
IMPROVING THE STUDENTS' WRITING ABILITY THROUGH IMAGINATION IN CREATIVE WRITING MATERIAL AT MA DDI BABURRIDHA SAWERE, BULUKUMBA

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Abstract

This research is about Improving the students' Writing Ability through Imagination in Creative Writing Material at MA DDI Baburridha Sawere, Bulukumba. The problem statement is whether the use of imaginative writing material improves the writing ability of the students at MA DDI Baburridha Sawere. The objective of this research was to find out the description about the imaginative writing materials, whether or not it can improve the students' ability in writing. This research applied pre-experimental method using one group pre-test and pos-test design to students who consisted of 74 students. The samples of the research consisted of 29 students who were chosen by using purposive sampling. The data collected through written tests. The result of the data indicated that there was a significant difference between students' pre-test and students' post-test. The total mean of post-test (83.5) was greater than the total mean of pre-test (67.5). From t-test, the researcher found that the value of t-test (83.5) was greater than t-table (2.052) at the level of significance 0.05 with degree of freedom (df) = 28. Based on the finding of the research, the researcher drew a conclusion that the Imagination in Creative Writing Material increased the students' ability in writing at MA DDI Baburridha Sawere, Bulukumba.

Keywords: Improving the students' Writing Ability through Imagination

INTRODUCTION

Teaching English should be deal with the four language skills namely: reading, writing, speaking, and listening. These skills are equally important and should be learned and mastered in equal degree. The students should not learn and master only one skill and ignore the others.

In the classroom activities, the English teacher is required to teach writing in the classroom will allow students to work together on writing in different ways and they have a good chance to learn each other. Umar (2002) stressed the importance of time in the process of writing, by saying that the writers need time to make decision, to play around with ideas, to construct sentence, to form and reform arguments, To experiment with new words, and to change their mind Umar (2002) stated that to be able to write in foreign language, the students must be trained systematically

through five stages of writing development: copying, reproduction, writing practice, guided writing, and composition.

To outline the importance of writing activities in the curriculum where the students' abilities to write are going to be enhanced, they need to be engaged in writing activities in the classroom, and the teacher's task is to set activities in which they can practice the process of producing a piece of writing. One alternative idea that can be useful in teaching writing in English is by providing ideas that will guide the students to develop their paragraphs. Providing ideas for writing will help the students concentrate on the structure and the organization of the paragraph writing without being bound with the content since it has already been provided.

To determine what to write is one problem that people mostly face when they want to start writing. This is very first thing

that a writer needs to decide before starting the writing, either on the level of sentences or paragraphs. Another problem that people usually deal with is the way to present the ideas. This includes how to use grammatical sentences, how to include only the relevant ideas and exclude irrelevant ideas, and how to present the main and supporting ideas smoothly.

In this case, English teachers in teaching writing need a creative way of teaching that can help students to present their ideas as the preparation of writing contents. Furthermore, students need to be stimulated to think actively about what they are going to write. Obviously, the English teachers should be creative to help their students to find out their ideas in writing activity. As result, the students will enjoy writing because they know well what they should write without feeling doubtful.

Based on statement above, the researcher introduces a way that can be used to improving the students' ability and can help them to understand more in learning English writing, namely *Imagination in creative writing material*. Imagination in creative writing material will be helpful to the students to express their imaginative and creative to write. The students are asked to remember where they experienced certain physical emotions (Matreyek, 1983). Then, they will write their experience about what they have as imagination and creative from that experience. Thus, the result from their imaginations and creative will be good material for their writing activity.

1. Application is act of putting something the practical use: *the practical application of the invention*. (Oxford Learner's Pocket Dictionary New Edition:1995s)
2. Improve is to achieve or produce something of a better standard or quality the something else (Hornby, 1995).
3. Ability is the mental or physical capacity, power or skill required to do something (Hornby, 1995).

4. According to Daniel Chandler (1993), writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system).
5. Imagination in creative Imagination is also closely connected with creativity.(Ron Norman, Cultivating imagination in adult education (2013).

1. The Concepts of Writing

a. Definition of Writing

There are some additional reasons for writing that may be even more important stated by:

- a) Gebhard (1996), writing is process of creating an idea and express the meaning in written-form.
- b) Meyer (1999), writing is thinking of paper. Thinking is a mind at work, finding facts, seeing relationship, testing the truth of them, and researching conclusion.
- c) Peter T. Danial (2007) states that writing is a system of more less permanent marks used represent an utterance in such a way that it can be recovered more or less exactly without the intervention the speaker.
- d) Yuharnianti (2002:7), writing is a tool of communication message in which are produced in written-form.

Based on the various definitions above, the writer can conclude that writing is a tool of communication to express our ideas or to deliver the ideas through written-form.

b. The Nature of Writing

Lyn Bennet (2006) states that writing is thinking of paper, thinking is mind at work finding fact, seeing relationship, testing the truth of them, reaching conclusion, forming opinions. In this way, our mind produces a huge variety of ideas and the facts that support them are the material which goes into any pieces of writing. In order senses, writing can be a way of expressing ideas smaller once that is the writer uses words to make a composition.

Benson in Yusuf (2002) states that writing in an act of conversation, either with other or just you. It is also an act of learning. Whenever you write more about you think. Whenever you consider how other will read what you write, you learn how your opinion compares with the other. You also discover how you can make difference in what other think and say. Good writers do not know everything about their subject but they have listened well enough to enter into conversation with other about it. And their comments can make difference in where the discussion will go. Writing can be media in expressing feeling and self expression and it can be enjoyed not for writer himself but for the reader because that is why people want to write because they want to express their feelings, ideas even thought the reader agrees or not with the writer, but however the communication is going on.

c. The Importance of Writing

There are a lot of reasons why writing is important. Some of them are stated by Heaton (2001) below:

- a) Writing is a tool for discovering, we stimulate our thought process by the act writing into information and image we have our unconscious mind.
- b) Writing helps us to organize our ideas. We can arrange them in coherent form.
- c) Writing generates new ideas by helping us to make connection and relationship.

d. The Characteristic of Writing

The teaching of writing is directed to have a good result of writing. There are some characteristics of the good writing as Adelstein and Prival (1980) state as follow:

- a) Good writing reflects the writers' ability to use the appropriate voice. Even though all good writing conveys the sounds of someone talking else, the voice heard though the writing must also suit purpose and audience of the occasion.
- b) Good writing reflects the writers to organize the material into coherent

whole so that it moves logically from a central, dominant idea to the supporting points and finally to a consistent ending, conveying to the reader sense of a well thought out plan.

- c) Good writing reflects the writers' ability to write clearly and unambiguously to use sentence structure, language, for example so that one possible meaning is the writers' intended one.
- d) Good writing reflects the writers' ability to write the reader interest in the subject and to demonstrate a thought and sound understanding of it.
- e) Good writing reflects the writers' ability to citizens the first draft and receive it. Revision is the key of effective writing.
- f) Good writing reflects the writers' pride in the manuscript the willingness to spell and punctuate accurately and to check the meaning and the grammatical relationship within the sentence before submitting the finished product to the structure of an audience.
- g) Writing down ideas allows as distancing ourselves from them.
- h) Writing helps us to adsorb and process information when we write a topic, we learn it better.
- i) Writing enables us to solve the problem by putting the element of them into written form; we can examine and manipulate them.
- j) Writing on a subject makes us active learners rather those passive learners of information.

Heaton (2001) also states some reasons about the importance of writing. According to him, writing is used to helping students in the learning process. The reasons for that are follows:

- a) Writing reinforces the grammatical structure, idioms and vocabulary that have been teaching to the students.

- b) When the students write, the necessarily become very involved with the new language, the effort to express.
- c) When the students write, they also have a change to be adventurer with the language, to go beyond what they have learned to say, to take risk.

e. The Component of Writing

Cheryl Kaye Tardif (2007) states that the writing skills are complex and sometime difficult to teach, To requiring mastery not only of grammatical and rhetorical devised but also conceptual and judgmental elements. Heaton (1988) states that the components of writing inti five areas. They are as follows:

a) Grammar

Grammar plays important roles in the writing. In the govern utterances that we produce to be right or orderly. Therefore, it also has great influence on the quality of writing.

In order to have a good grammar in the writing, writer should pay attention to the use of grammatical rule concerning tenses, preposition, conjunction, clause, adjective, adverb, articles, etc. The lack of good grammar will make the content of writing vague and can make misunderstanding, for example the use of tenses.

b) Vocabulary

Vocabulary is one of language aspects dealing with the process of writing. The writer always think about putting words into sentences, putting sentences into paragraph until they can create a place of writing.

It is clear now that we cannot write or express our ideas if we do not have vocabularies. Therefore, we cannot understand the writing passage without having a lot of vocabularies.

Vocabulary is also one of the important components of writing should be taken into consideration by the English learner and English teachers because there

is no doubt that learning a language always means firstly learning the words of the language itself.

c) Mechanics

The use of the mechanics is due to capitalization, punctuation and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely the use mechanic in writing will make readers easy to group the conveying ideas or massage to the written materials. Further the explanation about mechanic is as follows:

1) Capitalization

The use of capitalization in the writing can clarify the ideas if the sentences are not capitalized correctly, ambiguous and misunderstanding will appear.

It also helps us to differentiate from sentence to the others. The word which is capitalized at the beginning are: the first word of own word that presents a dialogue the name of people, the name of form etc.

2) Punctuation

Punctuation can help readers to identify words are to be taken as an unmet of meaning and suggest how the units of it related to each other.

3) Spelling

There are three important roles follow in using spelling appropriately. They are suffixes addition. Such as add (gerund, present participle). Plural formation such as adding 's' 'es' or changing 'y' to 'i' if the finally 'y' is preceded consonant such as 'fly' becomes 'flies', the handling of 'ie' or 'ai' within the words.

d) Content/Fluency

The content or Fluency of writing should be clear to readers so that the reader can understand the massage convened and gain information form. In order to have a

good of contain of writing, its context should be well unified and completed. This term is usually known as unity and completeness, which become the characteristics of the good writing.

e) Form

In form of the writing concerns with the ways through writer arranges and organizes the ideas order message in the writing. There are many ways used by the writers to organizes or arrange the writing. This form is mainly recognized as order.

1) Chronological Order

This type or form is commonly used in the narration and exposition; it deals the events with the process that is described from beginning to the end.

2) Order of Importance

This type of form is a way of organizing supporting details according to their importance. When a writer arranges details in this way, how start the least important ones. Or he may start it with the least important ones and then process to the most ones.

3) General to Particular Order (Deductive)

This type of form is commonly used in the expository writing. In this type, the main idea is stated in the first sentence and then moves the supporting sentence. This type is usually known as educative order. The supporting sentences explain the general idea of the topic sentence in the first sentence.

4) Particular to General Order (Inductive)

This type of form is usually as inductive order. Here, the writer will lead readers through various kinds of supporting sentences concluding sentences. The topic sentences are placed in the end of writing.

5) General to Particular-General Order

This type of form begins with a generalization and then follows with particular statement to support that generalization. In the final sentences, the main idea will be restarted in the

topic sentences, but slightly in different words.

6) Questions to Answer Order

This type of form with the question and the answer of it will follow. The answer should be contained with enough fact and order detail until they are acceptable to readers.

2. Imaginative Writing Materials

a. What are Imaginative Materials?

Imaginative materials also called fiction, but as it suggested the name is imaginative Materials does not real or fact, the people in this kind of materials and what they do experience are not real. They only created by the author (Tedjasuda, 1988:132).

Imagination is the mind in flight, soaring on the wings of memory, emotion, association and perception. Our mind struggles to create order, and imagination offers a structure. In writing down how we “see” what we are imagining, we gain control and can return to these visual and emotional ideas again and again to discover ourselves. And we can communicate these thoughts and experiences through shared language to make meaning, and negotiate a larger way of understanding with others.

Imaginative material is crucial to good writing, and at the same time undeniably connected to the acquired skills and knowledge. Perhaps more surprisingly though is that imagination also depends heavily on rational thinking.

My focus is on the characteristics of the typical student's imaginative life and how this can be engaged in learning, and on how the typical teacher might plan lessons and units to achieve this aim, and on how the typical curriculum content of science, social studies, language arts, mathematics, and so on, might be shaped also to help achieve this aim.

Egan (1992) state There are two kinds of imaginative materials, they are:

1) Escape material

Escape materials is also commercial materials. They mainly used to entrain, to help the reader “escape” from the problem of

life it is usually very easy to read and to understand because the plot is simple and the problem are solved in a way that satisfies the reader. Escape materials is also written in order to help a reader pass the time agreeably and take the readers away from a real world. It enables the reader contemporary to forget their troubles escape materials has its only object pleasure.

2) Interpretative materials.

It is written to broaden deepen and sharpen or awareness of life. It takes us through the imagination creeper into the real word it unable us understand or troubles interpretative materials has object pleasure plus understanding. Although imagination is expressed through language, it is actually the other way round: the language is in fact what is developing the imagination. Skills and imagination cannot be separated but must be seen as entwined parts of a whole that grow together organically. As the skills increase, the imagination transcends these skills, which is the moment in creativity when the writer is able to go beyond the given.

b. Why We Should Write Imaginative Materials.

In searching for method would have students in learning English. The researcher has come to value imaginative materials as a tool to use in English teaching, especially for writing class. It is based on my perception that English learner needs interesting materials when they are learning.

Kennedy (1990:81) states that imaginative writing materials provides students with interesting and meaningful input in writer mode interest in the primary goal of imaginative material, the students' experience can contribute greatly to their ability to writing in English.

Giving imaginative materials is away that can be exacted to motivate the students to learning English. Through imaginative materials the students can learn new words and appropriate expressions, they become more sensitive to correct used to the language and

they will also learn good imaginative materials they will also be able to enjoy it better. (Kennedy,1990)

The other important reasons we should in imaginative writing materials are not about the people and real happening. They often depict universal truth, about what may happen in real life. Therefore, we may ask ourselves question such as: what would we do if we were in this/her place? Would we react the some ways? In this way, we will learn to understand other people. The people that the author created, the way and also learn to know ourselves better.

Imagination is also called the faculty of imagining, is the ability of forming mental, images, concept, and creative, in a moment when they are not perchieved through sight, hearing or other senses. Imagintion is the work the mind that helps create, imagination helps provide meaning to experience and understanding to knowledge. (Ron Norman, 2013 :3)

One is that imagination plays a key in the learning process. There is a view common in both society at large and in the education system that the human mind is a sort of computer in which information is stored for late retrieval, such as on a test. This has been going on so long and so ubiquitously in schools that the meaning of learning that is most common that kind of mechanical storage and retrieval. (Ron Norman, 2013 :3)

Another reason why Egan believes imagination is vital to education because imagination helps provide meaning to experience and understanding to knowledge.

Selecting imaginative materials, there are at least three areas that should be concerned:

1) The level difficulty of linguistics.

Kennedy (1990:81) states that unpracticed writing tend to use word approach while be able to chuck information. Based on the statement above, we can decide that selected material should be at the language levels of the students. How can teacher know

whether material at the appropriate levels of difficulty? Some teachers can take time to have short observation to the student by ask them question about what they have read. The question and discussion around them can tell a lot about how much students acchievment.

Materials which has difficulties, where every word has to be explained or which uses extremely complex grammatical construction is only likely to produce frustration. Similarity of materials which is too easy does not extend the students knowledge. The materials should be regarded, sequence and varies so their linguistics content and difficulty matches the ability of the student.

2) Cultural Content.

Some materials reflect the culture perception of the writer. Therefore, many materials especially nonscientist materials, are culturally basic, and can cause problem for the students, for example, Indonesian students might have difficulty with the story about and American Childs who goes into his teacher eyes in search of comparison the opposite of true in Indonesian culture where the children show respect by not looking into their superior's eyes

If the teacher believes that the culture content would interfere with student ability such material can be avoided the teacher could use materials to provide on opportunity for students to gain new awareness of different culturally defined behaviors. In such a case, the teacher can explain the differences in culture behavior to the students before they read.

3) Interest factor

The third area that should be concerned in selecting imaginative material is the interest. It is useful for the students because there is an evidence students' motivation in write is greater when the material interested for them.

How can teachers provide imaginative writing material is interesting to the student? Most students of English take interest in book or short stories in which characters are involved in learning a second language. However, teacher can also discover the kinds of topic that interest their students by interviewing them of having them complete questionnaire on their preferences. Topics might include movies the students have said they like, hobbies they have, their favorite sport and social issue students have gotten exited about. For example, a story about young love more likely succeed with SMP students, than story about difficulty or bringing up little children.

c. Steps Of Writing by Imagination

1. Get Comfortable with Your Imagination Perhaps the biggest impediment to our imagination is simply being comfortable using it. You have a wonderful imagination. Realizing that we each are creative with our unique way of seeing things is a big breakthrough. Once we know that we too can see an image of the future, we can begin to proceed toward it. That is what imagination is; seeing an image of something in our mind, drawing it on paper or writing it down and then making it become reality. Well, making it become reality may be more than imagination itself, but it is part of the true power of imagination.

Take out a blank sheet of paper and draw out how you want something to be in the future. It could be a process at work that is frustrating. Take an hour and go off by yourself. Think about how it could be in the future. Certainly there are all sorts of reasons that it may be hard to accomplish, but do not let that stop you from at least imagining it as you want it to be. That is the wonderful thing about your

imagination. It is not limited by how things are today. Practice doing this, even if everything you dream up does not come to life right away. Just practice and over time you will get comfortable using your imagination.

2. Routine Creativity

It is a myth that creativity comes on its own schedule and usually on a whim. I have found that successful teams and individuals practice imagination. Our imagination, or creative ability, is like a muscle. We all have one, but it needs to be used regularly to be the most effective. I have also found that muscles get as much benefit from stretching as they do from flexing. Meaning, we can routinely flex our creative ability as well as stretch it.

For me, stretching my imagination comes when I get around a group of people who think big. You can also stretch your imagination by reading about people who have done big things. Expanding what you think is possible is a key step to getting your imagination into gear and allowing yourself to draw out something new on a blank sheet of paper.

3. Stick with it

Here comes the secret sauce. As obvious as it sounds, sticking with your idea is more than half of the success equation. I have heard that what you do with a new idea in the first 24 hours after having the idea is more important than the idea itself. That may not be entirely true for really big ideas, but the concept is sound. Taking action on your ideas is so powerful. Even taking small steps to start the ball rolling on your idea can make a huge difference.

This is why writing down your ideas or drawing them out visually is so important. If you have something to refer back to, it helps as you take steps

toward implementing your idea. I believe that some folks do not want to write down their ideas so if they do not come true, they will not have to stare at the failure. I guess that is a strategy to avoid feeling bad, but it is also a strategy for not allowing your imagination to fully function and create wonderful new products, processes and everyday improvements in our lives. I would rather risk having ten ideas in my journal that never happened for one great idea that did.

METHODE RESEARCH

A. The Research Method

This research applied the pre-experimental method. It was aimed at finding out the effectiveness of imagination in creative techniques to improve the students' writing ability of MA DDI Baburridha Sawere.

B. Population and Sample

1. Population

The population is all of the research subjects (Arikunto, 2006). The population is all of the special aspects like characteristics, phenomena and concepts. The population of the research is all the second-year students of MA DDI Babaurridha Sawere in the Academic Year of 2016 which consists of 74 students.

2. Sample

According to Arikunto (2006), sample is most of representatives of population who are researched. Tiro (2000) states that sample is a number of members of population. In this research, the method of taking sample is purposive sampling. Merriam (2010) states that purposive sampling is taking sample by intentionality, serving or affecting a useful function though not because of planning or design. Arikunto (2006) defines that purposive sampling is taking sample based on the specific purpose. The writer took sample for 39% in 74 students and there are 29 students become the samples of the research.

C. The Research Variable

The independent variable for this research is imagination in creative material (X) and the dependent variable is the students' writing ability (Y).

D. The Research Instrument

The researcher will use writing test to assess and examine the secondyear students' writing ability. The tests are pretest and posttest. Both pretest and posttest are used to find out the improvement of the secondyear students' writing ability at MA DDI Baburridha Sawere. after the treatment by using imagination in creative technique.

E. Procedures of Collecting Data

To collect the data, the researcher held some procedures as follows:

1. Pre-test

Before applying imagination in creative Technique or doing the treatment, the students will be given pre-test to know their achievement in writing. The researcher asks the students to express their imagination in creative writing often depict universal truth, about what may happen in real life in writing activity.

2. Treatment

After giving the pre-test, the students will be treated by using imagination in creative technique. It takes place for six meetings and spend 90 minutes in each meeting. Some steps of treatments are:

- The researcher will introduce the material and give a short explanation about what the students are going to do in the classroom activity.
- The researcher will write some vocabularies that have relation with the material that would be presented.
- The researcher will ask the students to take a note and write down what they had heard that it was related to the material.
- The researcher repeats the material once again and asks the students to mention what they had written.
- The researcher repeats the material three times to give chance for the students to ask

each other by applying the imagination in creative technique.

2. Post-test

After applying the treatment, the researcher will give post-test to the students to obtain data, whether there is any progress or improvement of the secondyear students' writing ability of MA DDI Baburridha Sawere after applying treatment namely through imagination in creative technique or not. The tests are same that of the test that will be given in pre-test.

F. The Technique of Data Analysis

To measure the students' writing ability about their experiences at the students of MA DDI Baburridha Sawere. The researcher proposes the scoring classification as suggested by Heaton (1988:145). Here are the details of the explanation above with its criteria.

1. Criteria of Score Analysis

To score the students results their composition were analyzed for every component the method was derived from the original formula of Heaton (1991:146)

- After tabulating and analyzed the data, the result was classified into seven classifications standard evaluation as given below:

NO	Classification	Range
1	Very good	86 – 100
2	Good	76 – 85
3	Fair	60 – 75
4	Poor	51 – 59
5	Very poor	< 50

- Finding out the significant different between the pre-test and post-test by calculating the value of the test.

$$\bar{D} = \frac{\sum D}{N}$$

Notation:

\bar{D} = the mean of the different score

$\sum D$ = the sum of all scores

N = Number of students

(Gay, 1981: 332)

4. Finding out the effectiveness or ineffectiveness of the technique, this formula below will be used:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = Test of significant

D = the difference between matched pairs

$\sum D$ = the sum of difference

N = the Znumber of samples

(Gay, 1981: 331)

FINDINGS AND DISCUSSIONS

A. Findings

The result of the data collected through writing test from the pretest as the first test and posttest as the second test. The result of the two scores collected and calculated in the mean score to obtain the final score of the students' writing. Then it observed from the five components based on the ESL Composition. These components refer to content, organization, vocabulary, language use and mechanics.

To obtain the information about the students' writing achievement, The researcher described it through four ways; namely scoring classification of the students' pretest and posttest, mean score, calculating the standard deviation and test of significance. For the clearer information about the describing of the students' writing achievement can be seen as following:

1. Scoring Classification of the Students' Pre-test

Table 1. Score of Pre-Test

No	Classification	Range	Pre-test	
			Frequency	Percentage
1	Very good	86 – 100	4	14
2	Good	76 – 85	6	34
3	Fair	60 – 75	10	21
4	Poor	51 – 59	7	14
5	Very poor	<50	2	17

Table 1 above shows that there were 4 (14%) students who can obtain score classified as very good in pretest. There were only 6 (34%) students classified as good, 10 (21%) students classified as fair, 7 (14%) students classified as poor, and 2 (17%) students classified as still very poor.

2. Scoring Classification of the Students' Post-test

Table 2. Score of Post-Test

No	Classification	Range	Post-test	
			Frequency	Percentage
1	Very good	86 – 100	11	38
2	Good	76 – 85	13	45
3	Fair	60 – 75	3	10
4	Poor	51 – 59	2	7
5	Very poor	<50	0	0

Table 2 above shows that there were 11 (38%) students classified as very good, 13 (45%) students classified as good, 3 (10%) students classified as fair. There was only 2 (7%) Student classified as poor.

3. Mean Score

After being calculated the result of the students' pre-test and post-test, the mean score and the standard deviation can be presented as follows:

Table 3. Mean Score

Test	Mean	Classification
Pre-test	67.5	Fair
Post-test	83.5	Good

Table 3 above shows the statistical summary of paired samples (pre-test and post-test). The mean score of pretest is 67.5 which was classified as fair and the mean score of post-test is 83.5 which was classified as good. Description above indicates that the mean score of the students' post-test was greater than mean score of the students' pre-test.

4. Test of Significance

In order to know whether or not the difference between pretest and posttest is statistically significant, the t – test statistical analysis for non – independent sample is employed.

a. The Significance Different

$$\bar{D}_1 = 67.5 \quad D_1^2 = 136218$$

$$\bar{D}_2 = 83.5 \quad D_2^2 = 204519$$

t-Test pre-test

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{67.5}{\sqrt{\frac{136218 - \frac{(1958)^2}{29}}{29(29-1)}}$$

$$t = \frac{67.5}{\sqrt{\frac{136218 - \frac{3833764}{29}}{29(28)}}$$

$$t = \frac{67.5}{\sqrt{\frac{136218 - 132198.8}{812}}$$

$$t = \frac{67.5}{\sqrt{\frac{4019.2}{812}}}$$

$$t = \frac{67.5}{\sqrt{4.9}}$$

$$t = \frac{67.5}{2.2}$$

$$t_{\text{Hitung}} = 30.7$$

t-Test Post-test

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{83.5}{\sqrt{\frac{204519 - \frac{(2421)^2}{29}}{29(29-1)}}$$

$$t = \frac{83.5}{\sqrt{\frac{204519 - \frac{5861241}{29}}{29(28)}}$$

$$t = \frac{83.5}{\sqrt{\frac{204519 - 202111.8}{812}}}$$

$$t = \frac{83.5}{\sqrt{\frac{2407.7}{812}}}$$

$$t = \frac{83.5}{\sqrt{2.9}}$$

$$t = \frac{83.5}{1.7}$$

$$t_{\text{Hitung}} = 49.11$$

b. T-Table

For level of significance (D) = 0.05

Degree of freedom (df) = N - 2 = 29 - 2 = 27

t – Table = 2.052

The result of the value of t – test is 83.5 for level of significance: 0.05 and the degree of freedom (df = N - 1) where n = 29, then the value of t – table = 2.052 (see appendix). The value of t – test is greater than t – table (83.5 > 2.052). Through this real description, writer claims that the alternatives hypothesis is proven. Therefore, writer concludes that there is a significant difference between the students' pre-test and post-test in writing ability after given treatment by using Imagination in Creative Writing Material. For the further information can see the table below:

Table 4
Distribution the Value of t-test and t-table

t-test	t-table
83.5	2.052

DISCUSSION

In this part, the writer discussed the finding of the data analysis in respect to the scope of the research. This discussion deals with the interpretation of the findings derived from the statistical analysis. The description of the data collected through the test as explained in the previous section shows that the students' writing ability was good. It was supported by the scoring classification of the result of the students' post-test. This section deals the interpretation to the students' achievement in writing ability after they are given treatment by using Imagination in Creative Writing Material. It can be proved by the t -test value of the students' post-test is greater than the t -table value (see appendix).

The mean score of the students from each component of writing that observed at the pre-test are content: 20.60, organization: 13.55, vocabulary: 14.55, language use: 17.10, and mechanic: 3.00. While the mean score of the students from each component of writing at the post-test are content: 24.65, organization: 16.40, vocabulary: 17.05, language use: 20.50, and mechanic: 3.55.

The total mean score of the students at the pre-test was classified as fair and the total mean score of the students at post-test was classified as good. It means that the Imagination in Creative Writing Material in teaching writing can improve the students' writing achievement

Giving treatment by using Imagination in Creative Writing Material, the students could make more changes on content, organization, vocabulary, language use, and mechanic. The changes appear by teaching the students about how to write a good essay having more enjoyable and interested to write. In Imagination in Creative Writing Material, students are expected to proofread and edit each other's writing on their own without the teacher's intervention. If this way is conducted in many times it can certainly increase the students' skill and improve the students' writing achievement.

The use of Imagination in Creative Writing Material in many times increased the students' writing ability and it better if the English teacher should be more often using Imagination in Creative Writing Material in writing class. This activity examines the effect of feedback in a class in which students worked in pair to finish a writing task.

From the discussion above, the writer found that the use Imagination in Creative Writing Material in teaching writing can improve the students' writing achievement. This activity examines the effect of feedback in a class in which students worked in groups to finish a writing task.

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HALAMAN INI SENGAJA DIKOSONGKAN