tr>
</tbody>
</table>

2. Homogeneity Test

To check the homogeneity, a set of statistical calculation was conducted. The data were divided into four groups in which each group consists of 17 students’ scores.

The table 4.10 summarizes the result of homogeneity test:

Table 4.10 Summary of Homogeneity Test

<table>
<thead>
<tr>
<th>Sample</th>
<th>df = (n-1)</th>
<th>L/df</th>
<th>( s_i^2 )</th>
<th>Log ( s_i^2 )</th>
<th>Log ( s_i^2 ) (df)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>0.063</td>
<td>89.632</td>
<td>1.952</td>
<td>31.240</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>0.063</td>
<td>58.368</td>
<td>1.767</td>
<td>28.259</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>0.063</td>
<td>128.816</td>
<td>2.110</td>
<td>33.760</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>0.063</td>
<td>93.654</td>
<td>1.972</td>
<td>31.544</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td></td>
<td>124.802</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \chi^2_o = (ln10) (B - (\Sigma \log s_i^2) (df)) \]
\[ = (2.303)(125.868-124.802) \]
\[ = 2.455 \]

Based on the result of calculation above, it can be seen that the \( \chi^2_o \) (2.455) is lower than \( \chi^2_t \) (7.815) at the level of significance (\( \alpha \)) = 0.05. Therefore, it can be concluded that the data are homogeneous.

C. Hypothesis Test

After testing normality and homogeneity of the data, the next test is hypothesis test. In this research, the hypothesis test is done by using 2 x 2 Multifactor
Analysis of Variance (ANOVA) or F-test. In ANOVA, $H_0$ is rejected if $F_o$ is higher than $F_t$ ($F_o > F_t$) which also indicates that there is a significant difference. If the result shows that there is an interaction between the variables, then the Tukey test (t-test) is conducted to know the difference between cells. To know which group is better, the mean scores between groups are compared.

1. Multifactor Analysis of Variance (ANOVA)

The summary of the data used in ANOVA can be seen in table 4.11

**Table 4.11 Summary of ANOVA Data**

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Teaching Methods</th>
<th>GI (A₁)</th>
<th>DI (A₂)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (B₁)</td>
<td>$\Sigma X_1 = 1384$</td>
<td>$\Sigma X_2 = 1269$</td>
<td>$\Sigma X_{12} = 2653$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$\bar{X} = 81.41$</td>
<td>$\bar{X} = 74.65$</td>
<td>$\bar{X} = 78.03$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n = 17</td>
<td>n = 17</td>
<td>n = 34</td>
<td></td>
</tr>
<tr>
<td>Low (B₂)</td>
<td>$\Sigma X_3 = 1347$</td>
<td>$\Sigma X_4 = 1068$</td>
<td>$\Sigma X_{12} = 2415$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$\bar{X} = 79.24$</td>
<td>$\bar{X} = 62.82$</td>
<td>$\bar{X} = 71.03$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n = 17</td>
<td>n = 17</td>
<td>n = 34</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$\Sigma X_{c1} = 2731$</td>
<td>$\Sigma X_{c2} = 2337$</td>
<td>$\Sigma X = 5068$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$\bar{X} = 80.32$</td>
<td>$\bar{X} = 68.74$</td>
<td>$\bar{X} = 74.53$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n = 34</td>
<td>n = 34</td>
<td>N = 68</td>
<td></td>
</tr>
</tbody>
</table>

The summary of 2 x 2 Multifactor Analysis of Variance can be seen in the following table:

**Table 4.12 Summary of ANOVA Calculation**

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>$F_o$</th>
<th>$F_t 0.05$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Column</td>
<td>2282.882</td>
<td>1</td>
<td>2282.882</td>
<td>24.648</td>
<td>3.99</td>
</tr>
<tr>
<td>Between Rows</td>
<td>833</td>
<td>1</td>
<td>833</td>
<td>8.994</td>
<td>3.99</td>
</tr>
<tr>
<td>Column by rows (interaction)</td>
<td>395.529</td>
<td>1</td>
<td>395.529</td>
<td>4.271</td>
<td>3.99</td>
</tr>
<tr>
<td>Between groups</td>
<td>3511.412</td>
<td>3</td>
<td>1170.471</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>5927.529</td>
<td>64</td>
<td>92.618</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9438.941</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 4.13 shows that:
a. The value of $F_o$ between columns (methods) is 24.648 and the value of $F_t$ at the level of significance $\alpha = 0.05$ is 3.990. Because $F_o$ (24.648) is higher than $F_t$ (3.990), $H_o$ is rejected and the difference between columns is significant. In other words, it can be said that there is a significant difference on students’ writing skill between those who are taught using Guided Imagery and those who are taught using Direct Instruction. As it is seen from the table 4.11, it is revealed that the mean score of the students who are taught by using Guided Imagery (80.32) is higher than the mean score of students who are taught by using Direct Instruction (68.74). Then, it can be concluded that Guided Imagery is more effective than Direct Instruction to teach writing.

b. The value of $F_o$ between rows (creativity) is 8.994 and the value of $F_t$ at the level of significance $\alpha = 0.05$ is 3.990. Because $F_o$ between rows (8.994) is higher than $F_t$ (3.990), $H_o$ is rejected and the difference between rows is significant. It means that there is a significant difference on the students’ writing skill between those who have high creativity and those who have low creativity. From the table 4.11, it is seen that the mean score of the students who have high creativity (78.03) is higher than the mean score of the students who have low creativity (71.03). Thus, it can be summarized that the students who have high creativity have better writing skill than those who have low creativity.
c. The value of $F_o$ columns by rows (interaction) is 4.271 and the value of $F_t$ at the level of significance $\alpha = 0.05$ is 3.990. Because $F_o$ interaction between group (4.271) is higher than $F_t$ (3.990), $H_o$ is rejected and there is an interaction effect between the two variables, teaching methods and level of creativity, on the students’ writing skill. It means that the effect of teaching methods on the students’ writing skill depends on the degree of students’ creativity.

2. Tukey Test

Because ANOVA test shows that there is an interaction, the Tukey test is conducted to know whether the difference between cells is significant or not. The following is the result of data analysis using Tukey test:

<table>
<thead>
<tr>
<th>Data</th>
<th>Sample</th>
<th>$q_o$</th>
<th>$q_t$</th>
<th>$\alpha$</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>$A_1$ and $A_2$</td>
<td>34</td>
<td>8.896</td>
<td>2.876</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>$B_1$ and $B_2$</td>
<td>34</td>
<td>5.376</td>
<td>2.876</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>$A_1B_1$ and $A_2B_1$</td>
<td>17</td>
<td>3.672</td>
<td>2.984</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>$A_1B_1$ and $A_2B_1$</td>
<td>17</td>
<td>8.914</td>
<td>2.984</td>
<td>0.05</td>
<td>Significant</td>
</tr>
</tbody>
</table>

a. Because $q_o$ between columns (8.896) is higher than $q_t$ (2.876) at the level of significance $\alpha = 0.05$, applying Guided Imagery differs significantly from Direct Instruction to teach writing. Because the mean of $A_1$ (80.324) is higher than $A_2$ (68.735), it can be concluded that Guided Imagery is more effective than Direct Instruction to teach writing.

b. Because $q_o$ between rows (5.376) is higher than $q_t$ (2.876) at the level of significance $\alpha = 0.05$, it can be concluded that the students who have high
creativity and those who have low creativity are significantly different in their writing skill. Because the mean of B_1 (78.03) is higher than B_2 (71.03), it can be concluded that the students who have high creativity have better writing skill than those who have low creativity.

c. Because q_o between cells A_1B_1 and A_2B_1 (3.672) is higher than q_t (2.984) at the level of significance α = 0.05, applying Guided Imagery differs significantly from Direct Instruction for teaching writing to the students who have high creativity. In addition, the mean score of students having high creativity who are taught by using Guided Imagery A_1B_1 (81.41) is higher than the mean score of students having high creativity who are taught by using Direct Instruction A_2B_1 (74.65). It can be concluded that Guided Imagery is more effective than Direct Instruction for teaching writing to the students having high creativity.

d. Because q_o between cells A_1B_2 and A_2B_2 (8.914) is higher than q_t (2.984) at the level of significance α = 0.05, applying Guided Imagery differs significantly from Direct Instruction for teaching writing to the students who have low creativity. In addition, the mean score of students having low creativity who are taught by using Guided Imagery A_1B_2 (79.24) is higher than the mean score of students having low creativity who are taught by Direct Instruction A_2B_2 (62.82), it can be concluded that Guided Imagery is more effective than Direct Instruction for teaching writing to the students who have low creativity.
Based on the findings of point c and d of Tukey Test above, it can be summarized that Guided Imagery is more effective than Direct Instruction to teach writing for both groups (students having high creativity and low creativity). Therefore, there is an interaction between the teaching methods and the students’ creativity to teach writing and the effectiveness is affected by the level of students’ creativity.

D. Discussion of the Findings

Based on the research findings, the researcher provides some explanation as follows:

1. Guided Imagery is more effective than Direct Instruction in teaching writing.

Teaching methods play an important role in teaching and learning process. Good teaching method challenges students to perform better in learning. Guided Imagery is one of methods to teach writing by guiding the students to visualize or to create images of a scene, a person, or a situation using their imagination. The method leads the students to generate their own images that came up in their mind through writing vividly. Teaching process using Guided Imagery is started by relaxation. This relaxation made the students’ mind focus. Thus, it will help the students to learn more effectively. Herr (1981: 51) states that Guided Imagery is a method of asking students to reflect on a series of questions that invite them to visualize or create images of a scene, a situation, or a person, using their imaginations. You can use an instructor, tapes, or scripts to help you through this process. Guided Imagery also encourages students in getting an idea of writing something by creating vivid mental images of ideas and concepts that help them
remember information longer, and develop their thinking skills and accelerate the learning of material presented in class. As Weldon and Ankerberg in *visualization_new_age_danger.html* state that Guided Imagery is a very powerful psychological tool which can be used to achieve a wide variety of educational objectives: enhance self-esteem, expand awareness, facilitate psychological growth and integration, evoke inner wisdom, increase empathy, expand creativity, increase memory, facilitate optimal performance, evoke a more positive attitude, and accelerate the learning of subject matter. The human brain functions more effectively and at a higher level when stress is reduced (Galyean in Cabot, 1997: 4).

The teaching and learning process using Guided Imagery can stimulate the development of students writing skill. There are some steps in using Guided Imagery in the classroom. In *Guiding Students Using Guided Imagery* step, teacher guides students by reading particular Guided Imagery and the students listen to it. While listening process is going on, students are supposed to visualize what they hear and making list of vocabularies related to the Guided Imagery given. Guided Imagery helps the students recall the vocabulary in their mind, thus they can express their idea or opinions to write a sentence or paragraph easily. Then, by *Listing step* in teaching using Guided Imagery, the students can organize their writing well. Here, the teacher gives students’ worksheet which consists of guidance in writing list of words (e.g. adjectives and noun phrases) as their first rough draft. The list of writing can help students to improve their writing namely organization. The organization of writing will be improved too. Moreover, in the
Writing step, the students can express their idea into writing without worrying their grammar, spelling, and punctuation. The students then write down as many descriptive images as they can remember. Here, they write down the most vivid images in their minds. They are trying to write down as many images as they can remember when they are guided by using Guided Imagery. Housel (2004: 137) supports the statements that guided imagery in education is also used successfully to develop abstract faculties of the imagination, to promote creativity and to develop along with kinesthetic strategy, the ability to develop skill (sport, music, writing, performance, recall, etc). In the other word, when someone gets “guided” in his or her imagination of something, he or she will be led in a clear suggestion and assumption. By that suggestion and assumption, he/she can develop his/her kinesthetic skill, writing as the example. Just after the students finish their writing, the teacher gives comments and corrections to the students’ writing product, such as: (1) organization; (2) content; (3) grammar/language use; (4) mechanics (spelling, punctuation, and capitalization); and (5) vocabulary. Finally, after getting correction from their teacher, the students publish their writing by sticking it on the wall around the classroom in order that it can be seen, studied, and corrected by others for comparing and improving.

Meanwhile, Direct Instruction is a method of teaching which focuses on directing specific skills. It allows teacher to make instruction for completing a task from him to students. Teacher has to explain and demonstrate the material in order to make the students understand it. Then the students will apply the entire teacher’s instruction step by step. It is a very common way of teaching by relying on strict
lesson plans and lectures with little or no room for variation. It makes students more passive in a class and depend on the teacher’ explanation. As stated by Stein, at al. in Viel-Ruma (1998), 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. In line with the theory, Sullivan (2008) states that Direct Instruction is a teacher centered method, student acts passively received the instruction from teacher. It means that this method does not give more opportunity for the students to be active in the class. It makes some of the students feel bored in the class and they do not interested in joining the teaching learning process. Furthermore, Valiathan (2009) states that Direct Instruction 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. Therefore, the students have to accept what the teacher gives passively. They have no chance to express their own idea on some topics and of course they have no way to be a creative student in learning process. That is why Guided Imagery is more effective than Direct Instruction for teaching writing. Moreover, based on the result of point c and d of Tukey test in the previous part, it can be seen that Guided Imagery is not only effective to teach writing for students who have high creativity but also effective to teach writing for those who have low creativity.
2. The students having high creativity have better writing skill than those having low creativity.

One of the psychological aspects to improve the potentials of students in teaching learning is creativity. Generally, creativity is known as an ability to create and to convey something new into existence which is implemented in problem solving. Creativity plays an important role in helping students to express their ideas. In other words, creativity involves thinking in order to produce ideas that are relatively new. Students having high creativity have ability to do so. They are able to produce something new in their daily life. Yet, based on data analysis, it shows that the students having high creativity level have better writing skill than those with low creativity. It means that the students having high creativity are able to solve their learning problems by applying their new ideas. The students with high creativity are usually the people who are able to come up their ideas to solve the problem. As stated by European University Association (2007: 1), one of the creativity core characteristics is problem-solving ability; the capability to identify new solutions to problems. Moreover, Guilford (1973: 5) states that one of the characteristics of students who have high creativity is having high curiousity that means openness to new ideas and experiences and action; to begin, help, shape, with high energy and enthusiasm these ideas. Then, creative individuals are more spontaneous and expressive; unfrightened by the unknown, the mysterious, the puzzling and often attracted to it; able to integrate; more self-accepting; lack fear of own emotions, impulses, and thought; more of themselves available for use, for enjoyment, for creative purposes; able to concentrate; able to experience self as
creative, as the originator of one’s acts; having willingness to be born everyday; able to accept conflict and tension rather than avoiding them; less repressed and defensive; more curious and more maturely autonomous and less dependent on views others (Clark: 2008: 167). Furthermore, Thrower in Hanson & Eller (1999: 358) states that the more creative students will demonstrate higher levels of achievement. Thus, it leads them to have a good performance in learning something including in making a good writing.

On the contrary, students having low creativity have no progress in doing something. They act passively in the class and less of doing activities that could increase their language skills. Students with low creativity do not take part in any activities enthusiastically. Mostly, the students with low creativity are less confident in learning process. They are less having ideas to arrange the sentences into a good paragraph. They are not able to produce many ideas and unusual responses. Thus, they make many mistakes in bearing ideas and solutions up. Therefore, they get many problems in making a piece of writing. The students who are less creative often make mistakes in encouraging ideas and solution (Sternberg and Williams: 1996: 11). Moreover, students with low creativity have difficulty to memorize words and the pattern of grammar. They ignore rules, problems, and how language work in making appropriate writing of English. Consequently, they are not capable enough in making a good writing. Pope (2005: 15) says that uncreative persons speak about or write about what they are not thinking, do not think about rules, problems, and how things and language work, are given task for which there is only one possible answer, and receive what is
told. Those thoughts indicate that students who have low creativity will get difficulties in generating and expressing ideas into written form. Limited creativity and views affect how we act (Uebergang: 2012: 1). That is why those who have low level of creativity have lower score in writing than those who have high level of creativity because they have the difficulty in problem solving especially in the case of writing.

From the explanation above, it can be summarized that creativity significantly influences writing skill. It is seen from the data analysis that the students having high creativity level have better writing skill than those having low creativity. It indicates that creativity determines the success of teaching learning process. Creative students achieve better learning than students who are less creative.

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

The finding of the study describes that there is an interaction between two variables (teaching methods and students’ creativity) on writing skill. This is showed by the $F_0$ between columns by rows (4.271) is higher than $F_1 (0.5)$ (3.990). It can be concluded that there is an interaction between the two variables, the teaching methods (Guided Imagery and Direct Instruction) and the students’ creativity level to teach writing.

Guided Imagery is one of the challenging method that makes students more interested in the teaching and learning process. The activities in Guided Imagery promote them to be active and creative students. They do not depend all the time
on their teacher’s role as they are aware that their achievement is decided by their activeness in the class. When it is applied in the classroom activity, the students having high creativity had better feeling to take the challenges in the teaching learning process. It is in line with Stenber (in Henson and Eller, 1999: 353) that identified some characteristics of highly creative person. One of them is being open to new experiences. Moreover, the students with high creativity level are usually people who are able to come up their ideas in problem solving. This, of course, makes the students who have high creativity optimize their potential when Guided Imagery is implemented in their writing class. As Weldon and Ankerberg in visualization _new_age_danger.html state that Guided Imagery is a very powerful psychological tool which can be used to achieve a wide variety of educational objectives: enhance self-esteem, expand awareness, facilitate psychological growth and integration, evoke inner wisdom, increase empathy, expand creativity, increase memory, facilitate optimal performance, evoke a more positive attitude, and accelerate the learning of subject matter. In addition, the students having low creativity level that are mostly less confident in learning process can take advantages from Guided Imagery, too. Since the teaching process using Guided Imagery is started by relaxation, it made the students’ mind to focus and reduce their stress level. When the stress level is reducing, the students’ creativity will increase. Thus, it will help the students to learn more effectively. It is supported by Ragle in Cabot (1997: 7) that regular relaxation activities enhanced students’ behavior in the classroom and increased their creativity in language and art activities. Additionally, when a student who has low creativity
level gets “guided” in his or her imagination of something, he or she will be led in a clear suggestion and assumption. By that suggestion and assumption, he or she can develop his/her kinesthetic skill, for example in writing activities. Guided Imagery in education is also used successfully to develop abstract faculties of the imagination, to promote creativity and to develop along with kinesthetic strategy, the ability to develop skill (sport, music, writing, performance, recall, etc) (Housel: 2004: 137). Furthermore, both students who have high and low creativity level can elaborate their thinking skills as well as their creativity by following the procedures of Guided Imagery since this method encourages students in getting an idea of writing something by creating vivid mental images of ideas and concepts that help them remember information longer which that they can develop their thinking skills and accelerate the learning of material presented in class. As Buehl in Preszler (2006: 17) stated that the advantage of Guided Imagery is to create vivid mental images of ideas and concepts that help students remember information longer.

Meanwhile, Direct Instruction makes the students become passive in joining the learning process and tend to make them dependent on the teacher in teaching learning process because the teacher’s centrality is strongly occurs. It is a very common way of teaching by relying on strict lesson plans and lectures with little or no room for variation. It makes students more passive in a class and depend on the teacher’ explanation. It makes some of the students feel bored in the class and they do not interested in joining the teaching learning process. Yet, the students have to accept what the teacher gives passively. Direct Instruction is a teacher
centered method, student acts passively received the instruction from teacher (Sullivan: 2008). Moreover, this method also does not promote achievement in creativity, abstract thinking, and problem solving as Chruickshank (1999: 230) stated that Direct Instruction demands not only teacher direction but strong teacher direction. In other words, this method does not give more opportunity for the students to be active in the class. Thus, it is why Direct Instruction is no better than Guided Imagery to teach both students having high and low level of creativity.

Based on the explanation above, it can be concluded that Guided Imagery is suitable for both students with high creativity level and students with low creativity level than Direct Instruction in teaching writing.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusions, implications of the research, and suggestions for teachers, students, and other researchers.

A. Conclusion

The conclusion of the result of the data analysis presented in chapter IV, the research findings are as follows:

1. Guided Imagery is more effective than Direct Instruction to teach writing to the seventh grade students of SMP Negeri 2 Karangmalang in the academic year of 2013/2014.

2. The students having high creativity have better writing skill than those having low creativity to the seventh grade students of SMP Negeri 2 Karangmalang in the academic year of 2013/2014.

3. There is an interaction between teaching methods and students’ creativity in teaching writing to the seventh grade students of SMP Negeri 2 Karangmalang in the academic year of 2013/2014.

Based on the research findings, it can be concluded that Guided Imagery is an effective teaching method to teach writing for the seventh grade students of SMPN 2 Karangmalang in the academic year of 2013/2014.
B. Implication

The research findings imply that Guided Imagery is an effective teaching method to teach writing than Direct Instruction to teach writing to the seventh grade students of SMPN 2 Karangmalang in the academic year of 2013/2014. Guided Imagery is one of methods to teach writing by having the students visualize or create images of a scene, or a situation. This method gives the advantages for students to generate their own images and creativity, create vivid mental images of ideas and concepts that help them remember information longer, and develop their thinking skills and accelerate mastery of cognitive material presented in class. Moreover, Guided Imagery creates mentally and physically relaxed so that students can generate their own images of ideas and concepts. By doing so, the students will find it easy to explore their mind in order to make their writing easily. Here are some steps needed to be followed in teaching writing using Guided Imagery: (1) in the pre-writing step, the teacher: a) prepares the classroom to fit the mood of the students; b) asks the students to relax; c) turns on the instrumental (classic) music as the background of Guided Imagery; d) guides the students in using Guided Imagery; (2) in whilst-writing step, the teacher: a) prepares the students’ worksheet which is consist of guidance in writing list of words (e.g. adjectives and noun phrase) as their first rough draft; b) asks the students to write down as many descriptive images as they can remember; c) gives the students several minutes to write; d) helps the students in solving their problem; (3) in the post-writing step, the students share their writing product.
by reading it while the teacher gives comments and corrections to the students’ writing product, then finally, the teacher asks students to publish their writing by sticking it on the wall around the classroom in order that it can be seen, studied, and corrected by others for comparing and improving. By following the previous steps, Guided Imagery can be applied well in teaching writing. Thus, the students’ writing ability can be significantly improved.

C. Suggestions

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

1. For the teachers

   a. It is better for the teachers to use Guided Imagery for teaching writing.

      Since the importance of making the teaching learning situation interesting, teacher should apply Guided Imagery to make students enjoy their learning in the classroom. The more students enjoy learning, the more effective the learning is.

   b. Teachers should understand the concept of this method as well as the strengths and the weaknesses in order to know the right procedure of this teaching method and to avoid from hindrances which appears in the teaching learning process.
c. Teachers should always encourage students to get involved actively in a teaching and learning process, especially for students having low creativity who tend to be passively engaged in the class.

2. For the students

a. The students should realize that they have important roles in teaching-learning process. That is why the students should be more active in learning activities in order to improve their writing skill.

b. Students having low creativity should encourage themselves to be more active in learning activities that could increase their writing skills. Furthermore, they are expected to improve their writing skill by themselves not depending on their teacher.

3. For the future researchers

a. Other researchers can use this result of the study as an additional reference for a similar research with different variable.

b. It may also be useful to have further research with students’ different psychological aspects like students’ interest, motivation, self-esteem, locus of control, risk-taking and others.
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