THE CORRELATION BETWEEN STUDENTS' CREATIVITY AND THEIR RECOUNT TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMPN 2 TERUSAN NUNYAI LAMPUNG TENGAH IN 2017/2018 ACADEMIC YEAR

An Undergraduate Thesis

Submitted as Partial Fulfillment of Requirement for S-1 Degree

By

GANDA HERDIANSYAH

NPM 1311040240
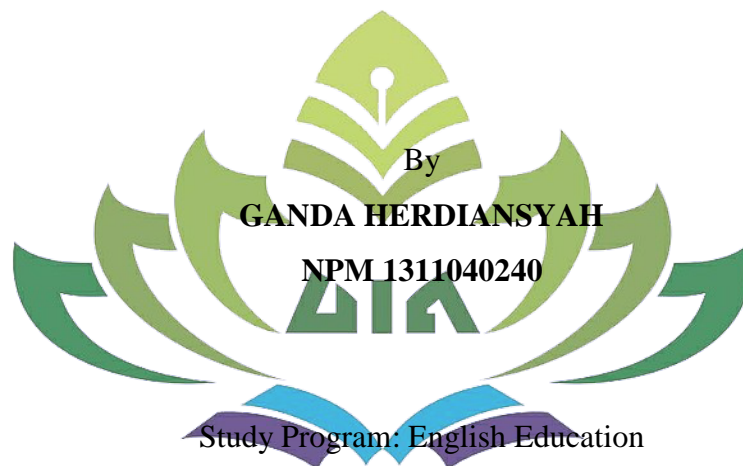
Study Program: English Education

TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC UNIVERSITY

LAMPUNG

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' CREATIVITY AND THEIR RECOUNT TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMPN 2 TERUSAN NUNYAI LAMPUNG TENGAH IN 2017/2018 ACADEMIC YEAR

By

GANDA HERDIANSYAH

English is an international language which is used in many countries, either as foreign language, second language, or first language. In teaching and learning process in the class, there were a lot of students who found difficulties in writing. One of troubles faced by the students in writing was low of creativity. That was why the objective of this research was to know whether or not there was a correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 1 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

In this research, the research methodology was correlational research design. The population were 150 eighth graders. In determining the sample from the population, cluster random sampling applied. Then, the sample taken were 60 students. While in collecting the data, the essay test used which included creativity test consisted of 6 items and writing test consisted of 1 item in form of written text. The tests were done tryout first in order to know the validity, reliability, and readability of the instrument in tryout class which consisted of 30 students. After collecting the data, the data were analyzed by using SPSS *(Statistical Package for Social Science)* 16.0 for normality, linearity, and hypothetical test.

After analyzing the data in hypothetical test, it shows that value of significant generated Sig. (P_{value}) = 0.000 < α = 0.05. It means that alternative hypothesis (H_a) is accepted. In other words, there is a correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

Keywords: *Correlation Study, Creativity, Recount Text, Writing Ability*

DECLARATION

I hereby declare that this undergraduate thesis entitled "The Correlation between Students' Creativity and Their Recount Text Writing Ability at the Second Semester of the Eighth Grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 Academic Year" is completely my own work. I am fully aware that i had quoted some statements and theories from various sources and they are properly acknowledged in this undergraduate thesis.

Bandar Lampung, October 16 2018
Writer

Ganda Herdiansyah
NPM. 1311040240

APPROVAL

Title : THE CORRELATION BETWEEN STUDENTS' CREATIVITY AND THEIR RECOUNT TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMPN 2 TERUSAN NUNYAI LAMPUNG TENGAH IN 2017/2018 ACADEMIC YEAR

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ADMISSION

An undergraduate thesis entitled: **THE CORRELATION BETWEEN STUDENTS' CREATIVITY AND THEIR RECOUNT TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHT GRADE AT SMPN 2 TERUSAN NUNYAI LAMPUNG TENGAH IN 2017/2018 ACADEMIC YEAR** by: **GANDA HERDIANSYAH, NPM: 1311040240, Study Program: English Education** was tested and defended in the examination session held on Wednesday, November 7th, 2018.

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MOTTO

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بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

وَلَوۡ أَنَّمَا فِى ٱلۡأَرۡضِ مِن شَجَرَةٍ أَقۡلَٰمٌ وَٱلۡبَحۡرُ يَمُدُّهُ مِنۢ بَعۡدِهِۦ سَبۡعَةُ أَبۡحُرٍ مَّا نَفِدَتۡ كَلِمَٰتُ ٱللَّهِ إِنَّ ٱللَّهَ عَزِيزٌ حَكِيمٌ ۝

</div>

"And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom."[1] (QS. Luqman: 27)

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[1]Abdullah Yusuf Ali, *The Holy Qur'an,* (King Fahd Holy Qur'an Printing Complex, 1987), p. 204.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Baheram, S.Pd and Mrs. Ida Kemala, who always support me with pray for my success.

2. My beloved grandmother, Mrs. Rastina, who always gives me a lot of motivation for my life.

3. My beloved brothers, Deri Herdawan, M.Pd and Taufiq Bramayuda, and also my sister-in-law, Tresia Novianti, M.Pd, who always help me in completing this thesis.

4. My beloved lecturers and Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the writer is Ganda Herdiansyah. He was born in Tulang Bawang on May 31th, 1995. He is the second child from three children of a couple named Mr. Baheram and Mrs. Ida Kemala. His brothers named Deri Herdawan and Taufiq Bramayuda.

The writer began his study at TK Islam Lampung Tengah in 2001 and graduated in the same year. Then, he continued his study to SDN 6 Mulya Asri Tulang Bawang Barat for 6 years. After graduating from elementary school, he studied at SMPN 1 Tulang Bawang Tengah Tulang Bawang Barat and graduated in 2010. In the same year, he continued the study to SMAN 1 Tumijajar Tulang Bawang Barat for 3 years. After finishing his study in senior high school, he decided to study at UIN Raden Intan Lampung in English Education Study Program of Tarbiyah and Teacher Training Faculty in 2013.
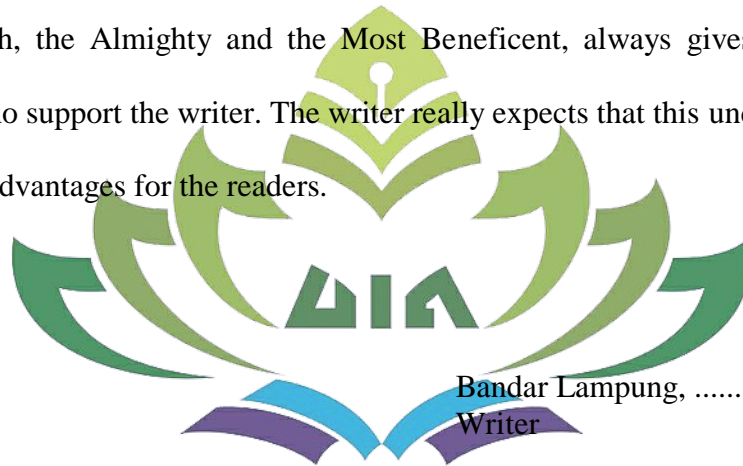
ACKNOWLEDGEMENT

First of all, praise to Allah, the Almighty and the Most Beneficent, who always gives blessing to the writer for completing this undergraduate thesis. May shalawat and salam still be poured out to Prophet Muhammad SAW who has brought us from the darkness to the lightness.

In accomplishing this undergraduate thesis, the writer obtained so many helps, supports, and valuable things. Therefore, the writer would sincerely thank to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

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May Allah, the Almighty and the Most Beneficent, always gives blessing for all people who support the writer. The writer really expects that this undergraduate thesis can give advantages for the readers.

Bandar Lampung, ... 2018
Writer

Ganda Herdiansyah
NPM. 1311040240

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Siahaan stated language is a set of rules by human as a tool of communication[1]. It means language is used by all people in the world. Additionally, Rivers said that language is a means by which human being communicate with each other[2]. Without language, it is impossible for everyone to make interaction. Thus, it is very important to learn language for making a good relationship with other people.

Every country has its own language. One of the languages is English. English is used by all countries as international language. As an international language, English is learned by all people in order to communicate globally. As stated by Richards and Rodgers that today, English is the world's most widely studied foreign language[3].

In learning English, there are four skills that must be known by the learners. They are listening, reading, speaking, and writing. Each skill has a different level of difficulty.

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[1]Sanggam Siahaan, *The English Paragraph,* (Yogyakarta: Graha Ilmu, 2008), p. 1.
[2]W. Rivers, *Teaching Foreign Language Skill,* (2nded.), (Chicago: University Press, 1978), p. 83.
[3]Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching,* (Cambridge: Cambridge University Press, 1986), p. 1.

According to Richards and Renandya, writing is the most difficult skill[4]. Moreover, Pleugur said writing is often thought as the most difficult of four skills, because learners have difficulty in improving their performance and they are not sure how to do so[5]. It means in order to achieve good grade in writing, two different abilities are required, which are less important in speaking, reading, listening and they are attention to detail and good spelling.

According to Raimes, writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentences and paragraphs by using eyes, brains, and hands[6]. It means that writing is an activity to communicate between the writer and the reader in written form. In line with Raimes, Nation said that most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing[7]. So, in writing, the writer not only thinks himself about what he writes, but also his writing will be read by others. Thus, the writer conveys the message to the reader through writing.

Writing is not only about telling what on a mind to the form of writing, but also as a thinking process. The process consists of two steps. The first, you figure out your

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[4]Jack C. Richards and Willy A. Renandya (ed.), *Methodology in Language Teaching,* (New York: Cambridge University Press, 2002), p. 303.

[5]Jan Pleuger, *How to Teach Modern Languages and Survive,* (New York: Cromwel Pres,Ltd, 2001), p. 155.

[6]Ann Raimes, *Technique in Teaching Writing,* (New York: Oxford University Press, 1983), p. 3.

[7]I. S. P. Nation, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge, 2009), p. 94.

meaning. The second, you put into language[8]. Raimes stated that there are many elements that should be considered and noticed in producing a piece of writing, for examples content, grammar, syntax, mechanics, organization, word choice and so forth[9]. It can be said that writing process is a complex process. First, we must generate idea which is something difficult. After that, we are pouring it into writing. There are many things to consider, such as content, grammar, vocabulary, and so on. So, writing does not express idea spontaneously. But, it should be thought carefully first what will be written.

Writing is one of the most important skill in English. It starts from junior high school to senior high school with the aim to improve the habit in writing early on. As Weigel said that writing is an important of the curriculum in school from the earliest grade[10]. But, in fact, the achievement of writing is not as expected because of the complexity of writing process.

Based on the preliminary research conducted at SMPN 2 Terusan Nunyai Lampung Tengah by interviewing Mrs. Eva Nuraeni as the English teacher of the eighth grade, it was found that students' writing ability of the eighth grade was still low. To know the source of the problem, the teacher was interviewed. According to the teacher, this happened because of lack of students' creativity in writing and also lack of

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[8]H. Douglas Brown, *Teaching by Principles - An Interactive Approach to Language Pedagogy,* (2nd ed.), (San Francisco: Longman, 2000), p. 336.

[9]Ann Raimes, *op. cit.,* p. 6.

[10]Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.5.

vocabulary mastery. She also said there are still many students who have not been able to write, whereas students' interest in writing is good enough[11].

The interview was not only with the teacher, but also with some students. The result was students still have difficulty in writing. They said that the difficulties they face when writing are they hard in making the words from every verse, paragraph, language, they must use effective language, they cannot express what on their mind, and they hard to make an interesting story[12].

The real evidence of those problems can be seen from their writing score. Most of them had not reached the criteria of minimum mastery (KKM) of the school, that was 78. It can be seen in Table 1.

Table 1
The Students' Writing Score of Recount Text at the Eighth Grade of SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 Academic Year

KKM	Class					Total	Percentage
	VIII A	VIII B	VIII C	VIII D	VIII E		
<78	16	14	15	16	16	77	51.33%
≥78	14	16	15	14	14	73	48.67%
Total	30	30	30	30	30	150	100%

Source: Mrs. Eva Nuraeni

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[11]Eva Nuraeni, The English Teacher of SMPN 2 Terusan Nunyai Lampung Tengah, on November 2017.

[12]Elfina Nova Riana, et.al., The Students at the Eighth Grade of SMPN 2 Terusan Nunyai Lampung Tengah, on November 2017.

Based on Table 1, it could be known that students who reached the criteria of minimum mastery (KKM) were not more than 50%. It meant there were more students who did not pass than passed. There were 73 (48.67%) students who passed from 150 (100%) students while the rest was 77 (51.33%) students did not pass. It showed that there were still students whose difficulty in writing.

Seeing the answers of interview from the teacher and the students, and also the result of the students' writing, the first problem that appears must be related to generate meaning to express. It is probably that the problems faced by the students in writing are related to creativity. According to Plucker, Beghetto, and Dow, creativity is the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context[13]. Guilford also said that the ability of an individual to generate several novel and unique ideas in response to a problem, as a core cognitive element of creativity[14]. It means creativity represents something different, new, or innovative. From the quotation, it can be seen that creativity is closely related to students' ability in create ideas to write.

Seen from those definitions of writing and creativity, it can be said that writing and creativity relate to each other as productive skill. It is supported by theory of

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[13]Jonathan A. Plucker, Ronald A. Beghetto, and Gayle T. Dow, "Why Isn't Creativity More Important to Educational Psychologists? Potentials, Pitfalls, and Future Directions in Creativity Research", Vol. 39(2), 2004, p. 90.

[14]J. P. Guilford, "Three Faces of Intellect", Vol. 14, 1959.

Rababah, et. al. who said that writing and creativity have a very close and mutual relationship[15]. Because the higher creativity, the better writing. A good writing can be made after going through a long process, likewise with the creativity. Creativity will develop by itself while trying to create something new. Because both of them are trying to create something new, then writing and creativity can be called as productive skill.

The relationship between creativity and writing can be seen on the previous research. One of them is Rababah, et. al. They conducted a research in Jordan which aim to measure the level of creativity in English writing among Jordanian secondary school students. The result of the research shows that the students are in the moderate level of creativity. The percentage are 65% of students are in the moderate level, 19% fall into the low level, and only 16% fall into the high level[16].

Concerning the problems, it needs to find out the relationship between writing and creativity. In the same way, it also needs to reveal the theory proposed by Rababah et. al. Therefore, conducted a research entitled "The Correlation between Students' Creativity and Their Recount Text Writing Ability at the Second Semester of the Eighth Grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 Academic Year".

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[15]Luqman M. Rababah, et. al., "The Level of Creativity in English Writing among Jordanian Secondary School Students", Vol. 10, 2013, p. 25.
[16]*Ibid.*

B. Identification of the Problem

Based on the background of the problem, the problems identified as follows:

1. The creativity of the students in writing was still low.

2. The students still had difficulty in mastering vocabulary, verse, paragraph, and using effective language.

3. The students' recount text writing ability was still low.

4. The students could not express what on their mind to create interesting story.

C. Limitation of the Problem

Based on the identification of the problem, the focus of the research on the correlation between students' creativity and their personal recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

D. Formulation of the Problem

Based on the limitation of the problem, the formulation of the problem as follows:

Is there any correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year?

E. Objective of the Research

Based on the formulation of the problem, the objective of the research is to know whether or not there is a correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

F. Uses of the Research

There are some uses of the research as follows:

1. Theoretically, this research tries to give the contribution in teaching learning process and also to verify the previous theories about the correlation between students' creativity and their writing ability. Moreover, the finding of this research hopefully become as a logical consideration for the next research.

2. Practically, the result of this research can be made as an information for English teacher to make an improvement to the students' creativity and their recount text writing ability while for the students to minimize their weaknesses in English in order to make their English better.

G. Scope of the Research

In this research, the scope of the research determined as follows:

1. Subject of the research

The subjects of this research were the students at the eighth grade.

2. Object of the research

The object of this research was the students' creativity and their recount text writing ability.

3. Place of the research

This research was conducted at SMPN 2 Terusan Nunyai Lampung Tengah.

4. Time of the research

This research was conducted at the second semester in 2017/2018 academic year.
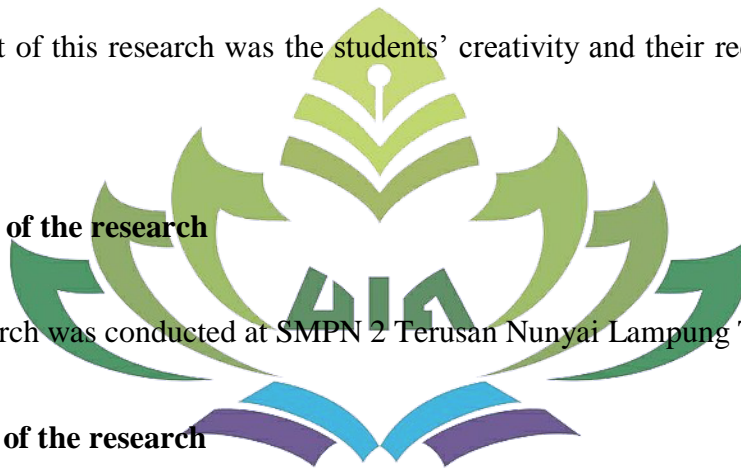
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Concept of Creativity

Barron as cited in Munandar defined creativity is the ability to bring something new into existence[1]. The production of something new is included in almost all the definitons given by those who investigated creative behavior. Producing in this context means not only producing new ideas, but also useful for the individual and society. Similar explanation can be found from Feldhausen and Westby as cited in Dörnyei. They stated that creativity is the production of ideas, problem solutions, plans, works of art, musical compositions, sculptures, dance routines, poems, novels, essays, designs, theories, or devices that at the lowest level are new and of value to the creator and at the highest level are recognized, embraced, honored, or valued by all or large segments of society[2]. Here is given the example of creativity production which can be in many forms but the focus is still on production of ideas.

In addition, Sefertzi said creativity is the generation of new ideas or the recombination of known elements into something new, providing valuable solutions

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[1]Sukarni Catur Utami Munandar, *Creativity and Education,* p. 27.
[2]Zoltán Dörnyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition,* (New Jersey: Lawrence Erlbaum Associates, 2005), p.203.

to a problem[3]. According to Boden, it all can be done in a way combinational (new combinations of familiar ideas), exploratory (the generation of new ideas by the exploration of structured concepts), and transformational (the transformation of some dimension of the structure, so that new structures can be generated)[4]. This is grounded in everyday capacities such as the association of idea, reminding, perception, analogical thinking, searching a structured problem-space, and reflecting self-criticism.

Furthermore, Kaufman as cited in Rosen and Mosharraf stated that creativity is the development of a novel product, idea, or problem solution that is of value to the individual and/or the larger social group[5]. This means to develop something new that already exist by using new way with the aim to be useful for ouselves and others.

According to those theories, it can be concluded that the definition of creativity is the ability to produce or to generate something new that is different than before, and to develop something that is already exist to be new by combining elements using a new concept with the aim to generate new ideas, new problem solutions, new products, etc. which is useful to ourselves and societies.

Those are definitions of creativity in general not creativity in term of writing. The definition of creativity in term of writing defined by Ramet as having the power to

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[3]Eleni Sefertzi, *Creativity,* (2000), p. 2.

[4]Margaret A. Boden, "Creativity and Artificial Intelligence", Vol. 103, 1998, p. 348.

[5]Yigal Rosen and Maryam Mosharraf, *Online Performance Assessment of Creativity Skills: Findings from International Pilot Study,* (Singapore: Pearson, 2014), p. 2.

create an imaginative, original literary production or composition and can be applied to a very broad spectrum of writing genres[6]. It means the ability to create writing with different styles that have not existed before. It is supported by Malloch who said that creative writing as trying to change the state of affairs by creating something new in a new way or even attempting to mould the public opinion or attitude by writing about the state of affairs in an original style with a skillful use of words and expressions[7]. It means that thinks critically and reshapes something known into something that is different and original.

B. Concept of Creative Writing

According to Milton and MacKenzie, creative writing is writing that expresses ideas and thoughts in an imaginative way, using emotion, passion, and magic[8]. Emotion here means writing emotionally. Then passion is defined as encouragement when writing. Whereas magic is the books used as references for writing.

Meanwhile, Mason stated that creative writing is an open and imaginative form of writing in which the writer freely expresses their unique thoughts and feelings[9]. This done by the writer in order to keep the experience, to share the experience, and to contribute the experience to mental and physical health.

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[6]Adele Ramet, *Creative Writing: How to Unlock Your Imagination, Develop Your Writing Skills – and get published,* (Oxford: How To Books Ltd, 2007), p. 11.

[7]Donglas Malloch, *Advanced Introduction to Creative Writing,* p. 1.

[8]Nina Milton and Vicky MacKenzie, *Foundations: Creative Writing,* (OCA, 2016), p. 11.

[9]John Mason, *Creative Writing,* (Queensland: ACS Distance Education), p. 6.

Furthermore, Raines defined that creative writing is a way to express in new and exciting ways[10]. It means creative writing is one place where expressing uses imagination in written form.

Additionally, Marshall said creative writing is the use of written language to conceptualise, explore and record experience in such a way as to create a unique symbolisation of it[11]. Symbol is the end product of the process of personal decomposition, randomization, and rearrangement of experience.

Based on those theories, it can be concluded that creative writing is an imaginative form of writing in which the writer expresses the ideas, the thoughts, and the feelings. It can be writing that have never existed before (original) or writing with variations of writing style.

C. **Aspect of Creativity**

In creativity, there are several aspects that can serve as the indicators whether someone is considered creative or not. There are three aspects of creativity in verbal forms as stated by Torrance, namely fluency, flexibility, and originality.

1. Fluency refers to the number of different ideas one can produce[12]. Fluency implies understanding, not just remembering information that is learned.

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[10]Kristan Raines, *How to Teach Creative Writing,* p. 11.
[11]Sybil Marshall, *Creative Writing,* (London: Macmillan, 1974), p. 7.
[12]Luqman M. Rababah, et. al., *loc. cit.*

2. Flexibility refers to the variety of ideas one produces[13]. It involves the ability to see things from different points of view, to use many different approaches or strategies. It was expected that the more creative persons will show more variety in the form of sentence, in use of sentence as well as in length of sentence. The two content categories are the use of imagination and fantasy. These two categories as characteristics of flexibility in ideas.

3. Originality refers to how unusual are the ideas one produce[14]. It involves synthesis or putting information about a topic back together in a new way. The criteria of originality include originality in theme, solution or ending, and style of writing. Humor was included as another component of originality. The last component of originality is 'the use of invented words or names'.

In conclusion, there are three aspects of creativity. Those aspects are fluency, flexibility, and originality.

D. Measurement of Creativity

There are many types of creativity tests that have been developed by experts. One of them is Torrance who made the TTCT (Torrance Test of Creative Thinking). He designed the test in order to measure three aspects of creativity in verbal forms which are fluency, flexibility, and originality with words. The verbal subtest mentioned as the following:

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[13]*Ibid.*
[14]*Ibid.*

1. **Asking**

In this test, a subject asks as many questions as they can about a given picture[15]. The Asking activity reveals the subject's ability to sense what a subject is unable to discern by looking at a picture and to ask questions to fill in gaps in knowledge. Curiosity is the indispensable element of inquiry and scientific creativity. The purpose of this test is to measure the fluency[16]. Time allowance of five minutes are fixed for this test. A subject's score on this test is the total number of questions made.

2. **Guessing Causes**

The Guessing Causes test requires the subject to try guessing as many as possible causes for a pictured action[17]. The Guessing Causes activity is designed to reveal a subject's ability to formulate cause. This test is also a measure of fluency[18]. The time limit for doing this test is five minutes. The score given to the subject is the total number of causes produced.

3. **Guessing Consequences**

For this test, a subject has to try guessing as many possible consequences for a pictured action[19]. The Guessing Consequences activity is designed to reveal a

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[15]James C. Kaufman, *Creativity 101,* (New York: Springer Publishing Company, 2009), p. 16.
[16]I Wayan Redhana, "Pengembangan Tes Keterampilan Berpikir Kreatif", Vol. 48(1-3), 2015, p. 30.
[17]James C. Kaufman, *loc. cit.*
[18]I Wayan Redhana, *loc. cit.*
[19]James C. Kaufman, *loc. cit.*

subject's ability to formulate effect. This test is to measure the fluency[20]. The time allowance for this test is five minutes. The scoring is the total number of consequences guessed.

4. Product Improvement

In this test, the subject is asked to make changes to improve a toy as many improvements as he can which would makes the toy 'more fun to play with'[21]. This activity taps the subject's ability to develop and play with ideas. This test is to measure originality[22]. A ten minutes per item time allowance is given for this test. The score of the subject is the total number of improvements made.

5. Unusual Uses

The subject of this test is asked to think of many different possible uses for an ordinary item[23]. This test is to measure the flexibility of minds[24]. The time limit is ten minutes. The score is the total number of different types of responses not including the common use for which the object is intended.

6. Just Suppose

In this test, a subject is asked to "just suppose" that an improbable situation has happened (a made-up example might be, "what if elephants could talk?"), and then

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[20]I Wayan Redhana, *loc. cit.*
[21]James C. Kaufman, *loc. cit.*
[22]I Wayan Redhana, *loc. cit.*
[23]James C. Kaufman, *loc. cit.*
[24]I Wayan Redhana, *loc. cit.*

list the various ramifications[25]. This test is to measure the fluency[26]. Ten minutes of time limit is given for this test. The score is determined by the number of different possibilities produced.

So, There are six tests to measure aspect of creativity. The tests are asking, guessing causes, guessing consequences, product improvement, unusual uses, and just suppose.

E. Concept of Writing

Kinneavy as cited in Clark said that writing is an act of communication between writer and audience[27]. Audience here is the reader. Audience reads what is written with the intention to find out what is to be conveyed by the writer. This activity is usually done by using paper as the medium.

Moreover, Bazerman and Prior stated writing is a process of inscription, of inscribing text onto or into some medium[28]. Generally, people think that writing is only on paper, but the fact is there are many other media like writing text on t-shirt, wall, blackboard, whiteboard, body, and so on. Meanwhile, the tools of writing include pencil, pen, chalk, marker, stone, and others.

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[25]James C. Kaufman, *loc. cit.*

[26]Sukarni Catur Utami Munandar, *op. cit.,* p. 89.

[27]Irene L. Clark, *Concepts in Composition: Theory and Practice in the Teaching of Writing,* (New Jersey: Lawrence Erlbaum Associates, 2003), p. 7.

[28]Charles Bazerman and Paul Prior, ed., *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices,* (New Jersey: Lawrence Erlbaum Associates, 2004), p. 168.

Furthermore, according to Randaccio, writing is the production of a text which shows creativity and individual expression[29]. This means writing can be used as a tool for expression to show the personality of the writer. Not only showing the personality, but also the creativity through writing.

In addition, Yule defined writing as the symbolic representation of language through the use of graphic signs[30]. This system is hard to learn without hard work. There are many people who do not master it even though the language used by them has a good writing system.

Based on those theories of writing, it can be concluded that writing is an act of communication between writer and reader by using paper as a medium. Writing is not only used for communication, but also for expression. We can share our idea, feeling or anything that exist in our mind.
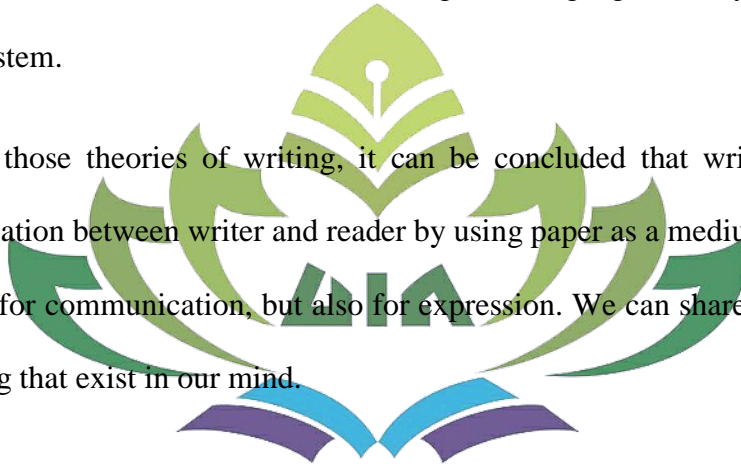
F. Process of Writing

Writing as a process does not just happen. To produce a good writing, there are several stages that must be passed. The stages are prewriting, planning, and revising[31].

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[29]Monica Randaccio, "Writing Skills: Theory and Practice", No. 7, 2013, p. 58.
[30]George Yule, *The Study of Language,* (4th ed.), (New York: Cambridge University Press, 2010), p. 212.
[31]Alice Oshima and Ann Hogue, *Writing Academic English,* (3rd ed.), (New York: Longman, 1999), p. 3.

1. Prewriting

Prewriting is the period when get ready to write - gathering information, organizing ideas, identifying audience and purpose, and selecting genre[32]. There are two steps in this stage:

a. Choosing and narrowing a topic

The first step of prewriting is to narrow the subject of the paragraph to a specific focus so that can write about it clearly and completely.

b. Brainstorming

After choosing a topic and narrowing it to a specific focus, the next prewriting step is generating ideas. This is done by a process called brainstorming. This means 'storm' or search for ideas.

2. Planning

In the planning stage, organizing the ideas which is generated into an outline. There are three steps in the planning stage:

a. Making sublists

The first step toward making an outline is to divide the ideas in the list further into sublists and to cross out any items that do not belong or that are not useable. The

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[32]Vicki Urquhart and Monette Mclver, *Teaching Writing in the Content Areas,* (Virginia: ASCD, 2005), p. 11.

ideas listed could be divided further into several sublists. Several items can serve as titles for the sublists. After grouping all of the points into their appropriate sublist, creating a preliminary outline for a paragraph.

b.   Writing the topic sentence

Finally, write a topic sentence. The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph.

c.   Outlining

An outline is a formal plan for a paragraph. In an outline, write down the main points and subpoints in the order in which plans to write about them. The number of main supporting points will vary widely from paragraph to paragraph. Paragraph has two, three, or as many as ten main supporting points. Some paragraphs may not have a concluding sentence, and in others, the topic sentence may not be the first sentence.

3.   Revising

Stage III in writing process, after prewriting (stage I) and planning (stage II), is revising several drafts until produced a final copy to hand in. Revising means both reseeing and rewriting[33]. There are four steps in revising stage:

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[33]X. J. Kennedy, Dorothy M. Kennedy, Marcia F. Muth, *The Bedford Guide for College Writers,* (9th ed.), (New York: Bedford/St. Martin's, 2011), p. 10.

a. Writing the first rough draft

The first step in this stage is to write a rough draft from your outline.

b. Revising content and organization

After writing the rough draft, the next step is to revise it. When revise, change what have written in order to improve it. Check it over for content and organization, including unity, coherence, and logic. Change, rearrange, add, or delete, all for the goal of communicating the thoughts more clearly, more effectively, and in a more interesting way. During the revision, do not try to correct grammar, sentence structure, spelling, or punctuation; this is proofreading, which it will do later.

c. Proofreading the second draft

The next step is to proofread the paper to check for grammar, sentence structure, spelling, and punctuation.

d. Writing the final copy

Now ready to write the final copy to hand in. It will expect it to be written neatly and legibly in ink or typed. Be sure that makes all the corrections that is noted on the second draft. After rereading the final copy, do not be surprised if decides to make a few minor or even major changes. Remember that writing is a continuous process of writing and rewriting until satisfied with the final product.

As a result, in writing process, there are three stages, namely prewriting, planning, and revising. Where in prewriting stage has two steps, that are choosing and narrowing a topic and brainstorming. Then, in planning stage, there are three steps, namely making sublists, writing the topic sentence, and outlining. While on revising stage, there four steps, including writing the first rough draft, revising content and organization, proofreading the second draft, and writing the final copy.

G. Concept of Writing Ability

According to Yi's view, writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organising discourse[34]. In writing there are processes that must be done by the writer so that the writing produced can be understood by the reader.

Moreover, Admin defined writing ability as the skill to express ideas, thoughts, and feelings in written form to make other people or readers understand the messages delivered[35]. It means that as a part of communication, it is an important thing to avoid misunderstanding in a writing between the writer and the reader.

Furthermore, Siahaan stated that writing ability is the skill of a writer to communicate information to a reader or group of readers[36]. The writer provides the writing as a

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[34]Jyi-yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High Schools", Vol. 13(1), 2009, p. 58.

[35]Admin, "Definition of Writing Ability", 2010, p. 1. Available on: *http://teachingenglishonline.net/definition-of-writing-ability/.*

[36]Sanggam Siahaan, *Issues in Linguistics,* (Yogyakarta: Graha Ilmu, 2008), p. 2.

form of expression of ideas and thoughts clearly. So that, the reader can receive the message conveyed.

Meanwhile, Elbow said writing ability is the ability to create words or idea of the writer[37]. In other words, the writer is able to devote all the thoughts in a writing in order to be a masterpiece.

To sum up all the theories above, it can be concluded that writing ability is an ability of the writer to create coherent and cohesive writing in order to the reader can understand the message delivered. This capability is required so that the reader does not misunderstand while capturing the content of a masterpiece.

According to Heaton, there are five aspects of writing to assess writing ability, namely:

1. Content refers to the substance of writing, the experience of the main idea (unity), in example, groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

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[37]Peter Elbow, *Writing with Power,* (2nded.), (New York: Oxford University Press, 1998), p. 7.

3. Vocabulary refers to the selection of words that are suitable to the content. It begins with assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language Use refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics refers to the use of graphic conventional of the language, in example, the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another[38].

In summary, to measure someone's writing ability, there are five aspects. The five aspects are content, organization, vocabulary, language use, and mechanics.

H. Concept of Text

Siahaan and Shinoda stated text is a meaningful linguistic unit in a context both a spoken text and a written text[39]. It can be a phoneme, a morpheme, a phrase, a clause, a sentence, or a discourse. It means everything that is spoken or written must have meaning.

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[38]J. B. Heaton, *Writing English Language Test,* (New York: Longman, 1991), p. 135.
[39]Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure,* (Yogyakarta: Graha Ilmu, 2008), p. 1.

Moreover, Feez defined text is a unit of discourse in which related meanings are woven together to make unified whole[40]. It can be written or spoken in different languages. It means text is used to communicate by paying attention to the cohesiveness and the coherence of the text in order to be understood.

According to Anderson and Anderson, text is when the words are put together to communicate a meaning[41]. It means that text is a collection of words that are formed to convey a message.

In addition, Emilia said that text is a complete unity of language in social and contextual, which may be in the form of spoken or written language[42]. The organizational structure of the text must be complete. Otherwise, the contents of the text will not be understood by the listener or the reader.

Based on those theories, it can be concluded that text is a collection of cohesive and coherent words that have a good meaning in written or spoken. A written text can be a paragraph, an essay, a book, and others. While spoken text can be a song, a poetry, a drama, and so on.

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[40]Susan Feez, "Text-based Syllabus Design", Vol. 9(1), 1999, p. 11.

[41]Mark Anderson and Kathy Anderson, *Text Type in English 2,* (South Yarra: Macmillan, 1997), p. 1.

[42]Emi Emilia, *Pendekatan Genre-Based dalam Pembelajaran Bahasa Inggris,* (Bandung: Rizqi Press, 2011), p. 4.

Text types can be categorized based on the function. According to Anderson and anderson, there are two main categories of texts, namely literary and factual[43]. Literary text is a work of remarkable form to be an entertainment for the audience[44]. It includes narrative text. While factual text is a true representation with the purpose of enlightenment of people being interested in the subject[45]. It includes expository text, recount text, report text, procedure text, descriptive text, and so on.

1. **Literary text**

a. Narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener[46].

2. **Factual text**

a. Expository text is a text which used to explain how or why something occurs[47].

b. Recount text is one type of text which used to retell a series of events, usually in the order they occured[48].

c. Report text is a piece of text that presents information about a subject[49].

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[43]Mark Anderson and Kathy Anderson, *loc. cit.*
[44]Ole Togeby, *A Model of Text Types and Genres,* p. 2.
[45]*Ibid.*
[46]Mark Anderson and Kathy Anderson, *op.cit.*, p.8.
[47]*Ibid.,* p. 4.
[48]*Ibid.,* p. 5.
[49]*Ibid.,* p. 86.

d. Procedure text is one kind of text which has function to do a task or make something. It can be a set of instructions or directions[50].

e. Descriptive text is a text type which has function to describe a particular person, thing, or place[51].

From the many types of text above, in this occasion, only recount text will be discussed. Because, collecting data and analyzing students' writing from all types of text is difficult to do. Additionally, not all types of text are studied at the second semester. One of the text type studied is recount text.

I. Concept of Recount Text

According to Emilia, recount text is a kind of text that tells about past experiences or activities[52]. It means the form of the text telling about someone experiences in the past, such as their adventures and daily activities.

Additionally, Yusnita, Sada, and Novita said that recount text is a text which lists and describes past experiences by retelling events in the order in which it happened[53]. It means that recount text is a text that retells the activities in the past in chronological order to give the readers clear description.

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[50]Th. M. Sudarwati and Eudia Grace, *Look Ahead: An English Course,* (Jakarta: Erlangga, 2007), p.88.
[51]*Ibid.,* p. 135.
[52]Emi Emilia, *Developing Critical Learners,* (Bandung: Risqi Press, 2010), p. 86.
[53]Evi Yusnita, Clarry Sada, and Dewi Novita, *Improving Students' Recount Text Writing Ability by Using Picture Series,* (Pontianak: Tanjungpura University, 2011), p. 3.

Furthermore, Hyland defined recount text is a text which used to reconstruct the past experiences by retelling events in original sequence[54]. In other words, recount text is a kind of text that tells about how things in the past happened in chronologically amd also tells about feeling or expression of that things.

Meanwhile, according to Cahyono, recount text is a type of text that retells the past experiences in the series of event in detail[55]. It means that recount text is used to retell the events that occur in the past sequentially.

To sum up all the theories of recount text, it can be concluded that recount text is one of text type that retells the past experiences of someone in detail chronological order to give the readers clear description about what happened.

1. **Social function**

Recount text is used to inform and entertain the readers[56].

2. **Generic structure**

a. Orientation : Who were involved in the story, when, and where.

b. Events : Tell what happened in a chronological order.

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[54]Ken Hyland, *Second Language Writing,* (New York: Cambridge University Press, 2003), p. 20.

[55]Bambang Yudi Cahyono, *Teaching English by Using Various Text Type,* (Malang, 2011), p. 14.

[56]Evi Yusnita, Clarry Sada, and Dewi Novita, *loc. cit.*

c. Re-orientation : The conclusion of the experience.

3. Language features

a. The use of nouns and pronouns.

b. The use of action verbs.

c. The use of past tenses.

d. The use of time conjunctions.

e. The use of adverbs and adverbs of phrases.

f. The use of adjectives[57].

4. Types

According to Derewianka, there are three types of recount text, namely personal recount, factual recount, and imaginative recount.

a. Personal recount is a recount which retells of an activity that writer or speaker has been personally involved in.

b. Factual recount is a recount which records the particular of an accident.

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[57]Th. M. Sudarwati and Eudia Grace, *op. cit.,* p. 30.

c. Imaginative recount is a recount which takes on an imaginary role and giving detail events[58].

In conclusion, there are three types of recount text that are personal recount, factual recount, and imaginative recount. In this research, the focus will only on personal recount. Because, the content of this type is fun and easy for the students[59].

Here is an example of personal recount:

My Holiday in Bali[60]

Orientation ⇨ When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

Events ⇨ First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy.

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[58]Derewianka, *Exploring How Texts Work,* (Newton: Primary English Teaching Association, 1990), p. 15.

[59]Dea Venda Marpaung, Regina, and Wardah, "Teaching Writing Recount Text through Personal Journal Writing", p. 3&9.

[60]Nurdiono, "Definition of Recount Text", 2015, Available on: *http://www.nurdiono.com/definition-of-recount-text.html.*

In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

Re-orientation ⇨ In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Figure 1
Example of Personal Recount

Based on figure 1, it can be seen that the first paragraph is orientation. The second paragraph is events and the last paragraph is re-orientation.

J. Concept of Recount Text Writing Ability

As we have known before that writing is an act of communication and expression between writer and reader by using paper as a medium. Writing is not just about pouring what on the mind on paper, but also it has to go through several processes so the reader can understand the writing. The writing process includes prewriting, planning, and revising.

After doing the three processes in writing, then the resulting writing will be coherent and cohesive. Thus, the reader will not misunderstand in understanding the writing.

That capability is called writing ability. Writing ability is measured using five aspects of writing, namely content, organization, vocabuary, language use, and mechanics.

In writing a text, the writer also must consider the generic structure and language features of text. This is done in order that the reader can know the function of each paragraph and distinguish type of the text. One of the text type is recount text.

Recount text is a text that tells someone's experiences in the past with a clear sequence of events to make clear description about what happened. It has function to inform and entertain the readers. This text has three generic structures, namely orientation, events, and re-orientation. While the language features have six, that are the use of nouns and pronouns, the use of action verbs, the use of past tenses, the use of time conjunctions, the use of adverbs and adverbs of phrases, and the use of adjectives.
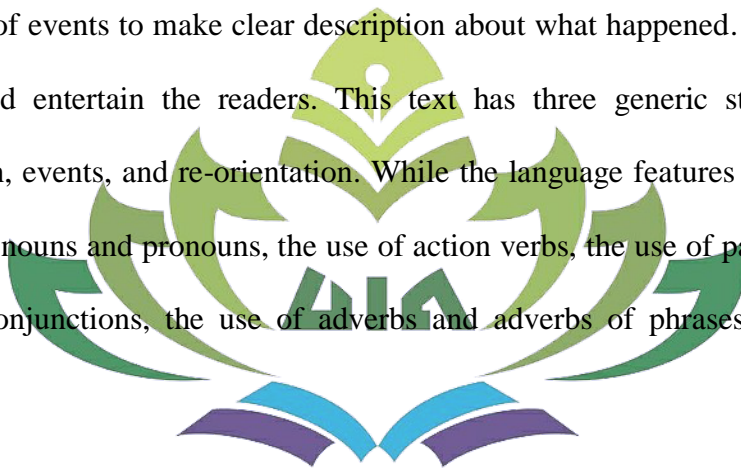
Based on those explanations, it can be concluded that recount text writing ability is the ability to create a coherent and cohesive text that retells the past experiences of someone in detail chronological order to give the readers clear description about what happened in order to inform and entertain the readers. This ability can be measured by looking at the use of generic structure and language features of the text which fulfill the aspects of writing including content, organization, vocabulary, language use, and mechanics.

K. Frame of Thinking

From the background of the problem, it can be known that creativity is an ability to generate new idea or something that is new, like product, concept, and something else. As well as developing idea which has existed before by combining two or more ideas to create new idea. The point is, as long as the idea created has never known before by public, it can be called as creativity.

And also from there, background of the problem, it tells that writing is not just writing. To make a good writing, it must go through several steps first. The first step is generating idea which hard to do. After finding the idea, the second step is conveying the idea into written form. That is all the ways to make an interesting writing.

Those explanations bring up thought that creativity and writing have a very close relationship. There are two reasons why the writer thinks that. First, on the first step of writing, while thinking a new idea, someone's creativity is used. For example, when someone with high creativity want to generate idea, it is easy for him to find the idea he will write. But, for someone who has low creativity, it is difficult to generate idea. He cannot find the idea he want to write.

Second, both relationship on conveying idea. Just like on the first step of writing. The higher creativity, the easier writing. As an example, someone who has high creativity,

he knows how to write the idea he found. But, for someone with low creativity, he does not know how to write the idea he generated.

From those reasons, it comes to have the frame of thinking. It is that the higher level of students' creativity, the better their writing.

L. Hypothesis

Based on the theories and the problems of the research, the hypothesis proposed as follows:

H_a : There is a correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

H_o : There is no correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

According to Barab and Squire, research design is a series of approaches, with the intent of producing new theories, artefacts, and practices that account for and potentially impact learning and teaching in naturalistic setting[1]. By its nature, research design is relevant for educational practice with the goal to develop research-based solutions for complex problems.

In this research, the writer used correlational research design. Its functions are to describe and to explain variables to know the differences and similarities between them. As Leedy and Ormrod said that correlational research is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations[2]. The variables of this research were the students' creativity as the variable X and the students' recount text writing ability as the variable Y.

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[1]Sasha Barab and Kurt Squire, "Design-Based Research: Putting a Stake in the Ground", Vol. 13(1), 2004, p. 2.
[2]Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design,* (9[th]ed.), (Boston: Pearson Education, Inc., 2010), p. 45.

To know the correlation between students' creativity and their recount text writing ability, the descriptive quantitative method was used. This method was used to analyze the data taken from the students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

B. Variable of the Research

Creswell defined variable as a characteristic of attribute of an individual or an organization that the writer can measure or observe and varies among individuals or organization study[3]. This research consisted of two variables, namely:

1. Variable X was the students' creativity.

2. Variable Y was the students' recount text writing ability.

C. Operational Definiton of Variable

The operational definition of variable is used to explain the variables which are used in this research to avoid misconception of variables presented in this research. The operational definitions of variable as follows:

1. The students' creativity is the students' ability to produce or to develop something new. It was indicated by the score achieved from the test given

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[3]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (4[th]ed.), (Boston: Pearson Education Inc., 2012), p. 112.

which fulfilled the aspects of creativity including fluency, flexibility, and originality.

2. The students' recount text writing ability is the students' ability to create a coherent and cohesive text that retells the past experiences of someone in detail chronological order to give the readers clear description about what happened in order to inform and entertain the readers. It was indicated by the score achieved from the test given which fulfilled the aspects of writing including content, organization, vocabulary, language use, and mechanics.

D. Population

Population is defined as all members of any well-defined class of people, events, or objects[4]. The population of this research was the students at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year. The total number of the students were 150 spread in five classes. To be clearer, see the following table.

Table 2
The Population of the Students at the Eighth Grade of SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 Academic Year

Class	Gender		Total
	Male	Female	
VIII A	14	16	30
VIII B	13	17	30
VIII C	14	16	30

[4]Donald Ary, et.al., *Introduction to Research in Education*, (8th ed.), (Canada: Wadsworth Cengange Learning, 2002), p. 148.

VIII D	15	15	30
VIII E	14	16	30
Total	70	80	150

Source: Mrs. Eva Nuraeni

E. Sample

Sample is a subgroup of the target population that the writer plans to study for generalizing about the target population[5]. It means that sample is representative from the specified population. The sample was determined by Slovin's formula. The formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n : Sample size

N : Population size

E : Margin of error[6]

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[5]John W. Creswell, *op. cit.,* p. 142.
[6]Jeffry J. Tejada and Joyce Raymond B. Punzalan, "On the Misuse of Slovin's Formula", Vol. 61(1), 2012, p. 129.

Answer:

$$n = \frac{150}{1 + 150(10\%)^2}$$

$$n = \frac{150}{1 + 150(0.1)^2}$$

$$n = \frac{150}{1 + 150(0.01)}$$

$$n = \frac{150}{1 + 1.5}$$

$$n = \frac{150}{2.5}$$

$$n = 60$$

After conducting the formula with 10% margin of error, the sample size got in this research were 60 students.

F. Sampling Technique

Sampling technique is a systematic process to determine the sample[7]. In this research, cluster random sampling used in determining the sample. Cluster random sampling was used because it was not possibble to pick sample individually. Because, it will interrupt their teaching learning process more than necessary. In this research,

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[7]James B. Schreiber and Kimberly Asner-Self, *Educational Research,* (New-Baskerville: John Wiley & Sons Inc, 2011), p. 83.

homogeneous was indicated by all of the students at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year. Grade eight in this school had 5 classes including 8A, 8B, 8C, 8D, and 8E class.

The process in determining the sample in cluster random sampling was done by using lottery of paper. These were the steps:

1. The name of each class was written on paper.

2. The papers were rolled and then inserted into the box.

3. The box was shaken and then took two papers.

4. The names of the class written on paper taken were sample, namely 8D and 8E class.

G. Research Procedure

In conducting this research, some research procedures applied as follows:

1. Determining the subject of the research

The students at the eighth grade of SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year chosen as the subject of the research.

2. Designing the instrument of the research

The instruments of this research were creativity test and writing test.

3. **Trying out the instrument of the research**

Before conducted to the students in order to collect the data, the instrument needed to be tried out in order to know the validity, the reliability, and the readability of the instrument.

4. **Administering the instrument of the research**

By giving the test to the students, it could be known students' creativity and their recount text writing ability.

5. **Analyzing the result of the test**

In analyzing the data, the data correlated to know the correlation between students' creativity and their recount text writing ability.

6. **Reporting the result of the research**

After doing the research, a report of result of the research made in form of undergraduate thesis.

H. **Data Collecting Technique**

According to Creswell, the data collection steps include setting the boundaries for the study, collecting information through unstructured or semistructured observations and interviews, documents, and visual materials, as well as establishing the protocol for

recording information[8]. In this research, the tests used to collect the data in the form of written text. There were two variables in this research which were students' creativity and students' recount text writing ability. So, there would be two different tests.

I.   Research Instrument

Research instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study[9]. In this research, the test used as the instrument of the research. There were two kinds of test that were creativity test and writing test.

Table 3
Instrument Test

Instrument	Purpose
Creativity Test	To know the students' creativity level.
Writing Test	To know the students' ability in writing recount text.

For creativity test, the essay test was used. The students asked to mention something as many as possible in each creativity test in 45 minutes. The total numbers of the test were six items. The highest score was 216 and the lowest score was 0. The scoring based on the creativity test included Asking, Guessing Causes, Guessing Consequences, Product Improvement, Unusual Uses, and Just Suppose. Here was the table of specification of creativity test.

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[8]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches,* (3rd ed.), (Los Angeles: Sage Publication, Inc., 2009), p. 145.

[9]John W. Creswell, *op. cit.,* p. 14.

Table 4
Specification of Creativity Test

Test Type	Aspect	Item	Time
Asking	Fluency	1	5 Minutes
Guessing Causes	Fluency	1	5 Minutes
Guessing Consequences	Fluency	1	5 Minutes
Product Improvement	Originality	1	10 Minutes
Unusual Uses	Flexibility	1	10 Minutes
Just Suppose	Fluency	1	10 Minutes

For writing test, the essay test also used. The students asked to make a recount text with the topic 'the most memorable experience' unlimitedly words in 60 minutes. The highest score was 100 and the lowest score was 0. The scoring based on the aspects of writing including content, organization, vocabulary, language use, and mechanics. The specification of the test could be seen in Table 5.

Table 5
Specification of Writing Test

Test Type	Aspect	Time
Written Test	content, organization, vocabulary, language use, mechanics	60 Minutes

J. Scoring Procedure

In this research, in order to score students' work, two kinds of scoring procedure used for creativity test and writing test.

1. Creativity test

In scoring students' creativity, the scoring procedure was based on the creativity test including asking, guessing causes, guessing consequences, product improvement, unusual uses, and just suppose. It could be seen in Table 6.

Table 6
Test of Creativity[10]

Test	Score	Criteria
Asking	9-12	EXCELLENT TO VERY GOOD : Each complete question unit.
	5-8	GOOD TO AVERAGE : Each incomplete question unit.
	1-4	FAIR TO POOR : Unrelated or repeated question.
	0	INADEQUATE : No answer at all.
Guessing Causes	9-12	EXCELLENT TO VERY GOOD : Each complete cause unit.
	5-8	GOOD TO AVERAGE : Each incomplete cause unit.
	1-4	FAIR TO POOR : Unrelated or repeated cause.
	0	INADEQUATE : No answer at all.
Guessing Consequences	9-12	EXCELLENT TO VERY GOOD : Each complete consequence unit.
	5-8	GOOD TO AVERAGE : Each incomplete consequence unit.
	1-4	FAIR TO POOR : Unrelated or repeated consequence.
	0	INADEQUATE : No answer at all.
Product Improvement	9-12	EXCELLENT TO VERY GOOD : Illustration of improvement that appears more frequently.
	5-8	GOOD TO AVERAGE : Illustration of improvement that appears rarely.
	1-4	FAIR TO POOR : No illustration of improvement.
	0	INADEQUATE : No answer at all.
Unusual Uses	9-12	EXCELLENT TO VERY GOOD : Each complete transformation or development of thing.
	5-8	GOOD TO AVERAGE : Each incomplete transformation or development of thing.
	1-4	FAIR TO POOR : No transformation or development of thing.
	0	INADEQUATE : No answer at all.
Just Suppose	9-12	EXCELLENT TO VERY GOOD : Each complete answer unit.
	5-8	GOOD TO AVERAGE : Each incomplete answer unit.

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[10]Luqman Rababah, "An Adapted Version of Torrance Test of Creative Thinking (TTCT) in EFL/ESL Writing: A Rubric Scoring and A Review of Studies", Vol. 7(2), 2018, p. 136.

	1-4	FAIR TO POOR : Unrelated or repeated answer.
	0	INADEQUATE : No answer at all.

2. Writing test

In scoring students' recount text writing ability, the scoring procedure was based on the aspects of writing that were content, organization, vocabulary, language use, and mechanics. It could be seen in Table 7.

Table 7
Aspect of Writing[11]

Aspect	Score	Criteria
Content	17-20	EXCELLENT TO VERY GOOD : Excellent to very good treatment of the subject; considerable variety of ideas or argument; independent and thorough interpretation of the topic; content relevant to the topic; accurate detail.
	12-16	GOOD TO AVERAGE : Adequate treatment of topic; some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	8-11	FAIR TO POOR : Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
	5-7	VERY POOR : Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	0-4	INADEQUATE : Fails to address the task with any effectiveness.
Organization	17-20	EXCELLENT TO VERY GOOD : Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (cohesive); connectives appropriately used (cohesion).
	12-16	GOOD TO AVERAGE : Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion).
	8-11	FAIR TO POOR : Very uneven expression, ideas difficult to follow, paragraphing or organization evident; logical sequence difficult to follow (coherence); connectives largely absent (cohesion).
	5-7	VERY POOR : Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence), connectives not used (cohesion).

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[11]Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130.

	0-4	INADEQUATE : Fails to address the task with any effectiveness.
Vocabulary	17-20	EXCELLENT TO VERY GOOD : Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	12-16	GOOD TO AVERAGE : Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	8-11	FAIR TO POOR : Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	5-7	VERY POOR: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register.
	0-4	INADEQUATE : Fails to address this aspect of the task with any effectiveness.
Language Use	24-30	EXCELLENT TO VERY GOOD : Confident handling of appropriate structures, hardly an errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured.
	18-23	GOOD TO AVERAGE : Acceptable grammar but problem with more complex structure; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	10-17	FAIR TO POOR : Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	6-9	VERY POOR : Major problem with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, meaning often obscured.
	0-5	INADEQUATE : Fails to address this aspect of the task with any effectiveness.
Mechanics	8-10	EXCELLENT TO VERY GOOD : Demonstrates full command of spelling, punctuation, capitalization, layout.
	5-7	GOOD TO AVERAGE : Occasional errors in spelling, punctuation, capitalization, layout.
	2-4	FAIR TO POOR : Frequent errors in spelling, punctuation, capitalization, paragraphing, layout.
	0-1	VERY POOR : Fails to address this aspect of the task with any effectiveness.

K. Validity

A good test is the test that has validity. Validity is defined as the degree to which

evidence and theory support the interpretations of test scores entailed by proposed

uses of tests[12]. It means that validity is a measurement which shows the level of validity or the real of the instrument. A valid instrument has high validity. To measure whether or not the test had good validity, content validity and construct validity used.

1. Content validity

Content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that can be asked about the content or skills[13]. It means that to get the content validity, the test is based on the syllabus. So, the test is suitable with the material that taught to the students.

In this research, the instrument of writing test had agreed with the objectives of learning in the school which was based on the syllabus. Writing test was used to measure the students' ability in writing recount text at the eighth grade of junior high school. To know whether or not the instrument had fulfilled the criteria of content validity, the syllabus used at SMPN 2 Terusan Nunyai Lampung Tengah seen. From there, it could be found that writing recount text was in SK 12 and KD 12.2. (See appendix 4.).

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[12]Donald Ary et.al., *op. cit.,* p. 225.
[13]John W. Creswell, *op. cit.*, p. 618.

2. Construct validity

Best and Kahn said that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory[14]. It means that construct validity is focused on the aspects of the test which can measure the ability. In this research, two tests that could measure the students' creativity level and their writing ability in making recount text made which were creativity test and writing test.

a. Creativity test

In creativity test, there are some things to consider. The things that need to be considered are the aspects of creativity. The students creativity level would be measured based on the aspects of creativity. Those aspects were fluency, flexibility, and originality. To know whether or not the instrument had fulfilled the criteria of construct validity, the instrument test consulted to Mrs. Nurul Puspita, M.Pd as the English lecturer at Raden Intan State Islamic University.

After consulting to Mrs. Nurul Puspita, M.Pd on July 25th, 2018 in Bandar Lampung, it could be concluded that the instrument test had fulfilled the criteria of construct validity. She said that the directions and the instructions of the tests were clear. She also said that the time allocation for each test was enough. Then, for the aspects that

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[14]John W. Best and James V. Kahn, *Research in Education,* (7thed.), (New Delhi: Prentice-Hall, 1995), p. 219.

would be measured, she said the tests were appropriate. She also added that, for the level of students education and difficulty, the tests were correspond and not too difficult for students. (See appendix 5.).

b.   Writing test

In writing test, the students writing ability in making recount text would be measured based on the aspects of writing. The aspects were content, organization, vocabulary, language use, and mechanics. To know whether or not the instrument had fulfilled the criteria of construct validity, the instrument test consulted to Mrs. Eva Nuraeni as the English teacher at SMPN 2 Terusan Nunyai Lampung Tengah.

After consulting to Mrs. Eva Nuraeni on October 6th, 2018 in Gunung Batin, it could be concluded that the instrument test had fulfilled the criteria of construct validity. She said that the direction and the instruction of the test were clear. She also said that the time allocation for the test was enough. Then, for the aspects that would be measured, she said the test was appropriate. She also added that, for the indicator in the syllabus and the level of difficulty, the test was correspond and not too difficult for students. (See appendix 6.).

L. Reliability

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an

instrument to another and from one set of items to another[15]. According to Ary et.al., a simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers ratings. The resulting correlation is called the interrater or interobserver reliability[16]. The observers of this research were the writer and the English teacher. It is used to avoid the subjectivity of the writer.

To get the reliability of the test, SPSS *(Statistical Package for Social Science)* 16.0 was used. Furthermore, to know the degree or the level of reliability of the test, the criteria of reliability as the following table used.

Table 8
Criteria of Reliability[17]

0.800 – 1	Very high reliability
0.600 – 0.800	High reliability
0.400 – 0.600	Fair reliability
0.200 – 0.400	Low reliability
0 – 0.200	Very low reliability

Based on the result obtained from SPSS *(Statistical Package for Social Science)* 16.0, the reliability of creativity test was 0.911 and writing test was 0.972. It meant the instruments were reliable with very high level of reliability. (See appendix 7.).

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[15]Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education,* (New York: McGraw-Hill, 2009), p. 154.
[16]Donald Ary et.al., *op. cit.,* p. 256.
[17]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2006), p. 311.

M. Readability of Instruments

Readability tests are indicators that measure how easy the direction and instruction can be read and understood[18]. To know whether the direction and the instruction of the test can be read and understood easily or not by the students, tryout conducted. There were two tests that would be tryout in the tryout class, namely creativity test and writing test. The students in the tryout class, students of the eighth grade B at SMPN 2 Terusan Nunyai Lampung Tengah which out of the sample, asked to evaluate each item of the test on scale 1 to 10. If the scale closer to 1 means that the test is easy to read and to understand. But, if the scale of the test closer to scale 10 means difficult to read and to understand. According to Kouamé, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers[19].

The tryout was done by the students in 8B class as the tryout class on October 10th, 2018 for creativity test and October 6th, 2018 for writing test. The result was creativity had mean 2.29 while writing test had mean 2.67. Both of the tests had mean under 4.46 which meant the instrument was readable and understandable by the readers or test takers. (See appendices 8 and 9.).

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[18]Julien B. Kouamé, "Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants", Vol. 6(14), 2010, p. 133.

[19]*Ibid*, p. 134.

N. Data Analysis

After collecting the data, the data analyzed by using Spearman's Rank Order formula. There were two assumptions that must be done before analyzing the data by using Spearman's Rank Order formula which were fulfillment of assumptions and hypothetical test.

1. Fulfillment of Assumptions

Before doing hypothesis testing, there were two things that must be fulfilled. Those things were the normal distribution of both data and the linear correlation between the two data.

a. Normality test

Before executing the hypothesis, it needs to know whether or not the data normal distributed. In this research, SPSS *(Statistical Package for Social Science)* 16.0 used for normality test. The test of normality employed were Kolmogorov – Smirnov because the data were more than 50.

The hypothesis for the normality test were formulated as follows:

H_o : The data were normally distributed.

H_a : The data were not normally distributed.

While the criteria of acceptance of normality test as follows:

H_o was accepted if Sig. $\geq \alpha = 0.05$.

H_a was accepted if Sig. $< \alpha = 0.05$.

b. Linearity test

Linearity test is used to know the size of the linear relationship between two variables that are variable X and Y. Before analyzing the data by using Spearman's Rank Order formula, it needed to check out whether or not the data obtained were linear. To check it, SPSS *(Statistical Package for Social Science)* 16.0 used.

The hypothesis for the linearity test were formulated as follows:

H_a : The data were linear.

H_o : The data were not linear.

While the criteria of acceptance of linearity test as follows:

H_a was accepted if Sig. $\geq \alpha = 0.05$.

H_o was accepted if Sig. $< \alpha = 0.05$.

2. Hypothetical test

The hypothesis test was very important to find out whether the null hypothesis (H_o) or the alternative hypothesis (H_a) was accepted in this research. The result computation indicates whether or not there is a correlation of two variables. Therefore, to answer

the research question whether or not there was a correlation of students' creativity and their recount text writing ability, SPSS *(Statistical Package for Social Science)* 16.0 used in order to make the data easy to analyze by using Spearman's Rank Order formula. The formula employed because the data were not normally distributed.

The hypothesis were:

H_a : There was a correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

H_o : There was no correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

While the criteria of the test were:

H_a was accepted if Sig. $\leq \alpha = 0.05$.

H_o was accepted if Sig. $> \alpha = 0.05$.

To know the strength correlation between students' creativity and their recount text writing ability, the criteria as the following table was used.

Table 9
r Value Interpretation[20]

0.800 – 1	Very high correlation
0.600 – 0.800	High correlation
0.400 – 0.600	Medium correlation
0.200 – 0.400	Low correlation
0 – 0.200	Very low correlation

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[20]Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing,* (Yogyakarta: Graha Ilmu, 2006), p. 167.

CHAPTER IV
RESULT AND DISCUSSION

A. Result of the Research

After conducting the research, it got the result of creativity and writing test. The research begun on October 6th, 2018 until October 11th, 2018. The result as follows:

1. Result of creativity test

The creativity test was conducted in order to know the students' creativity. The test was administered on October 11th, 2018. The scores and the statistic could be seen in the following figure and table.
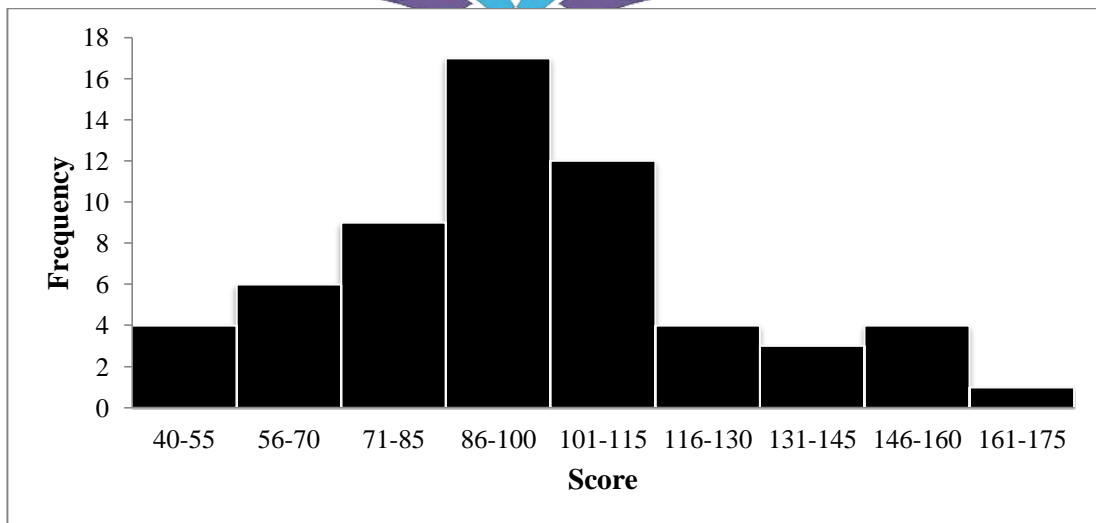
Figure 2
The Result of Creativity Test

Based on figure 2, it could be seen 4 students got score 40-55 and 6 students got score 56-70. Then, the students who got score 71-85 and 86-100, there were 9 and 17 students. For score 101-115 and 116-130, There were 12 and 4 students who got it. Furthermore, there were 3 students got score 131-145 and 4 students got score 146-160. For the rest of the student, 1 student, got score 161-175.

Table 10
Statistic of Creativity Test

N		Mean	Med	Mode	Std. Dev	Var	Min	Max
Valid	Missing							
60	0	96.00	96.50	102	28.224	796.576	40	166

Based on Table 10, it could be seen number of the data valid were 60 and the data missing was 0. Then, the mean of the data was 96.00, median was 96.50, and mode was 102. For standard deviation and variance were 28.224 and 796.576. The minimum of the data was 40 while the maximum was 166.

2. Result of writing test

The writing test was conducted in order to know the students' recount text writing ability. The test was administered on October 9th, 2018 in 8E class and October 10th, 2018 in 8D class. The scores and the statistic could be seen in the following figure and table.
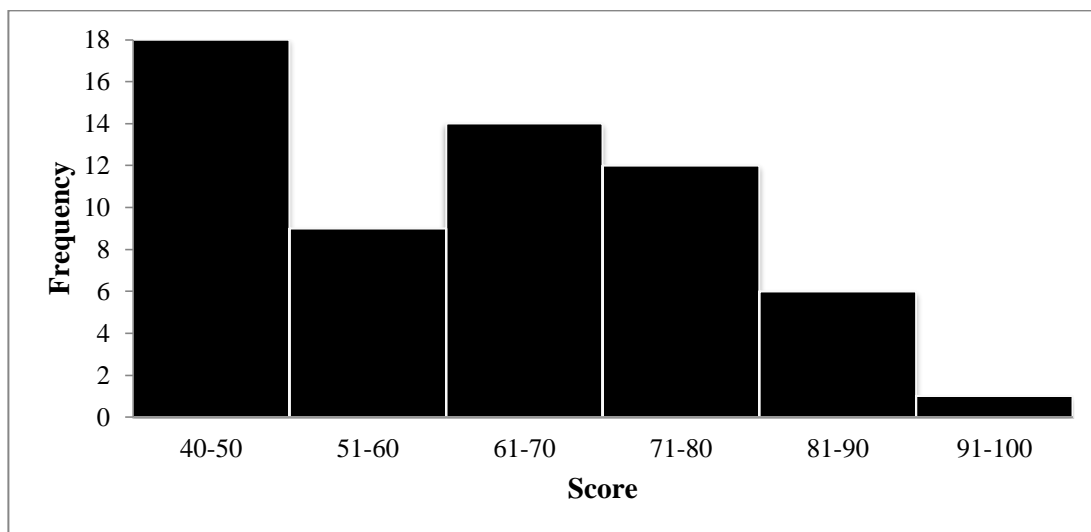
Figure 3
The Result of Writing Test

Based on figure 3, it could be seen 18 students got score 40-50. Then, the students who got score 51-60, there were 9 students. For score 61-70, There were 14 students who got it. Furthermore, there were 12 students got score 71-80 and 6 students got score 81-90. For the rest of the student, 1 student, got score 91-100.

Table 11
Statistic of Writing Test

N		Mean	Med	Mode	Std. Dev	Var	Min	Max
Valid	Missing							
60	0	62.95	65.50	48	15.183	230.523	40	93

Based on Table 11, it could be seen number of the data valid were 60 and the data missing was 0. Then, the mean of the data was 62.95, median was 65.50, and mode was 48. For standard deviation and variance were 15.183 and 230.523. The minimum of the data was 40 while the maximum was 93.

B. Data Analysis

After collecting the data, the data analyzed by using Spearman's Rank Order formula. There were two assumptions that must be done before analyzing the data by using Spearman's Rank Order formula which were fulfillment of assumptions and hypothetical test.

1. Fulfillment of Assumptions

Before doing hypothesis testing, there were two things that must be fulfilled. Those things were the normal distribution of both data and the linear correlation between the two data.

a. Result of normality test

Before executing the hypothesis, it needed to know whether or not the data normal distributed. In this research, SPSS *(Statistical Package for Social Science)* 16.0 used for normality test. The test of normality employed are Kolmogorov – Smirnov.

The hypothesis for the normality test were formulated as follows:

H_o : The data were normally distributed.

H_a : The data were not normally distributed.

While the criteria of acceptance of normality test as follows:

H_o was accepted if Sig. $\geq \alpha = 0.05$.

H_a was accepted if Sig. $< \alpha = 0.05$.

Table 12
Result of Normality Test

	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
Creativity	.135	60	.008
Writing	.104	60	.167

 a. Lilliefors Significance Correction

Based on Table 12, it could be seen that Sig. (P_{value}) for creativity was 0.008 and for writing was 0.167. Because Sig. (P_{value}) of creativity was lower than level of significant ($\alpha = 0.05$) while writing were higher than level of significant ($\alpha = 0.05$), it meant H_a was accepted. So, the data of creativity and writing were not normally distributed.

b.   Result of linearity test

Before analyzing the data by using Spearman's Rank Order formula, it needed to check out whether or not the data obtained were linear. To check it, SPSS *(Statistical Package for Social Science)* 16.0 used.

The hypothesis for the linearity test were formulated as follows:

H_a : The data were linear.

H$_o$: The data were not linear.

While the criteria of acceptance of linearity test as follows:

H$_a$ was accepted if Sig. $\geq \alpha = 0.05$.

H$_o$ was accepted if Sig. $< \alpha = 0.05$.

Table 13
Result of Linearity Test

			Sum of Squares	Df	Mean Square	F	Sig.
Writing * Creativity	Between Groups	Deviation from Linearity	6084.430	45	135.210	.568	.919

Based on Table 13, it could be seen that Sig. (P$_{value}$) was 0.919. Because Sig. (P$_{value}$) were higher than level of significant ($\alpha = 0.05$), it meant H$_a$ was accepted. So, the data were linear. (See appendix 10.).

2. Result of hypothetical test

The hypothesis test was very important to find out whether the null hypothesis (H$_o$) or the alternative hypothesis (H$_a$) was accepted in this research. SPSS *(Statistical Package for Social Science)* 16.0 used in this research in order to make the data easy to analyze by using Spearman's Rank Order formula.

The hypothesis were:

H$_a$: There was a correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

H$_o$: There was no correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

While the criteria of the test were:

H$_a$ was accepted if Sig. $\leq \alpha = 0.05$.

H$_o$ was accepted if Sig. $> \alpha = 0.05$.

Table 14
Result of Hypothetical Test
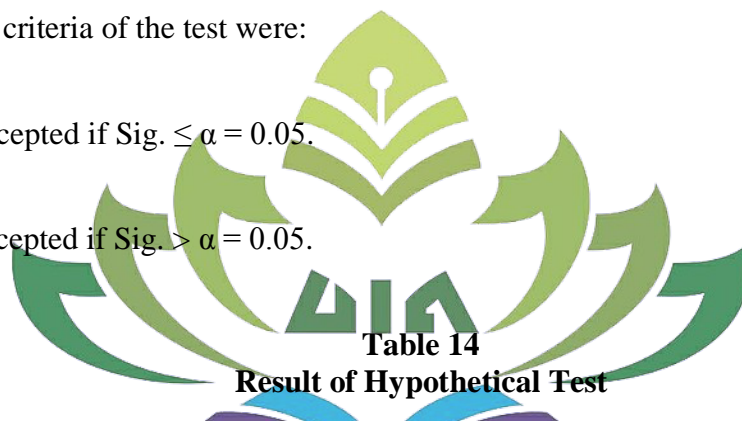
			Creativity	Writing
Spearman's rho	Creativity	Correlation Coefficient	1.000	.502[**]
		Sig. (2-tailed)	.	.000
		N	60	60
	Writing	Correlation Coefficient	.502[**]	1.000
		Sig. (2-tailed)	.000	.
		N	60	60

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

Based on the results obtained in Spearman's Rank Order formula, it was clear that the value of significant generated Sig. (P$_{value}$) = 0.000 < α = 0.05. It meant H$_a$ was accepted. Based on the computation, it could be concluded that there was a

correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year. It could be seen too on Table 14 that the strength correlation was 0.502 which meant medium correlation.

C. Discussion

Based on the analysis of the data in hypothetical test, it showed that value of significant generated Sig. (P_{value}) = 0.000 < α = 0.05. It means alternative hypothesis (H_a) is accepted. In other words, there is a correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year. It is supported on the previous research by Rababah et.al. with title "The level of Creativity in English Writing among Jordanian Secondary School Students". They said writing and creativity have a very close and mutual relationship[1]. It indicates that the higher creativity, the better writing.

The correlation of those variables can be seen from influence of creativity's aspects in writing process. The first aspect of creativity is fluency. When a writer makes a writing, the first writing process is prewriting. In this process, there is a step named brainstorming. Writer generates ideas as many as possible which related to the topic. Here, fluency has a role. Fluency refers to the number of different ideas one can

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[1]Luqman M. Rababah, et. al., *loc. cit.*

produce[2]. So, the higher fluency writer has, the easier ideas produced. With so many ideas produced, the writer will not feel confused about what will be written. But, for writer who has low level of fluency will be hard to generate ideas and make the writer does not know what he will write.

The second aspect of creativity that affects writing process is flexibility. After knowing what will be written, writer shall know how to write it. Here, flexibility has a role. Flexibility refers to the variety of ideas one produces[3]. When a writer expresses the ideas into writing, the sentences used showing the level of flexibility. Writer who has high flexibility will make an interesting writing with various sentences in the form of sentence, in use of sentence as well as in length of sentence so that the readers want to continue reading it and do not feel bored. But, for writer who has low flexibility, it is difficult for him to express the ideas that have been produced previously into writing in a language that attracts the readers. Usually, the language used tends to be monotonous. It means the higher level of flexibility, the better sentences used in writing.

The last aspect of creativity that affects writing process is originality. The correlation of creativity and writing in this aspect is originality of the idea or writing. As stated by Luqman M. Rababah, et. al. that originality refers to how unusual are the ideas one

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[2]*Ibid.*
[3]*Ibid.*

produce[4]. Originality involves writing that has never existed before or that has existed before but it is remake in a different way. When a writer imitates a writing from other writers, it is called plagiarism. Plagiarism is prohibited. That is why originality needed in writing. High level of originality can make the writer invents new ideas for his writing easily. It is different from writer who has low level of originality. This writer is hard to find new ideas for his writing. Because of that, the writing of this writer tends to do plagiarism. It means the higher level of originality, the more original the writing is.

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[4]*Ibid.*

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data by using Spearman's Rank Order formula and SPSS *(Statistical Package for Social Science)* 16.0, it showed the value of significant generated Sig. (P_{value}) = 0.000 < α = 0.05 in hypothetical test. It could be seen from there that alternative hypothesis (H_a) was accepted which meant the hypothesis in this research was true.

Based on the result of the data calculation, it can be concluded that the higher creativity, the better writing. It means there is a correlation between students' creativity and their recount text writing ability at the second semester of the eighth grade at SMPN 2 Terusan Nunyai Lampung Tengah in 2017/2018 academic year.

B. Suggestion

Based on the result of the research, the writer would like to give some suggestions as follows:

1. **For the teacher**

By seeing the correlation between creativity and writing ability, teacher can use the information to improve students' ability in creativity and writing. The teacher also needs to appreciate the students' work, so they can be motivated to be better.

2. **For the students**

The students should study hard and more practice in learning English to develop their creativity and writing ability. Because, to make a good writing, high creativity needed.

3. **For the further writers**

The next writers hopefully can develop this research with new innovation by using the finding as a reference for the next research.
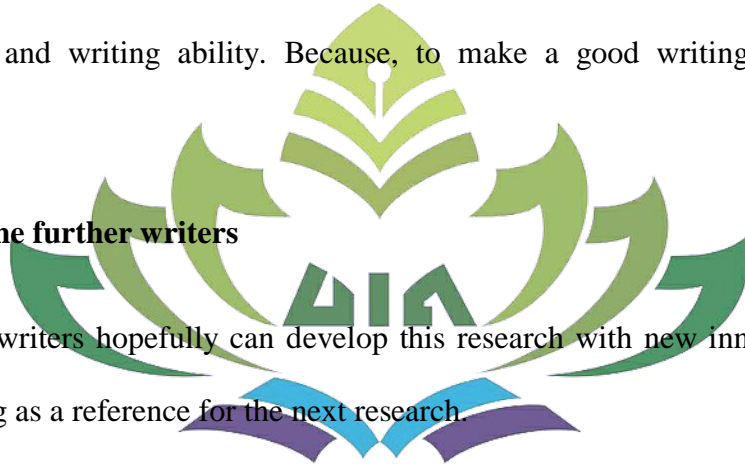
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