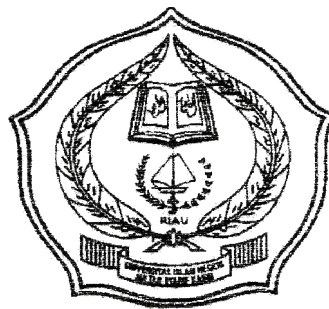


**THE CORRELATION BETWEEN LEARNING CREATIVITY AND
ABILITY IN WRITING RECOUNT TEXT AT
THE FIRST GRADE STUDENTS OF
SMA NEGERI 4 KABUPATEN
KARIMUN**

A Thesis

Submitted to Fulfill One of the Requirements
for Bachelor Degree in English Education
(S.Pd.)



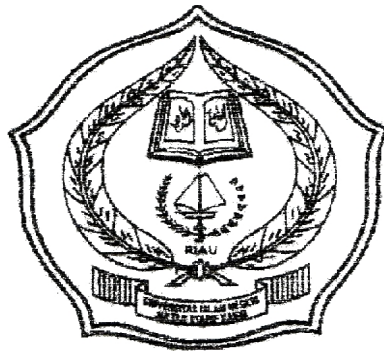
BY

SUFIANI

NIM. 10714000791

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

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Bismillahirrahmanirrahim

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The Writer

SUFIANI

NIM. 10714000791

ABSTRACT

SUFIANI (2011): THE CORRELATION BETWEEN LEARNING CREATIVITY AND ABILITY IN WRITING RECOUNT TEXT AT THE FIRST GRADE STUDENTS OF SMAN 4 KABUPATEN KARIMUN.

The title of this research is the correlation between Learning Creativity and Ability in Writing Recount Text at the first grade students of SMAN 4 Kabupaten Karimun.

The writer has found that some students still have difficulties in applying their writing ability. Based on the syllabus for the first grade students of SMAN 4 Kabupaten Karimun, in the indicator of writing, it demands the students to write recount text that suitable for the indicators it self. Moreover, there are some facilities in this school that can support them to study well about writing. This problem can be caused by many factors. In this case, the writer assumes that this problem happen because the students' learning creativity still less in the process of writing recount text such as, the students seldom to solve their problem in writing recount text through discussion, ask their teacher or their friend and etc.

From the problem above, the writer wanted to find out whether there is a significant correlation between Students' Learning Creativity and their Ability in Writing Recount Text.

This research was conducted at SMAN 4 Kabupaten Karimun. The target population of this research is the first grade students of SMAN 4 Kabupaten Karimun. The total number of population is about 120 students consisting of three classes. The writer took the sample about 30 students by using simple random sampling. In analyzing the data, the writer used SPSS 16.0, especially for nonparametric correlation, it used because the data consist of ordinal and interval.

As a result, based on the writer investigation, the writer found that there is a significant correlation between learning creativity and ability in writing recount text at the first grade student of SMAN 4 Kabupaten Karimun. It is shown by statistical analysis r_{xy} (0.926) is higher than "Rho" table whether in the level of 5% or 1% ($0.377 < 0.926 > 0.496$). It can be concluded that the second hypothesis (H_a) is accepted and (H_o) is rejected. The percentage of the Students' Learning Creativity is categorized "**middle**". It can be seen from the percentage of the students where 69.23% will be found in the categorized (60 – 75%). It can be seen from the result of Students' Ability in Writing Recount Text, where are about 70.96% students who have enough ability in Writing Recount Text.

سوفيانى (2011): درس المقارنة بين الإبتكاره التعليمية و مهارة
الكتابة النص recount في فصل الأول بمدرسة
العالية الحكومية 4 كبوفاتين كاريم.

الموضوع من هذا البحث هو درس المقارنة بين الإبتكاره التعليمية و مهارة الكتابة النص recount في فصل الأول بمدرسة العالية الحكومية 4 كبوفاتين كاريم. تلتقي الباحثة أن في الطلاب موجودة الصعوبة في الكتابة. يؤسس من سلفوص لفصل الأول بمدرسة العالية الحكومية 4 كبوفاتين كاريم في الكتابة يكون الطلاب يستطيع أن يكتب النص recount مناسبة بقدرة مقررته. بل الوسائل المدرسة يعضد إلى تعليمية كتابة جيدة. و هذا المسكلة يسبب بالعوامل. في ظن الباحثة أبتكار الطلاب قليلة في عملية الكتابة النص recount مثالا قليل الطلاب أن يعالج المسكلة في الكتابة بطريقة المناقسه يسائل إلى المدارس أو أصدقاته و غيرها. من مسكلة السابقة الباحثة تريد أن تلقى هل فيها مقارنة مهمة بين الإبتكاره التعليمية و مهارة الكتابة النص recount

، بهذه البحث في فصل الأول بمدرسة العالية الحكومية 4 كبوفاتين كاريم. و مجتمع من هذا البحث الطلاب في فصل الأول بمدرسة العالية الحكومية 4 كبوفاتين كاريم مجموعهم 120 يتكون من 3 فصول ولكن الباحثة تتخذ 30 الطلاب كفرده. الطريقة لتحليل البيانات بإستخدام SPSS 16.0 ومخصوصة نوع دون مقياس و هذا المسكلة يسبب نوع البيانات تتكون من ordinal dan interval

الحاصل من هذا البحث تلتقي الباحثة أن فيها يجاد مقارنة المهمة بين الإبتكاره التعليمية و مهارة الكتابة النص recount في طلاب فصل الأول بمدرسة العالية الحكومية 4 كبوفاتين كاريم , يؤسس بتحليلية الأحصي $r_{xy} (0.926)$ أعلى من koefisien korelasi rho في مرحلة 5% أو 1% ($0.377 < 0.929 < 0.496$) يلخص أن فرضية أول (Ha) مقبول (Ho) مردود . في المائة الإبتكاره التعليمية للطلاب حول مرحلة المتوسط. ينظر هذا من أبتكار تعليمية للطلاب حول 69.23% يجاد -60 (75%) ومهارة الكتابة في المائة recount كفي. و ينظرهذا من حاصل مهارة الكتابة للطلاب 70.96% ينالون المهارة الكتابة " كفي "

ABSTRAK

SUFIANI (2011): HUBUNGAN ANTARA KREATIFITAS PEMBELAJARAN DAN KEMAMPUAN DALAM MENULIS TEXT RECOUNT DI KELAS SATU SMAN 4 KABUPATEN KARIMUN.

Judul penelitian ini adalah hubungan antara kreatifitas pembelajaran dan kemampuan dalam menulis text recount pada siswa kelas satu di SMAN 4 Kabupaten Karimun.

Penulis menemukan bahwa masih ada beberapa siswa yang memiliki kesulitan dalam menulis, khususnya menulis text recount. Berdasarkan silabus untuk kelas I di SMAN 4 Kabupaten Karimun, pada indikator menulis, siswa dituntut untuk mampu menulisi text recount sesuai dengan indikator yang diberikan. Padahal, ada beberapa fasilitas disekolah ini yang dapat mendukung siswa untuk belajar lebih baik mengenai menulis. Masalah ini bisa disebabkan oleh beberapa faktor. Dalam masalah ini, penulis berasumsi bahwa kurangnya kreatifitas pembelajaran siswa dalam proses menulis text recount seperti, siswa jarang memecahkan kesulitannya dalam menulis melalui diskusi, bertanya dengan guru atau temannya dan lain sebagainya.

Dari masalah diatas, penulis ingin menemukan apakah ada hubungan yang signifikan antara kreatifitas pembelajaran siswa dengan kemampuan dalam menulis text recount.

Penelitian ini dilakukan di SMAN 4 Kabupaten Karimun. Populasi dari penelitian ini adalah siswa kelas satu di SMAN 4 Kabupaten Karimun. Jumlah populasi dalam penelitian ini adalah 120 siswa yang terdiri dari 3 kelas. Penulis hanya mengambil sample sekitar 30 orang yang menggunakan teknik acak. Dalam menganalisa data, penulis menggunakan SPSS 16.0, khususnya jenis korelasi nonparametrik, hal ini dikarenakan jenis data terdiri dari ordinal dan interval.

Hasil dari penelitian, penulis menemukan bahwa terdapat suatu hubungan yang signifikan antara kreatifitas pembelajaran dan kemampuan dalam menulis text recount pada siswa kelas satu di SMAN 4 Kabupaten Karimun, berdasarkan analisa statistik r_{xy} (0.926) lebih tinggi dari tabel "koefisien korelasi rho", baik pada level 5% ataupun 1% ($0.377 < 0.926 > 0.496$). Dapat disimpulkan bahwa hipotesis yang pertama (H_a) diterima dan hipotesis yang kedua (H_o) ditolak. Persentase kreatifitas pembelajaran siswa dikategorikan pada level menengah. Hal ini dapat dilihat dari persentase kreatifitas pembelajaran siswa yaitu sekitar 69.23% dapat ditemukan pada kategori (60 –75%), dan persentase dari

kemampuan dalam menulis text recount dapat dikategorikan “ cukup”. Hal ini dapat dilihat dari hasil kemampuan menulis siswa, dimana terdapat 70.96% siswa yang memiliki kemampuan yang cukup dalam menulis.

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CHAPTER I INTRODUCTION

A. Background

Writing is one of the productive skills in English that must be learned by students of English as a foreign language. Many students consider writing to be the most difficult subject to learn because a good writing not only requires the writer to communicate his/ her ideas into writing but also demands him/her to be proficient in grammar, vocabulary, and mechanics.

Based on the school based curriculum (KTSP), the goal of learning process is to develop the skills of communication. In developing the skills of communication is not only in speaking but also in writing, reading, and listening. In this curriculum, the four skills in English are integrated not isolated. Concerning the writing skills is used genre as abase of approach. In this approach the teacher presents kind of texts, they are monolog and short functional text. The writer focuses on monolog text especially in recount text.

Based on the syllabus for the first grade students at the first semester of SMA N 4 Kabupaten Karimun and concerning the writing skill in standard of competences.¹ The students should be able to express their ideas into writing recount text. In learning process, the students must be able to write recount text suitable for the indicator itself, such as using simple past tense, and how putting generic structure. Recount text is one of the genres telling a series of events in the

¹ Tim Penyusun Syllabus Bahasa Inggris Kelas 1 SMAN 4 Kabupaten Karimun. 2011. Unpublished.

past.² Recount generally begins with a setting orientation to assist the reader's understanding of the recount. Important events are elaborated and usually arranged in chronological order first to last. The events are presented in an interesting way and may include personal comments. Finally, a reorientation which usually gives a reason concludes recount but this is optional. In reality, the students have done many mistakes in using past tense and choosing vocabulary for example "they write buy for bought and can for could". In writing recount text, some of the students sometimes cannot put generic structure, use simple past tense, when they write recount text.

There are three types of recount text; they are personal recount, factual recount and imaginative recount. Personal recount is recounting an experiences in which the writer has been directly involved. In personal recount, the writer tells about what happens during events in which he has been directly involved. Factual recount is retelling an event or incident which is in the out side of the writer's experiences. In factual recount, the writer is the observer who is in the outside of the event, she retells an event or incident such as a newspaper report, an accident report and etc. The last type of recount is imaginative recount. It means that recounting imaginary events is called imaginative recount. In imaginative recount, the writer tells about imaginary events or takes on a fictitious. For example; the writers retells about histories, journals or biographies.

As informed before, writing recount text is not easy subject, because the students share their activities, understand how to put generic structure, and use

² Pardiyono. *Pasti Bisa Teaching Genre Based on Speaking*. (Yogyakarta: CV. Andi offset 2009). P.120

simple past tense. To solve this problem, the students should be creative in communicating their ideas in writing recount text supported by their proficiency in grammar, vocabulary, mechanics, and even the generic structure. They can do creativity in writing recount text such as they list some topics that they choose, they draw some pictures to generate their ideas, and they ask their friends what they do not know.

Creativity is the act of turning new and imaginative ideas into reality.³ Creativity involves two processes: thinking, then producing. In thinking process, the students should think some ways before they produce recount text, for instance, the teacher uses brainstorming and semantic mapping to describe the topic, in thinking, they must list some topics that they choose, they must think how to produce recount text well, such as generating ideas, listing some vocabularies, drawing some pictures to retell their event and also they imagining their activities in the past. All thinking processes are doing in prewriting.

In producing, the students write the recount text suitable for the language features, put the generic structure and use simple past tense. In learning creativity, the students ask their friends to solve their problems when they write recount text, they make small group to share their knowledge that related to in produce recount text. They try to make different ways to tackle a problem, working with others to find imaginative solutions and valued outcomes.

When the students do learning creativity they are thinking and producing in writing recount text, they will be able to produce recount text well, because they

³ Julie Chini.2009."Creativity in the Classroom". P.11 (Retrieved on may 23, 2010)
www.writingESL.com/articles.pdf

will know how to generate their ideas in thinking process, for example about traveling in the past, the students will draw some pictures related to the topic, in thinking process, the student will be easier in exploring their ideas.

SMAN 4 Kabupaten Karimun is one of the senior high schools in Riau Island province. English is learned as one of the main subjects because it will be tested in national final test. Writing skill is one of the language skills that should be mastered by the learners. Even though, in reality the students had been taught about writing recount text at the first grade students, they still cannot achieve the targets in the syllabus, such as using simple past tense and put generic structure.

Based on the research by interviewing one of the English teachers in the school, the writer found that some of the students were not able to develop their ideas to write recount text well. They did not know the procedures of writing recount text such as the use of simple past tense, pronoun, action verb and putting generic structure. There are three parts of generic structure in recount text; they are orientation, events and reorientation. The weaknesses of the students can be seen in the following symptoms:

1. Some of the students are not able to express their ideas in writing recount text.
2. Some of the students are not able to write recount text by using good language features in recount text such as using simple past tense, action verb.
3. Some of the students are not able to put the generic structure, such as orientation, events and reorientation.
4. Some of the students are not doing other creativities in writing recount text such as asking their friends, drawing some pictures and listing some vocabularies.

Based on symptoms above, the writer is very interested in carrying out a research entitled : “THE CORRELATION BETWEEN LEARNING CREATIVITY AND ABILITY IN WRITING RECOUNT TEXT AT THE FIRST GRADE STUDENTS OF SMA NEGERI 4 KARIMUN “

B. Problem

1. Identification of the Problem

- a. Why are some of the students unable to express their ideas in writing recount text?
- b. Why are some of the students unable to write recount text by using good language features in writing recount text such as using simple past tense, action verb, etc?
- c. Why are some of the students unable to put the generic structure, such as orientation, events and reorientation?
- d. Why do not some of the students do other creativities in writing recount text such as asking their friends, drawing some pictures and listing some vocabulary?

2. The Limitation of Problem

Due to limited ability and finance the writer has, this research is limited to the correlation between learning creativity and ability in writing recount text at the first grade students of SMA Negeri 4 Kabupaten Karimun.

3. The Formulation of the Problem

- a. How is the students' learning creativity at the first grade students of SMAN 4 in Kabupaten Karimun?

- b. How is the students' ability in writing recount text at the first grade students of SMAN 4 in kabupaten Karimun?
- c. Is there any significant correlation between Learning creativity and students' writing ability especially in recount text at the first grade Students of SMAN 4 Kabupaten Karimun?

C. The Reasons of Choosing the Title

- a. This topic is very important to be researched because the learning creativity in writing recount text is very important.
- b. Learning creativity is an interesting problem to be investigated because it can influence writing ability.
- c. As far as the writer is concerned, this problem has not been investigated yet.

D. Objective and Significance of Research

1. The Objective of the Research

- a. To find out the students' learning creativity in writing recount text at the first grade students of SMAN 4 Kabupaten Karimun.
- b. To find out students' ability in writing recount text.
- c. To obtain whether or not there is any significant correlation between learning creativity and ability in writing recount text at the first grade students of SMAN 4 Karimun.

2. The Significance of the Research

Related to the objectives of the research above, the significances of the research are as follows:

- a. To give information to the teachers, and the institutions about the the relationship between learning creativity and students' ability in writing recount text.
- b. To give some contributions to the students in order to improve students'ability in writing recount text.

E. The Definition of the Terms

The terms that are involved in this research, need some explanations to avoid misinterpretation and misunderstanding.

1. Correlation is the relationship between two or more variables, or mutual relationship.⁴

In this research, the correlation means that the relationship between learning creativity and ability in writing recount text at the first grade students of SMAN 4 Kabupaten Karimun.

2. Learning creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others and entertaining ourselves and others in learning process.⁵

In this research, that was conducted at the first grade students of SMAN 4 Kabupaten Karimun, learning creativity refers to the students' ability in making creations during the process of writing, such as they generate their ideas by

⁴ Hornby. *Oxford Advance Learner's Dictionary*. (Oxford: Oxford University Press, 1989). P.192

⁵ Robert E Franken. 2009. "*Creativity-Flow and the Psychology of Discovery and Invention* (Retrieve on December 26, 2010). <http://www.csun.edu/~vcpsy00h/creativity/define.htm>

drawing some pictures, listing some vocabularies, or they do something new in the learning process that maybe useful in producing a recount text.

3. Writing ability is the ability of a person to express his or her ideas, feeling or something to others by using written language. Meaning that person's capability in expressing his or her ideas, feelings, or something to others by writing⁶

In this research, writing ability is the students' ability in writing recount text.

4. Recount text is a text that tells a series of events in the past.⁷

In this research, recount text is one of monolog texts which the purpose is to inform the readers about the experience that was involve in the past. Recount text here, depend on the three generic structures, they are orientation, events and reorientation. The students must be able to write recount text by using language features of recount text such as, using simple past tense, action verbs, and pronoun.

⁶ Poulston in Siti Aminah. *The Study on Student's ability in Writing Recount Text at the First Grades Students of SMA 1 Bagan Batu.* (Pekanbaru:Unri Press-Unpublished 2005). P..20

⁷ Pardiyo. *Op.cit.* P. 120

CHAPTER II LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Writing

According to Bell and Burnaby in Citra Amelia,¹ writing is an extremely complex cognitive activity in which the writer is required to demonstrate control a number of variables simultaneously. At the sentence level, these include control of content, format, sentence, vocabulary, punctuation, spelling and letter information.

Based on the statements above, we know that writing is really an important thing in English, because writing is more complicated than other language skills.

In general, we have to know the components of writing: they are five components in writing:²

a. Content

It means that the ability to think creatively and develop through excluding all irrelevant information.

b. Organization

Fluent expression, ideas clearly stated, well organized, logically sequenced and cohesive. In recount text, the organization here means the generic structure that they are orientation, events and reorientation that demand the students to express their ideas by well organized.

c. Vocabulary

¹ Citra Amelia. *The Students' Ability in Constructing a Good Paragraph in Writing Course at the Third Year Students of English Education Department of Faculty of Education and Teacher's Training of Uin Suska Riau*. (Pekanbaru: Suska Pers-Unpublished, 2009). P.11

² Hughey. B. Jane. *Teaching ESL Composition*. (Amerika: Newbury House Publisher, 1983). P.13

In writing recount text, there should be sophisticated range, effective word idiom, word choice and also its usage.

d. Language Use

Grammar or a language is the description of speaking and writing habits of the people who use it. In composing a paragraph or text, the knowledge of grammar is very important. Without them, the writers will not be able to use it. Therefore, the readers may not catch the points of writers' message. Especially in recount text the writers use simple past tense, pronouns, etc.

e. Mechanics

In writing the writers need mechanics: they are the mastery conventions, good spelling, punctuation, capitalization and paragraphing and also handwriting. The ability to give ideas in writing is not easy, especially for the students. They should have a good feeling which is interesting. Therefore, it's necessary for them to guide, and control their ideas which can be applied in teaching writing. To help the students in this case the writers correlate learning creativity in prewriting, writing and rewriting.

2. Writing Recount Text

Based on school based curriculum, it is stated that senior high school students should learn about recount text. For the first grade students in senior high school, there are three kinds of texts that the students should master, they are recount, narrative and procedure. In this research, the writer focuses on recount text.

The purpose of teaching recount text is to know student's ability in expressing their idea in telling of series of events in the past. Deep knowledge about recount text could be seen in the student's ability in writing the features of recount text; generic structure, language features and social function. A good writing does not only require the writer to communicate his/her ideas into writing but also it demands him to be proficiencies in grammar, vocabulary and mechanics.

Besides that, deep knowledge of recount text could be seen in the student's learning creativity in pre-writing, writing and rewriting of recount text. In learning creativity, students take new ideas and imagine their imagination especially about their own experiences into reality. In writing recount text they can involve two processes, they are thinking and producing.

Recount explores the series of events which happened to participant/s.³ these events are the main element in composing recount text. However it just focuses on the events themselves. It does not include the conflict inside. The text organization of a recount text generally begins with setting or **orientation** that includes background information to assist the reader's understanding of recount. They are usually details about Who? When? Where? Why? Then important events are elaborated and usually arranged in chronological order, first to last.

The events are presented in an interesting way and may include personal comments. At last, evaluative comment or concluding statements that may be a

³ Pardiyo. *Op.Cit* P.125

comment of the preceding sets of events. However, the last is an optional element.

A recount text is normally presented in the past tense, and temporally sequenced. A summary of the characteristics of recount is presented in the following table. It is important to note that ‘orientation’ and ‘reorientation’ are also called ‘introduction’ and ‘conclusion’.

Text Type	Purpose	Generic structure	Main Grammatical features
Recount	To tell a series of events happening one after another	<ul style="list-style-type: none"> • Orientation (who,where,when) • Events • Reorientation 	<ul style="list-style-type: none"> • Past tense • Temporal sequence

Types of Recount

There are different types of recounts:

Personal recount is recounting an experience in which the author has been directly involved.

Factual recount is retelling an event or incident such as a newspaper report, an accident report.

Imaginative recount is taking on a fictitious role and relating imaginary events e.g. a day in the life of a new puppy.

Generic (Schematic) Structure.

The focus is on a sequence of events, related to particular occasion.

The recount generally begins with an orientation.

Giving the reader or listener the background information needed to understand the text (i.e., who was involved, where it happened, when it happened).

Then, the recount unfolds with a series of events.

Ordered in chronological sequence.

At various stages there may be some personal comment.

On the incident (e.g. we had a wonderful time)

Significant Lexicogrammatical Features.

General

- a. Specific participants (Mrs. Brady, our dog, the shopkeeper)
- b. Use of simple past tense (She smiled, it barked, he pointed)
- c. Use of action verbs (material processes, e.g. went, climbed, etc)
- d. Use of linking items to do with time (on Wednesday, then, at the same time, next, later, before)
- e. Details irrelevant to the purpose of the next should be avoided.

Personal Recount

- a. Use of first person pronouns (I, we)
- b. Personal responses to the events can be included, particularly at the end.
- c. Details are often chosen to add interest or humor.

Factual Recount

- a. Use of third person pronouns (he, she, it, they)
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment)
- d. Mention of personal feelings is probably not appropriate.
- e. Details of time, place and manner may need to be precisely stated (e.g. at 2.35 pm, between Johnson St and of 80 kph)
- f. Descriptive details may also be required to provide precise information (a man with a red shirt, brown shoes, and long hair weigh 75 kilos and approximately 189 cm tall).
- g. The passive voice may be used (e.g. the breaker was filled with water)
- h. It may be appropriate to include explanation and justifications.

Imaginative Recount

- a. Usually written in the first person
- b. It may be appropriate to include personal reactions.

The example of recount text⁴:

<p>Last holiday, I had a trip to Bali. I went there with my schoolmates. We traveled by bus. It was the school program. For the students to have a study tour. We left school on June 17th. It was Saturday. We left school at 2 p.m.</p>
<p>After leaving school, the buses rolled fast toward the islands of Bali. We passed many cities in central and east java. It was interesting. We enjoyed the view of the sea, the strait of Bali.</p>
<p>At about 5 in the morning the next day, we arrived at Ketapang in Banyuwangi. We came to the port and continued go on board of the ferry. We began enjoy the view of the sea, the starlit of Bali.</p>
<p>A few moments before we landed in Gilimanuk, a port in Bali. We got surprised. There where many boys climbing up the ferry. They jump into the water. They dived to get coins thrown by the passengers. The water was clear. So, the coins thrown by the passengers. The water was clear. So, the coins were visible. They were really good divers.</p>
<p>It was my first experience to travel by sea. So, it was really exciting.</p>

Recount is generally based on the direct experiences of the author but may also be imaginative or outside the authors' experience. That is why recount has more than one type.⁵ She identifies three types of recount. They are personal recount, factual recount and imaginative recount.

3. Writing Ability

According to swannel in Citra Amelia⁶, ability is sufficient power or being able. It is also supported by Longman, "ability is the power or knowledge to do something." From the statement above, we can conclude that ability is the

⁴ Siti Aminah. The Study on Student's ability in Writing Recount Text at the First Grade Students of SMA 1 Bagan Batu. (Pekanbaru:Unri Press-Unpublished 2005). P.20.

⁵ Helena. *Materi Pelatihan Terintegrasi Bahasa Inggris*. (Jakarta: Departemen Pendidikan Nasional, 2004). P.37

⁶ Citra Amelia. The Students' Ability in Constructing a Good Paragraph in Writing Course at the Third Year Students of English Education Department of Faculty of Education and Teacher's Training of Uin Suska Riau. Unpublished

power of understanding subject matter that involves either mentally or physically.

Writing ability is the ability of a person to express his or her ideas, feeling or something to others by using written language. Meaning that person's capability in expressing his or her ideas, feelings, or something to others by writing.⁷

Writing is a tool for communication and it is important to be included in English learning. Besides that, writing is a kind of process or activity that needs much time to make a good writing. It needs time to think, to write, to edit and to rewrite in order to make a good composition. It also takes more study and practice.

4. Learning Creativity

According to Munandar in Alex Sobur, says that creativity is a process that manifests it self in fluency, in flexibility as well as in originality of thinking.⁸ Fluency is to be understood as the ability to come up with ideas rapidly, where the emphasis is on quantity not on quality. Flexibility is the ability to produce a great variety of ideas, with freedom from preservation. Originality refers to the ability to produce ideas that are statistically unique or unusual for the population of which the individual is a member.

Besides that according to Guilford in Alex Sobur, creativity is the ability to give new ideas or thoughts and apply it in solving problem.⁹ It means that

⁷ Siti Aminah. *Op cit.* P. 5

⁸ Alex Sobur. *Psikologi Umum.* (Bandung: CV PUSTAKA SETIA. 2003), P.161

⁹ *Ibid* .P. 161

creativity in learning is important; it is needed for students to apply their knowledge about how to do creations in learning when they write the texts.

When the students learn in the classroom, they get some problems in doing a task, they need some solutions or approaches to solve their problems, and it shows that some of the students need creativity in learning. According to Robert E Franken, learning creativity refers to the ability to generate or recognize ideas, alternatives or possibilities that may be useful in solving problems, communicating with others, and entertaining with others.¹⁰

In learning creativity, the students need approaches or solutions to solve their problems by their own ways or creation especially in writing. Kalayo argue that an approach is different theories about the nature of language and how language is learned.¹¹

According to Drevdahl in Indah Pangestuti, learning creativity means someone's ability to do creations in learning to create new things by their own way that is useful in solving problem.¹² From the definition above it can be concluded that learning creativity is someone's ability to give something new whether in ideas (thoughts) or invention whether in something new or combination with something that is available, in which it is different from something that is available previously. Treffinger says that personal creativity is

¹⁰ Robert E Franken. 2009. "*Creativity-Flow and Psychology of Discovery and Invention*" (Retrieve on December 26, 2010).
http://www.csun.edu/vcpsy00h/learning_creativity/define.htm

¹¹ Kalayo, Hasibuan. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha Unri Press, 2007). P.4

¹² Indah Pangestuti. *Student's Learning Creativity in Translation English Texts to Indonesian Language at the Sixth Semester of English Education Department of Uin Suska Riau*. (Pekanbaru: Uin Suska Press-Unpublished 2008). P.8

usually more organized in behavior or activity.¹³ From the statement above, we can argue that the students may create some activities in the class to solve their problem in writing.

According to Munandar, learning creativity is the ability to make new combination based on data or substance.¹⁴ Data, information or substance here means, their knowledge or approaches that have been existing for example they make new combination based on the language features of the text in writing by discussing with their friends.

Learning creativity involves two processes: thinking then producing. In thinking process, the students should think some ways to solve their problems, such as they do some creativities in pre writing for example they list some vocabularies, draw picture to extend their ideas, this process is called fluency in learning creativity. Then producing, in this process the students create new thing in learning process to solve their problems. In this process, the students try to make different ways to tackle a problem, working with others to find imaginative solutions.

They will create creativity such as making small group to choose the topic. In writing, students create some creativity in writing recount text such as they do producing process, they should remember about the requirement of good writing, such as communicating his/her ideas into writing supported by

¹³ Treffinger. 2010. "*Project Learning Creativity*". (Retrieve on January 12, 2011). <http://www.learningcreativity.com>

¹⁴ Utami, Munandar. *Mengembangkan Kreatifitas dan Bakat Anak*. (Jakarta: PT. Rineka Cipta, 1999). P. 47

their proficiency in grammar, vocabulary, mechanics as well as they can put the generic structure.

To do this process, they can ask their friends about something that related to the recount text such as asking about simple past, pronoun and etc.

In rewriting, the students check their recount text by revising the content and organization. In this stage, the student may usually check their writing recount text by making small discussion or asking their teacher.

According to Torrance in Indah Pangestuti, there are some characteristics of creativity in learning:

1. High Curiosity of Something
2. Open Minded to the New Experience
3. Desire to Find Out and Observe
4. The Inclination to Do Hard Works
5. The Inclinations to Find the Satisfied Answers
6. Flexible Thinking.¹⁵

5. The Relationship between Learning Creativity and Writing Ability in Writing Recount Text.

Writing is complicated. A writer makes writing through process. The writer comes messages into existence through searching, discovering, generating, and shaping, the creative elements of writing. a writers creates, makes prewriting, writing and rewriting.

¹⁵Torrance in Indah Pangestuti. *Student's Learning Creativity in Translation English Texts to Indonesian Language at the Sixth Semester of English Education Department of UIN Suska Riau* (Pekanbaru: UIN Suska Press-Unpublished 2008), P.8

. Writing instruction is both creativity and function in its approach, creative in its development and function in its purpose.¹⁶ It is clear that learning creativity is needed in writing. Because writing is a productive skill, it needs the writer to create new thing in communicating their ideas. Conceptually, there is relationship between students' learning creativity and writing ability. It can be said that theoretically, the students who have a high level of creativity, they will have a high level in writing ability. Students who have a low level of creativity, they will have a low level of writing ability.

Historically, creativity has been seen as a tortured and mystical process, the province of geniuses, artists and eccentrics. Now, creativity is recognized as a practical skill, one which can be taught and which everyone can achieve, it is clear that learning creativity is needed in writing. According to Stenberg and Lubart¹⁷, learning creativity improves the self esteem, motivation and achievement of learners, the students can apply learning creativity in writing recount text, because they will become more interested in discovering things for themselves, open new ideas and challenges, more able to solve the problems, can work well with others, become more effective learners, and have greater ownership over their learning.

¹⁶ Hughey. B .Jane, *Op.cit.* P.40

¹⁷ Sternberg and Lubart. 2010. " *Creativity in the Classroom*" (retrieved on December 25, 2010)
http://www.buzzle.com/articles/creativity_in_the_classroom.html

B. The Relevant Research

1. A Research from Soneta

The relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our researches.¹⁸ Besides, we have to analyze what the point that was focused on, in form of the designs, finding and conclusion of the previous research.

There is previous researchers concerning with students' learning creativity and writing ability. That was conducted by Sonata (2008). In her research, she focused on studying the correlation between students' learning creativity and ability in descriptive paragraph writing", especially about technique of writing in UIN SUSKA RIAU at the fourth students of English department. She used the contingency coefficient formula. From the research, she found that learning creativity especially in using the technique of writing is related in descriptive paragraph. Eventhougt she has similar object, it still has differences from the writer. The writer research about learning creativity in writing recount text and she uses serial correlation to obtain the result because the first variable is ordinal and the second variable is interval.

Other previous research was conducted by Meltiawati Jar (2009). In her research, she focused on the correlation between students' interest in the topic of composition and their writing ability of the second year of natural science students of MAN 2 MODEL Pekanbaru. She found out that there is significant correlation between the student's interest in the topic of composition and their

¹⁸ Syafii, S. *A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2007). P.122

ability in writing composition. From the research result, the students have interest in writing composition and they have good ability in writing. Thus, students should choose the interesting topic so their writing ability would be increased too.

Based on the two previous researches above, the writer wants to explain that the research done by the writer is not the same as the two previous researchers above.

C. Operational Concept

Operational concept is the concept to avoid misunderstanding and misinterpretation in this research. The concept, still operated is an abstract from the research planning which should be interpreted into particular words in order to be measured.

In this research, students' learning creativity are symbolized by variable X and students' ability in writing recount text is symbolized by variable Y. There are some factors to be operated which are described into operational concept. The indicators of students' ability in writing recount text are:

1. Students are able to express their idea in writing recount text
2. Students are able to write recount text by using good languages features such as using simple past tense, action verb and etc.
3. Students are able to write recount text by using correct vocabularies
4. Students are able to write recount text by using correct generic structure (orientation, events, and reorientation)
5. Students are able to write recount text by using correct mechanism.

The indicators of students' learning creativity in writing recount text are:

1. Students do thinking process to involve their creativity such as listing some topics that they chose, drawing some pictures.
2. Students ask people: such as their friends or their teacher to find some related information in requiring recount text.
3. Students use the different ways in writing recount text
4. Students create something new in writing recount text
5. Students take their own ideas in writing recount text.

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that the higher student's learning creativity in writing recount text is, the higher the ability of their writing recount text will be.

2. The Hypothesis

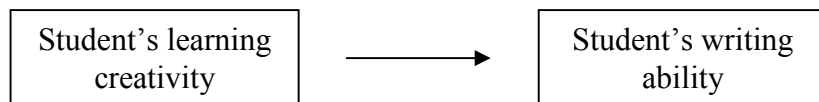
Ho: There is no significant correlation between students' learning creativity and ability in writing recount text at the first grade students of SMA NEGERI 4 Kabupaten Karimun.

Ha: There is significant correlation between student's learning creativity and ability in writing recount text at the first grade students of SMA NEGERI 4 Kabupaten Karimun.

CHAPTER III RESEARCH METHODOLOGY

A. The Research Design.

This research is categorized as correlational study. The writer categorizes this research into bivariate relationship. There are two variables in this research, they are variable X and variable Y. Variable X is student's learning creativity, and the variable Y is student's writing ability in writing recount text.



B. The Time and the Location of the Research

This research was conducted at the first grades students of SMAN 4 Kabupaten Karimun and the time started from oktober 2010 to April, 2011.

C. The Subject and the Object of the Research

The subject of this research was the first grade students of SMA NEGERI 4 Kabupaten Karimun. And the object was the students' learning creativity and ability in writing recount text.

D. The Population and Sample

The population of this research was the first grade students of SMAN 4 Kabupaten Karimun, where they were divided into three classes and they were 1a, 1b, 1c. The total numbers of them were 120. Suharsimi mentions that if the amount of the population is more than 100, it is better to take 25 % or more. Then, in this research, the writer used random sampling technique in determining the sample. It was about 25 % from the population. So, the writer only took 30 students as sample.

It was used because, the students are homogeny, so the writer used random sampling as sample, it was stated by Arikunto, “If the population are homogeny, so the writer can used random sampling”.¹

E. The Technique of Data Analysis

The technique of data analysis in this study is non parametric correlation especially for spearman’s rho². It used because the data is containing ordinal and interval.

Moreover, to interpret the level of student’s learning creativity and writing ability, the researcher determined it based on the two scales below:

TABLE III.I
The percentage of student’s learning creativity in writing recount text

Score	Categories
76% - 100%	High
60% - 75%	Middle
00%- 59%	Low

(Adopted from Suharsismi Arikunto (2002) in Nurhidayati, 2006,p.22)

¹ Arikunto Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: PT RINEKA CIPTA, 2006). P.138

² Hartono. SPSS 16.0. *Analisis Data Statistika dan Penelitian*. (Yogyakarta: LSFK2P, 2008). P.70

TABLE III.2
The Percentage of students' writing ability

Score	Categories
75% - 100%	Good
60% - 74 %	Enough
00%- 59%	Bad

(Adopted from Suharsismi Arikunto (2002) in Nurhidayati, 2006,p.22)

Furthermore, for writing ability test, the writer used the ESL composition profile which the writer adopted from Hughey in Syafii.³ The profile consists of five components; they are content, organization, vocabulary, language use and mechanics. The scoring guide of the English composition test for the rater as follows:

Aspects	Range	Criteria
Content	30 – 27	EXCELLENT TO VERY GOOD: knowledgeable*substantive*thorough development of thesis*relevant to assigned topic
	26 – 22	GOOD TO AVERAGE: Some knowledgeable of subject *adequate range*limited development of thesis* mostly relevant to topic* but lacks detail

³ Syafi'I, e.tal. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007). P. 139

	21 – 17	FAIR TO POOR: limited knowledge of subject *little substance *inadequate development of topic
	16 – 13	VERY POOR: does not show the knowledge of subject *non- substantive *not pertinent *or not enough to evaluate
Organization	20 – 18	EXCELLENT TO VERY GOOD: fluent expression *ideas clearly stated/supported *well organized *logical sequencing *cohesive
	17 – 14	VERY GOOD TO AVERAGE: somewhat choppy *loosely organized but main ideas stand out *limited support *logical but incomplete sequencing
	13 – 10	FAIR TO POOR: non fluent *ideas confused or disconnected *lacks logical sequencing and development
	9 – 7	VERY POOR: does not communicate *no organization *or not enough to evaluate
	20 – 18	EXCELLENT TO VERY GOOD: Sophisticated range * effective word/idiom choice and usage *word form mastery *appropriate register
	17 – 14	GOOD TO AVERAGE: adequate range *occasional errors of word/idiom form, usage but meaning not obscured

vocabulary	13 – 10	FAIR TO POOR: limited range *frequent errors of word/idiom form, choice, usage *meaning confused or obscured
	9 – 7	VERY POOR: essentially translation *little knowledge of English vocabulary, idioms, word form *or not enough to evaluate
Language Use	20 – 18	EXCELLENT TO VERY GOOD: effective complex construction *few errors of agreement, tenses, number, word order/functions, articles, pronouns, prepositions
	17 – 14	VERY GOOD TO AVERAGE: effective but simple constructions *minor problems in complex construction *several errors of agreement, tense, number, word order/functions, article, pronouns, prepositions but meaning never obscured
	13 – 10	FAIR TO POOR: major problems in simple/ complex constructions *frequent errors of negation, agreement, tense, number, word order/functions, articles, pronouns, prepositions and or fragments, deletions *meaning confused or obscured
	9 – 7	VERY POOR: virtually no mastery of sentence construction rules

		*dominated by errors *does not communicate *OR not enough to evaluate
MECHANICS	10	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions * few errors of spelling, punctuation, capitalization, paragraphing
	7	VERY GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	4	FAIR TO POOR: frequent errors of spelling. Punctuation, capitalization, paragraphing *poor handwriting *meaning confused or obscured
	2	VERY POOR: no mastery of conventions *dominated by errors of spelling, punctuation, capitalization, paragraphing *hand writing illegible *or not enough to evaluate

F. Instrument of Data Collection

In order to get data that are needed to support this research, the writer applied the technique as follows:

a. Test

This test was used to collect the data on the students' ability in writing recount text. The writer used the writing test by giving some titles for students. Then

students may choose one of them and develop the title into writing recount text.

The writer used two raters for giving a score of the text that written by the students.

b. Questionnaire

In order to get some data on the students' creativity in writing recount text, questionnaire was used to know the students' learning creativity in the process of writing.

c. Interview

It was used to support the information about the students' learning creativity in writing recount text.

G. The Analysis of the Reliability

Before coming up to the analysis, the writer analyzed the reliability of the test first. Reliability is the accuracy of reflection in obtaining similar result when different persons repeat the different occasions or with different instrument. In this research, the writer used inter rater reliability, it was used because the test was measuring composition writing ability. ⁴

Because the final mark given to the examinee is a combination of the ratings of two raters, whether an average or a simple sum of ratings, the actual level of reliability depends on the number of the test. ⁵

Because of the kinds of data this research are ordinal and interval, so the writer used spearman-brown prophecy formula:

⁴ Grant Henning. *A Guide to Language Testing*. (Cambridge: 1987), P. 82

⁵ *Ibid.* P. 82

$$r_{tt} = \frac{nr_{A,B}}{1 + (n-1)r_{A,B}}$$

Where, r_{tt} = inter rater - reliability
 n = the number of raters whose combined estimates form the final mark for the examinees
 $r_{A,B}$ = The Correlation between the raters, or the average correlation among all raters if there are more than two.

$$r_{tt} = \frac{2 \cdot 68 \cdot 98}{1 + (2-1)68 \cdot 98}$$

$$= 1.97$$

Tinambunan in Meltiawati Jar states that reliability coefficient for good classroom achievement tests is expected to exceed 0.07 and closed to 1.00.⁶ He stated that reliability of test is considered as follows:

1. 0.00– 0.20 Reliability is low
2. 0.21 – 0.40 Reliability is sufficient
3. 0.41 – 0.70 Reliability is high
4. > 0.70 Reliability is very high

Because the result of reliability is $1.97 > 0.70$, so the reliability is very high.

⁶ Meltiawati Jar. *The Correlation Between Students' Interest in the Topic of Composition and their Writing Ability of The Second Year of Natural Science Students of MAN 2 MODEL*. (pekanbaru: UIN Suska press – unpublished 2009). P.25

H. The Analysis of Validity

In this research, the writer used content validity, it is used whether or not the content of the test is sufficiently representative and comprehensive for the test to be a valid measure of what it is supposed to measure.⁷

In this research, the writer made the written test suitable for the content of the test. The writer arranged the test by using the syllabus for the first grade students at the first semester of SMAN 4 Kabupaten Karimun.⁸ The writer used some requirements of recount text such as, using simple past tense, pronoun, action verb and etc.

⁷ Grant Henning. *Op.cit* , P. 94

⁸ Tim Penyusun Syllabus Bahasa Inggris Kelas 1 SMAN 4 Kabupaten Karimun.
Loc.Cit. Unpublished.

CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this chapter, the writer presents the result of the research data collected from the first grade students of SMAN 4 Kabupaten Karimun. The number of the students were 30. The presented data were gained through questioner, interview, and writing test.

The data about student's learning creativity were obtained through questionnaires, in accordance with the operational concept in the chapter II. Writing test was used to obtain the students' writing ability, while interview was used to support the questionnaire.

a. Questionnaire

Each item of the questionnaire was taken from the indicators of the students' learning creativity. There were twenty statements in this questionnaire. Each statement was derived from indicators in operational concept. The measurement of each questionnaire used the likert – scale. The scale has four points of continuum, they are: always, often, seldom, and never, as Arikunto said,

“Usually, if we want to decide about graduation, condition about something or respondents' opinion. So the alternative answer of our questionnaire can be such: “always”, “often”, “sometimes”, “seldom”, “never”, etc”.

In this research, the writer only used four alternative answers of questionnaires. The writer thought that there was weakness if the questionnaire used five alternative answers because many of the respondents would choose the middle answer, “sometimes” (because it was easy and the respondents did not did not need to think). That is why this research only used four alternative answers.

There were five indicators of learning creativity, and these indicators became twenty questionnaires specified from each statement. The indicators are:

1. Students do thinking process to involve their creativity such as listing some topics that they chose, drawing some pictures.
2. Students ask other people: such as their friends or their teacher to find some related information in requiring of recount text.
3. Students do creations in writing recount text.
4. Students create something new in writing recount text
5. Students take their own ideas in writing recount text.

For giving the score to each questionnaire, the writer used one way, in positive statement. For the positive statement, the writer gave score: 4 for always, 3 for often, 2 for seldom, and 1 for never.

Table IV.1
The Students Make Pre Writing Before They Write a Recount Text

Options	Alternative Answer	F	P
A	Always (4)	10	33.3%
B	Often (3)	12	40%
C	Seldom (2)	6	20%
D	Never (1)	2	6.7%
	Total	30	100%

From the table above, there are 10 (33.3%) students who answer always, 12 (40%) who answer often, 6 (20%) who answered seldom, and 2 (6.7%) who answer never. The conclusion is the majority of the students often makes pre writing before they write a recount text.

Table IV. 2
The Students Collect the Ideas by Watching Television, Looking the Internet and Listening the Radio Before They Write a Recount Text

Options	Alternative Answer	F	P
A	Always (4)	8	26.7%
B	Often (3)	8	26.7%
C	Seldom (2)	12	40%
D	Never (1)	2	6.7%
	Total	30	100%

From the table above, there are 8 (26.7%) students who answered always, 8 (26.7%) who answer often, 12 (40%) who answer seldom, and 2 (6.7%) who answer never. The conclusion is the majority of the students seldom collect the ideas by watching television, looking the internet and listening the radio before they write a recount text

Table IV. 3
The Students Ask Their Friends about Language Features
When They Write a Recount Text

Options	Alternative Answer	F	P
A	Always (4)	8	26.7%
B	Often (3)	15	50%
C	Seldom (2)	4	13.3%
D	Never (1)	3	10%
	Total	30	100%

From the table above, there are 8 (26.7%) students who answer always, 15 (50%) who answer often, 4 (13.3%) who answer seldom, and 3 (10%) who answer never. It means that most of the students often ask their friends about language features when they write a recount text.

Table IV. 4
The Students Choose Easy Topic for Their Recount Text

Options	Alternative Answer	F	P
A	Always (4)	13	43.3%
B	Often (3)	7	23.3%
C	Seldom (2)	5	16.6%
D	Never (1)	5	16.7%
	Total	30	100%

From the table above, there are 13 (43.3%) students who answer always, 7 (23.3%) who answer often, 5 (16.6%) who answer seldom, and 5 (16.7%) who answer never. Therefore, it can be concluded that most of the students always choose easy topic for their recount text.

Table IV. 5
The Students Choose the Idea in which they like to develop it Into Writing and Know about the Idea

Options	Alternative Answer	F	P
A	Always (4)	8	26.7%
B	Often (3)	10	33.3%
C	Seldom (2)	7	23.3%
D	Never (1)	5	16.7%
	Total	30	100%

From the table above, there are 8 (26.7%) students who answer always, 10 (33.3%) who answer often, 7 (23.3%) who answer seldom, and 5 (16.7%) who answer never. It means that most of the students often choose the idea which in they like to develop it into writing and know about the idea.

Table IV. 6
The Students Write Whatever They Know about the Topic in a Piece of Paper

Options	Alternative Answer	F	P
A	Always (4)	9	30%
B	Often (3)	6	20%
C	Seldom (2)	11	36.7%
D	Never (1)	4	13.3%
	Total	30	100%

From the table above, there are 9 (30%) students who answer always, 6 (20%) who answer often, 11 (36.7%) who answer seldom, and 4 (13.3%) who answer never. The conclusion is the majority of the students seldom write whatever they know about the topic in a piece of paper.

Table IV.7
The Students Create New Things in Their Recount Text after
They Get Some Ideas in Relevant Book

Options	Alternative Answer	F	P
A	Always (4)	6	20%
B	Often (3)	14	46.7%
C	Seldom (2)	7	23.3%
D	Never (1)	3	10%
	Total	30	100%

From the table above, there are 6 (20%) students who answer always, 14 (46.7%) who answer often, 7 (23.3%) who answer seldom, and 3 (10%) who answer never. It means that most of the students often create new things in their recount text after they get some ideas in relevant book.

Table IV.8
The students draw Some Pictures to Express Their Ideas in Writing a Recount
Text

Options	Alternative Answer	F	P
A	Always (4)	12	40%
B	Often (3)	9	30%
C	Seldom (2)	5	16.7%
D	Never (1)	4	13.3%
	Total	30	100%

From the table above, there are 12 (40%) students who answer always, 9 (30%) who answer often, 5 (16.7%) who answer seldom, and 4 (13.3%) who answer never. The conclusion is the majority of the students always draw some pictures to express their ideas in writing a recount text.

Table IV.9
The Students Choose the Information which is Available to develop it
Into Writing a Recount Text

Options	Alternative Answer	F	P
A	Always (4)	7	23.3%
B	Often (3)	7	23.3%
C	Seldom (2)	14	46.7%
D	Never (1)	2	6.7%
	Total	30	100%

From the table above, there are 7 (23.3%) students who answer always, 7 (23.3%) who answer often, 14 (46.7%) who answer seldom, and 2 (6.7%) who answer never. Therefore, it can be concluded that most of the students seldom choose the information which is available to develop it into writing a recount text.

Table IV.10
The Students Do Writing Based on the Information Which They
Have Chosen Before

Options	Alternative Answer	F	P
A	Always (4)	5	16.7%
B	Often (3)	10	33.3%
C	Seldom (2)	9	30%
D	Never (1)	6	20%
	Total	30	100%

From the table above, there are 5 (16.7%) students who answer always, 10 (33.3%) who answer often, 9 (30%) who answer seldom, and 6 (20%) who answer never. The conclusion is the majority of the students often do writing based on the information in which they have chosen.

Table IV.11
The Students Do Correcting for Their Recount Text
Before other People Do Revision

Options	Alternative Answer	F	P
A	Always (4)	11	36.7%
B	Often (3)	9	30%
C	Seldom (2)	7	23.3%
D	Never (1)	3	10%
	Total	30	100%

From the table above, there are 11 (36.7%) students who answer always, 9 (30%) who answer often, 7 (23.3%) who answer seldom, and 3 (10%) who answer never. Therefore, it can be concluded that most of the students always do correcting for their recount text before other people do revision.

Table IV.12
The Students Ask Their Friends to Revise Their Recount Text

Options	Alternative Answer	F	P
A	Always (4)	13	43.3%
B	Often (3)	5	16.7%
C	Seldom (2)	6	20%
D	Never (1)	6	20%
	Total	30	100%

From the table above, there are 13 (43.3%) students who answer always, 5 (16.7%) who answer often, 6 (20%) who answer seldom, and 6 (20%) who answer never. Therefore, it can be concluded that most of the students always ask their friends to revise their recount text.

Table IV.13
The Students Revise Each Sentence Which Has Mistakes

Options	Alternative Answer	F	P
A	Always (4)	7	23.3%
B	Often (3)	7	23.3%
C	Seldom (2)	10	33.3%
D	Never (1)	6	20%
	Total	30	100%

From the table above, there are 7 (23.3%) students who answer always, 7 (23.3%) who answer often, 10 (33.3%) who answer seldom, and 6 (20%) who answer never. The conclusion is the majority of the students seldom revise each sentence which has mistakes.

Table IV.14
The Students Draw Picture to Accompany Their Own Writing

Options	Alternative Answer	F	P
A	Always (4)	11	36.7%
B	Often (3)	9	30%
C	Seldom (2)	6	20%
D	Never (1)	4	13.3%
	Total	30	100%

From the table above, there are 11 (36.7%) students who answer always, 9 (30%) who answer often, 6 (20%) who answer seldom, and 4 (13.3%) who answer never. Therefore, it can be concluded that most of the students always draw picture to accompany their own writing.

Table IV.15
The Students Use Their Own Way to Produce a Recount Text

Options	Alternative Answer	F	P
A	Always (4)	9	30%
B	Often (3)	5	16.7%
C	Seldom (2)	12	40%
D	Never (1)	4	13.3%
	Total	30	100%

From the table above, there are 9 (30%) students who answer always, 5 (16.7%) who answer often, 12 (40%) who answer seldom, and 4 (13.3%) who answer never. It means that most of students seldom use their own way to produce a recount text.

Table IV.16
The Students Make Small Group to Explore the Ideas in Writing a Recount Text

Options	Alternative Answer	F	P
A	Always (4)	13	43.3%
B	Often (3)	5	16.7%
C	Seldom (2)	7	23.3%
D	Never (1)	5	16.7%
	Total	30	100%

From the table above, there are 13 (43.3%) students who answer always, 5 (16.7%) who answer often, 7 (23.3%) who answer seldom, and 5 (16.7%) who answer never. Therefore, it can be concluded that most of the students always make small group to explore the ideas in writing a recount text.

Table IV.17
The Students Use Dictionary to Find the Suitable Vocabularies

Options	Alternative Answer	F	P
A	Always (4)	15	50%
B	Often (3)	7	23.3%
C	Seldom (2)	5	16.7%
D	Never (1)	3	10%
	Total	30	100%

From the table above, there are 15 (50%) students who answer always, 7 (23.3%) who answer often, 5 (16.7%) who answer seldom, and 3 (10%) who answer never. It means that most of the students always use dictionary to find the suitable vocabularies.

Table IV.18
The Students Read Relevant Book Before They Determine the Generic Structure of Recount Text

Options	Alternative Answer	F	P
A	Always (4)	7	23.3%
B	Often (3)	6	20 %
C	Seldom (2)	12	40%
D	Never (1)	5	16.7%
	Total	30	100%

From the table above, there are 7 (23.3%) students who answer always, 6 (20%) who answer often, 12 (40%) who answer seldom, and 5 (16.7%) who answer never. Therefore, it can be concluded that most of the students seldom read relevant book before they determine the generic structure of recount text.

Table IV.19
The Students Do Creations during Producing a Recount Text

Options	Alternative Answer	F	P
A	Always (4)	11	36.7%
B	Often (3)	6	20%
C	Seldom (2)	9	30%
D	Never (1)	4	13.3%
	Total	30	100%

From the table above, there are 11 (36.7%) students who answer always, 6 (20%) who answer often, 9 (30%) who answer seldom, and 4 (13.3%) who answer never. It means that most of the students always do creations during producing a recount text.

Table IV. 20
The Students Recheck Their Recount Text Before They Collect It

Options	Alternative Answer	F	P
A	Always (4)	10	33.3%
B	Often (3)	12	40%
C	Seldom (2)	6	20%
D	Never (1)	2	6.7%
	Total	30	100%

From the table above, there are 10 (33.3%) students who answer always, 12 (40%) who answer often, 6 (20%) who answer seldom, and 2 (6.7%) who answer never. Therefore, it can be concluded that most of the students always recheck their recount text before they collect it.

Table IV.21
The Questionnaires' Recapitulation of Students' Learning Creativity

TABLE	OPTION							
	4		3		2		1	
	F	P	F	P	F	P	F	P
IV. 1	10	33.3%	12	40%	6	20%	2	6.7%
IV. 2	8	26.7%	8	26.7%	12	40%	2	6.7%
IV. 3	8	26.7%	15	50%	4	13.3%	3	10%
IV. 4	13	43.3%	7	23.3%	5	16.7%	5	16.7%
IV. 5	8	26.7%	10	33.3%	7	23.3%	5	16.7%
IV. 6	9	30%	6	20%	11	36.7%	4	13.3%
IV. 7	6	20%	14	46.7%	7	23.3%	3	10%
IV. 8	12	40%	9	30%	5	16.7%	4	13.3%
IV. 9	7	23.3%	7	23.3%	14	46.7%	2	6.7%
IV. 10	5	16.7%	10	33.3%	9	30%	2	6.7%
IV. 11	11	36.7%	9	30%	7	23.3%	3	10%
IV. 12	13	43.3%	5	16.7%	6	20%	6	20%
IV. 13	7	23.3%	7	23.3%	11	36.7%	5	16.7%
IV. 14	11	36.7%	9	30%	6	20%	4	13.3%
IV. 15	9	30%	5	16.7%	12	40%	4	13.3%
IV. 16	13	43.3%	5	16.7%	7	23.3%	5	16.7%
IV. 17	15	50%	7	23.3%	5	16.7%	3	10%
IV. 18	7	23.3%	6	20%	12	40%	5	16.7%
IV. 19	11	36.7%	6	20%	9	30%	4	13.3%
IV. 20	10	33.3%	9	30%	9	30%	2	6.7%
Total	115		130		231		144	

b. Interview

1. Questions for the Students

In this research, the writer did the interview in order to support the information about the students' learning creativity. The writer only asked 5 questions to each students and the writer only took 5 students from the first grade students of SMAN 4 Kabupaten Karimun. Because, in this research the function of interview just to support the data of students' learning creativity and the writer did the interview to convince the reader about the additional data of students' learning creativity. The writer only took 5 students in interview, it used because the writer thinks it was enough to collect the data of learning creativity, and the English teacher in that school suggest the writer to choose only 5 students as a sample. The questions are as follows:

1. What is your own way to write a recount text?
2. What is your effort to help you to be proficient in grammar, vocabulary and mechanics?
3. What is your solutions to helps you to solve the problem in using simple past tense, and putting the generate structure?
4. What is your alternative way to find the ideas in producing a recount text?
5. What is your favorite way to improve the content of your writing recount text?

Responses 1

1. Sometimes, I use my own way in writing a recount text, for example before I produce a recount I discuss the topic with my best classmates.
2. Usually, I ask my friend who masters English lesson about about grammar, vocabulary, and mechanics.
3. When I get the problem in writing a recount text, I ask my teacher and also my friend to get the best solution for my recount text.
4. Sometimes, when I have spare time, I find the ideas by reading magazines and I often browse the relevance information on the internet to support my recount text.
5. Usually, I do creations in the class during I produce a recount text, for example I do discussion about anything that related in writing recount text.

Responses 2

1. Yes I do, usually I create my own way to make me easier in producing recount text such as, I express my idea by drawing something.
2. To help me proficient in grammar, vocabulary and mechanics, I always ask my friend in small group discussions.
3. Usually, I solve my problem by sharing opinions with my friends and also my English teacher.
4. Actually, I find the ideas by searching the reliable information on the internet through my hand phone.

5. Sometimes, during I write a recount text I do some ways to support my writing such as drawing picture to express my idea, recheck my writing.

Responses 3

1. Actually, I use my own way in writing recount text, I do this strategy to make me easier in producing recount text.
2. To make me proficient in grammar, vocabulary and mechanics, usually I ask teacher about what I do not understand.
3. To solve my problem, sometimes I go to the library to find the relevance book.
4. Sometimes, I find the ideas through the internet, because in my school we have free wireless to search the information.
5. Actually, to improve my recount text I do creations in the class such as asking my friends who master in writing, sharing the ideas in small group discussions.

Responses 4

1. I always use my own way in producing a recount text for example, I make the situation will be relax during I write a recount text.
2. My effort is by making small group discussion, because by using this way I can ask anything that I do not understand about recount text.
3. Sometimes, I read English book or grammar's book to help me more understand about the language features of writing.
4. Usually, I find the ideas by reading the books or searching on the internet.

5. I create new things to improve my recount text like as revising my writing before collecting to my English teacher, in order to get best result of my recount text.

Responses 5

1. Actually, I often use my own way in writing recount text for example I write the text by using Indonesian language and then I translate into English language.
2. Usually, I ask my English lesson about the mechanics, for the language features I often review my note book.
3. To solve my problem during I produce the recount text, sometimes I use my dictionary to find the difficult words, I also ask my friend who master in English to recheck my writing.
4. I always find the ideas through the internet in the school.
5. Actually, I do anything to improve my recount text, such as review my note book to see the true generic structure, and I always write my recount text by seeing the example that given by my English teacher.

c. Writing Test

TABLE IV.22
The Students' Writing Score at the First Grade Students of SMAN 4
Kabupaten Karimun

Students Code	FINAL SCORE	CATEGORY
Student 1	74	Enough
Student 2	74	Enough
Student 3	62	Enough
Student 4	74	Enough
Student 5	52	Bad
Student 6	80	Good
Student 7	75	Good
Student 8	60	Enough
Student 9	61	Enough
Student 10	60	Enough
Student 11	72	Enough
Student 12	73	Enough
Student 13	63	Enough
Student 14	71	Enough
Student 15	77	Good
Student 16	83	Good
Student 17	82	Good
Student 18	77	Good
Student 19	81	Good
Student 20	71	Enough
Student 21	50	Bad
Student 22	80	Good
Student 23	81	Good
Student 24	79	Good
Student 25	61	Enough
Student 26	68	Enough
Student 27	79	Good
Student 28	67	Enough
Student 29	70	Enough
Student 30	72	Enough

TABLE IV.23

Percentage of Student's Ability in Writing Recount Text			
No	Category	Frequency	Percentage
1	Good	11	36.7%
2	Enough	17	56.7%
3	Less	2	6.6%
	Total	30	100%

From the table above, it can be concluded that the percentage of students' ability in writing recount text can be categorized into enough level. It can be seen from the result of students' ability in writing recount text, where there are about 56.7% students who have enough ability in writing recount text.

TABLE IV.24**Frequency of Students' Ability in Writing Recount Text**

Students' score	freuency
83 – 85	1
80 – 82	5
77 – 79	4
74 – 76	4
71 – 73	5
68 – 70	2
65 – 67	1
62 – 64	2
59 – 61	4
56 – 58	0
53 – 55	0
50 – 52	2

This table shows us that 1 student get 50 score for ability in writing recount text, 1 student gets 52, 2 students get 60, 2 students get 61, 1 student gets 62, 1 student gets 63, 1 student gets 67, 1 student gets 68, 1 student gets 70, 2 students get 71, 2 students get 72, 1 student gets 73, 3 students get 74, 1 student gets 75, and 2 students get 77, 2 students get 79, 2 students get 80, 2 students get 81, 1 student get 82, 1 student gets 83.

TABLE IV.24
The Result of Variable X and Y
SCORE

Students Code	Students' Learning Creativity	Students' Writing Ability
Student 1	76	74
Student 2	76	74
Student 3	74	62
Student 4	73	74
Student 5	41	52
Student 6	88	80
Student 7	69	75
Student 8	39	60
Student 9	41	61
Student 10	45	60
Student 11	63	72
Student 12	64	73
Student 13	51	63
Student 14	61	71
Student 15	89	77
Student 16	99	83
Student 17	88	82
Student 18	81	77
Student 19	95	81
Student 20	75	71
Student 21	45	50
Student 22	99	80
Student 23	92	81
Student 24	90	79
Student 25	58	61
Student 26	46	68
Student 27	80	79
Student 28	51	67
Student 29	64	70
Student 30	64	72
	$\sum X = 2077$	$\sum Y = 2067$

B. The Data Analysis

Based on the data presentation, the writer analyzed into two parts how was the students' learning creativity, how was students' ability in writing recount text, and the correlation between students' learning creativity and students' ability in writing recount text. This analysis was begun by analyzing statistic of student's learning creativity.

1. Analysis on Students' Learning Creativity

The mean score of the questionnaire, the computation is shown through the following table:

TABLE IV.25
Students' Learning Creativity

Score	F	FX
39	1	39
41	2	82
45	2	90
46	1	46
51	2	102
58	1	58
61	1	61
63	1	63
64	3	192
69	1	69
73	1	73
74	1	74
75	1	75
76	2	152
80	1	80
81	1	81
88	2	176
89	1	89
90	1	90
92	1	92
95	1	95
99	2	198
Total	N = 30	$\sum FX = 2077$

$$\begin{aligned} MX &= \frac{207}{33} \\ &= 69.23 \end{aligned}$$

The result of computation is 69.23. It is classify as middle level. Therefore the statistic of students' learning creativity at the first grade students of SMAN 4 Kabupaten Karimun can be classified as middle level.

2. Analysis on Students' Ability in Writing Recount Text

The mean score of the writing test, the computation is shown through the following table:

TABLE IV.26
Students' Ability in Writing Recount Text

Score	Frequency	FX
50	1	50
52	1	52
60	2	60
61	2	122
62	1	62
63	1	63
67	1	67
68	1	68
70	1	70
71	2	142
72	2	144
73	1	73
74	3	222
75	1	75
77	2	154
79	2	158
80	2	160
81	2	162
82	1	82
83	1	83
TOTAL	N = 30	$\sum FY = 2069$

$$\begin{aligned}MX &= \frac{2069}{30} \\ &= 70.96\end{aligned}$$

The result of computation is 68.96 it is classified as enough level.

This research was used to obtain the correlation between two variables namely: the students' learning creativity as the independent variable (X) and the students' ability in writing recount text as the dependent variable (Y). The writer used questionnaire to find out the students' learning creativity and test was used to find out students' ability in writing recount text.

The high correlation between variables was stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) does not influence high or low score of correlation coefficient, the sign only shows direction of correlation both of them.

3. Analysis on the Correlation between Students' Learning Creativity and Ability in Writing Recount Text

TABLE. 27
The correlation between learning creativity and ability in writing recount text at the first grade students of SMAN 4 Kabupaten Karimun

N0	Students	Students' learning creativity (X)	Category	Students' Ability in Writing Recount Text (Y)	Category
1	Student 1	76	High	74	Enough
2	Student 2	76	High	74	Enough
3	Student 3	74	Middle	62	Enough
4	Student 4	73	Middle	74	Enough
5	Student 5	41	Low	52	Bad
6	Student 6	88	High	80	Good
7	Student 7	69	Middle	75	Good
8	Student 8	39	Low	60	Enough
9	Student 9	41	Low	61	Enough
10	Student 10	45	Low	60	Enough
11	Student 11	63	Middle	72	Enough
12	Student 12	64	Middle	73	Enough
13	Student 13	51	Low	63	Enough
14	Student 14	61	Middle	71	Enough
15	Student 15	89	High	77	Good
16	Student 16	99	High	83	Good
17	Student 17	88	High	82	Good
18	Student 18	81	High	77	Good
19	Student 19	95	High	81	Good
20	Student 20	75	Middle	71	Enough
21	Student 21	45	Low	50	Bad
22	Student 22	99	High	80	Good
23	Student 23	92	High	81	Good
24	Student 24	90	High	79	Good
25	Student 25	58	Low	61	Enough
26	Student 26	46	Low	68	Enough
27	Student 27	80	High	79	Good
28	Student 28	51	Low	67	Enough
29	Student 29	64	Middle	70	Enough
30	Student 30	64	Middle	72	Enough

From the table above, it is necessary to conduct descriptive statistics by using

SPSS version 16.00. The calculation can be seen in the following table.

TABLE. 28
The Descriptive Statistics between Learning Creativity and Ability In Writing
Recount Text at the First Grade Students of SMAN 4
Kabupaten Karimun

Descriptive statistics	Learning Creativity	Writing
Mean	69.2333	70.9667
Std. Error of Mean	3.40712	1.62274
Median	71.0000	72.5000
Mode	64.00	74.00
Std. Deviation	1.86616E1	8.88813
Variance	348.254	78.999
Range	60.00	33.00
Minimum	39.00	50.00
Maximum	99.00	83.00
Sum	2077.00	2129.00

Based on the table IV.28, the writer can interpret that mean score in students' learning creativity is 69.2333, Median is 71.0000, mode is 64, 00, standard deviation is 1.86616E1, variance is 348.254, range is 60.00, minimum is 39.00, maximum is 99.00, and summation is 2077.00. While, mean of students' ability in writing recount text is 70.9667, median is 72.5000, mode is 74.00, standard deviation is 8.88813, variance is 78.999, range is 33.00, minimum is 50.00, maximum is 83.00 and summation is 2129.00.

TABLE. 29
Descriptive Statistics

Variable	Mean	Std. Deviation	N
Learning Creativity (X)	69.2333	1.86616E1	30
Ability in Writing Recount Text (Y)	70.9667	8.88813	30

The table above is descriptive statistics table, which show mean, standard deviation and N for each table. Mean of students' learning creativity score is 69.2333 and it is dealing with the table of students' classification score categorized into middle level. Mean of students' ability in writing recount text score is 70.9667 and it is dealing with the table of students' classification score categorized into enough level. Standard deviation of learning creativity is 1.86616E1 and ability in writing recount text is 8.88813, while, N = 30 shows the total of respondents which is analyzed for each variable.

In getting the data analyses of the correlation between students' learning creativity and ability in writing recount text, the writer used SPSS 16.00, and in analyzing the correlation both of them, the writer used nonparametric correlations especially for spearman's rho, it was used because the data consisted ordinal and interval.¹

TABLE. 30
The Correlation between Student's Learning Creativity and Ability in Writing
Recount Text
Nonparametric Correlations

Correlations				
			Creativity	Writing
Spearman's rho	creativity	Correlation Coefficient	1.000	.926**
		Sig. (2-tailed)	.	.000
		N	30	30
	writing	Correlation Coefficient	.926**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

¹ Hartono. *Loc.cit*

From the Table IV.29 above, the variable of correlation coefficient of the students' learning creativity and their ability in writing recount text = 0.926, sig. (2tailed) = 0.000, the interpretation is as follows:

1. The score of correlation coefficient 0.926 ($0.377 < 0.926 > 0.496$) in significant standard 5% and 0.496 in significant standard 1% (see table spearman's' Rho in the Appendix 4). It means that H_a is accepted which indicates that there is a high correlation between students' learning creativity and ability in writing recount text. It is stated by Cohen and Manion (1994) In Jhon W Creswell.²
2. The probability score or sig. (2- tailed) is $0.000 < 0.05$. It means that H_a is accepted. On the other word, there is significant correlation between students' learning creativity and ability in writing recount text.
3. The outputs above show that there is a sign means that there is significant correlation between students' learning creativity and ability in writing recount text.

Direction of correlation between two variables is positive. It means that the higher students' learning creativity is the higher their ability in writing recount text will be. On the contrary, the lower the students' learning creativity, lower their ability in writing recount text will be.

² Creswell. Jhon. Educational Research. *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (United States: Pearson Education, 2008). P.365

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The topic of this study is the correlation between students' learning creativity and their ability in writing recount text. The research contains two variables, namely; independent variable, students' learning creativity (X) and dependent variable, the ability in writing recount text (Y).

Regarding the formulation of the problem in this paper, the conclusion can be summarized as follows:

1. Students' learning creativity at the first grade students of SMAN 4 Kabupaten Karimun is categorized into middle level. Based in the analysis, it was found that the mean score of students' learning creativity is 69.2333
2. Students' ability in writing recount text at the first grade students of SMAN 4 Kabupaten Karimun is categorized into enough level because the mean score of ability in writing recount text is 70.9667.
3. The spearman's rho correlation of this research is 0.926, means that the correlation level is a high correlation. Since the value is positive, it can be called a positive correlation where the two variables are parallel. It means that both of the variables have the same direction. A change of an variable X would be followed by the change in variable Y. If the students' learning creativity is increased, the students' ability in writing recount text will be increased too.

B. Suggestion

Based on the result of the research, the writer found that both of the variables are in the average level where the students got middle level on learning creativity and average students also got enough categories for ability in writing recount text. It seems that both of the variables are correlated each other. The writer believes that there is a possibility that if the students increase their learning creativity in the process of producing recount text, their ability in writing would be increased too. In order to reach this, the writer would like to give some suggestions as follows:

1. It is stated in the conclusion above that if the students' learning creativity is increased, the students' ability in writing recount text mastery would be increased too. It needs to be considered by the English teachers who would like to increase their students' learning creativity by doing some creations in the process of producing recount text. Because of the ability in writing recount text is increased, the other language skills such as speaking, reading, and listening will be influenced.
2. This is the responsibility of the candidate of English teachers in the future to pay more attention on the learning creativity and the ability in writing recount text of the students in order that they can reach the target of the teaching.

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Appendix 1

QUESTIONNAIRE

NAME :

CLASS :

Instruction:

1. This questionnaire is only for research purpose
 2. This questionnaire just wants to know about your learning creativity in writing recount text.
 3. Give across a, b, c, or d in accordance your opinion
 4. Thank you for your kindness in answering this questionnaire
-
-

1. I make pre writing before I write a recount text
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
2. I collect the ideas by watching television, looking the internet and listening the radio before I write a recount text
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
3. I ask my friend about language features when I write a recount text
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
4. I choose the idea which I like to develop into writing and know about the idea
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
5. I choose easy topic for my recount text which I like to develop into writing and know about the idea
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never

6. I write whatever I know about the topic in a piece of paper
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
7. I create new things in my recount text after I get some ideas in relevance book
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
8. I draw some pictures to express my ideas in writing a recount text
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
9. I choose the information which is available to develop into writing a recount text
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
10. I do writing based on the information which I have chosen before
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
11. I do correcting for my recount text before another people do revision
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
12. I ask my friends to revise my recount text
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
13. I revise each sentence which has mistakes
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
14. I draw picture to accompany my own writing
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
15. I use my own way to produce a recount text
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never
16. I make small group to explore the ideas in writing a recount text
 - a. Always
 - b. Often
 - c. Seldom
 - d. Never

17. I use dictionary to find the suitable vocabularies

- a. Always b. Often c. Seldom d. Never

18. I read relevance book before I determine the generic structure of recount text

- a. Always b. Often c. Seldom d. Never

19. I do creations during produce a recount text

- a. Always b. Often c. Seldom d. Never

20. I recheck my recount text before I collect it

- a. Always b. Often c. Seldom d. Never

Appendix 2

Written Test

Please write a recount text, you may choose from the three types of recount text (personal recount, factual recount or imaginative recount). You may choose some topics below:

- a. my holiday
- b. my unforgettable memory
- c. my birthday party yesterday
- d. my vocation
- e. field trip to the beach
- f. The history of wedus gembel.

Appendix 3

Interview

The writer only asked 5 questions to each students and the writer only took 5 students from the first grade students of SMAN 4 Kabupaten Karimun. The questions are as follows:

1. Do you use your own way to produce a recount text?
2. What is your effort to help you to be proficient in grammar, vocabulary and mechanics?
3. Do you make something that help you to solve the problem in using simple past tense, and putting the generate structure?
4. Do you find the ideas by reading magazines, newspapers, books, listening the radio, watching the television, or even through internet when you producing a recount text?
5. Do you create new thing to improve your recount text?

Appendix 5
RATER 1

Students Code	Score					Final Score
	Content	Organization	Vocabulary	Language use	Mechanics	
Student 1	22	15	15	18	4	74
Student 2	20	16	15	14	5	70
Student 3	19	12	12	16	4	63
Student 4	20	20	18	12	5	75
Student 5	17	17	11	10	4	59
Student 6	20	18	15	20	3	77
Student 7	20	18	19	16	6	79
Student 8	20	15	15	12	4	66
Student 9	18	15	14	13	5	65
Student 10	18	15	14	15	4	66
Student 11	20	16	15	16	5	72
Student 12	24	15	17	17	4	77
Student 13	16	10	12	18	4	60
Student 14	23	15	15	13	4	70
Student 15	23	16	15	15	5	74
Student 16	22	18	18	20	5	83
Student 17	25	17	16	22	4	84
Student 18	23	14	14	17	4	72
Student 19	23	16	18	18	5	80
Student 20	20	18	14	12	6	70
Student 21	17	9	9	8	3	46
Student 22	23	18	16	12	5	74
Student 23	23	18	14	18	5	80
Student 24	25	14	16	13	5	73
Student 25	17	13	11	8	4	53
Student 26	22	16	14	14	4	71

Student 27	22	15	18	16	5	76
Student 28	22	14	14	12	3	65
Student 29	21	15	14	15	5	70
Student 30	19	15	15	16	5	70

Pekanbaru, April 2011

Jhonri Kasdi, S.Pdi

Rater 1

RATER 2

Students Code	Score					Final Score
	Content	Organization	Vocabulary	Language use	Mechanics	
Student 1	22	15	15	18	4	74
Student 2	20	16	15	14	5	70
Student 3	19	12	12	16	4	63
Student 4	20	20	18	12	5	75
Student 5	17	17	11	10	4	59
Student 6	20	18	15	20	3	77
Student 7	20	18	19	16	6	79
Student 8	20	15	15	12	4	66
Student 9	18	15	14	13	5	65
Student 10	18	15	14	15	4	66
Student 11	20	16	15	16	5	72
Student 12	24	15	17	17	4	77
Student 13	16	10	12	18	4	60
Student 14	23	15	15	13	4	70
Student 15	23	16	15	15	5	74
Student 16	22	18	18	20	5	83
Student 17	25	17	16	22	4	84
Student 18	23	14	14	17	4	72
Student 19	23	16	18	18	5	80
Student 20	20	18	14	12	6	70

Student 21	17	9	9	8	3	46
Student 22	23	18	16	12	5	74
Student 23	23	18	14	18	5	80
Student 24	25	14	16	13	5	73
Student 25	17	13	11	8	4	53
Student 26	22	16	14	14	4	71
Student 27	22	15	18	16	5	76
Student 28	22	14	14	12	3	65
Student 29	21	15	14	15	5	70
Student 30	19	15	15	16	5	70

Pekanbaru, April 2011

Kurnia Budiarti, M.Pd

Rater 2

Appendix 4

TABEL KOEFISIEN KORELASI RHO TARAF

SIGNIFIKAN 5% DAN 1%

N	5%	1%
5	1.000	-----
6	0,886	1.000
7	0.786	0.929
8	0.738	0.881
9	0.683	0.833
10	0.648	0.794
12	0.591	0.777
14	0.544	0.715
16	0.506	0.665
18	0.475	0.625
20	0.450	0.591
22	0.428	0.562
24	0.409	0.537
26	0.392	0.515
28	0.377	0.496
30	0.364	0.478

Appendix