

## **CHAPTER IV**

### **DATA PRESENTATION AND RESEARCH FINDINGS**

This chapter mainly includes data presentation and the findings of the research, which derived from the method and procedure describe that has explained in the third chapter. The data presentation and the data finding are in the form of narrations describing the result of observation, questionnaire, interview and documentation.

#### **A. Data Presentation**

Here are the presentations of having an observation, questionnaire, interview and documentation which has done by the researcher. The observation, giving questionnaire and documentation are conducted in 2 days with 2 meetings for observation and in the last meeting, the researcher also gives the questionnaire for students. While the interview has conducted on a different day for two days, because one day to interview the students and one day to interview the English teacher. Before the researcher describes the result, the researcher will explain that the word “Creativity” in this research doesn’t mean a score because the researcher uses descriptive qualitative approach to the creativity here explained in narration form. Before the researcher explains about data presentation and data analysis, it is better to know about the word “stimulate” first. Stimulate here means using stimulus to encourage to begin and develop further or full of ideas in working. so here the researcher use a specific media that is marquee to know how the marquee can stimulate their creativity in writing, but the researcher just want know

about their responses about their feeling after practice writing by using this media, whether their writing ability can be better and their style in writing to be more creative or not.

From these statement above, actually the data from the field are in the form of response, not in the form of number and score as in the quantitative, so it totally different, because the researcher just wants to describe their good and bad responseses only by using descriptive qualitative study.

### **1. The implementation of Marquee Media (Running text) for stimulating students' creativity in Writing.**

In the first meeting, the researcher conducted the observation based on Ary, et. Al (2010:431) that qualitative observations rely on narrative to describe the setting, behaviors and the interactions of students and teacher in the class when implementing the media. This observation is conducted on 11 February 2019 at 10.10 o'clock. It is time to Mrs. Ummi for teaching English in the X-Social 2 class, which consist of 20 students, but there were only 17 students because 3 students were absent and can not get the material of recount text about "experience".

Before the teacher, the researcher prepared many things before starting to teach recount text using Marquee Media in the class X-Social 2. Firstly, the researcher must prepare the text in the form of recount text, which will delivered to students through the media. The researcher took the material from the internet, and choose one of the story about personal experiences while on vacation at the zoo, with simple language and the

stories is not too long, but still based on the material of recount, that is “experience”. The form of the story is as follows;

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

The text delivered by using media. It includes in the second activity, that is making the media. The media used by researcher is Marquee (running text) that can be made with html, but here, researchers use an application called Kine Master to present the learning material in the of recount text. The researcher gave the design as beautiful as possible to his creation to the media to make students enthusiasm with the lesson. Start from the background of the The researcher also organized the time of speed on the media as standard as possible, not fast but not slow, because the object is students in class X who is still in the learning process. The media here presented in the form of videos accompanied by instrument music. The appearance of the media is as follows;



The next activity, the researcher met the teacher to explain the model of her research, which conducted in the class. Start from what the makes sure that the material which presented is about recount text and about the media will be used. the researcher introduces the media clearly with the reason why the researcher choose the media and what is needed for learning process using marquee media. Not only that, the researcher also explained what students must do in the learning process to the data requirements for her research. After that, the researcher started to go to the headmaster room for preparing the LCD projector, which will be used for applying Marquee media in the class, because it makes all of the students in the class with large quantities can easier to read the text and it also will save more time.

On Monday, 11 February 2019, the researcher started to conduct this observation. Some students looks happy when the researcher enter their room, because the researcher actually ever teaching as a students practice field experience (PPL) in MAN 2 last semester. After tat the teaxher asks 2

students to pick up the LCD Projector from the headmaster room to the class, while the researcher prepare the requipment and choose a good place for observation the learning process by using observation checklist. The observation checklist is contain of some categories, they mentioned clearly below.

NO	ASPECTS	YES	NO	ADDITION
1.	All students are in the class		√	There were 3 students who absent, totally only 17 students.
2.	All students sit in their each chair	√		
3.	All students pray together with the teacher		√	
4.	Students paid attention and listen ed accurately when the teacher explained the material	√		
5.	Students were active to ask anything during english learning		√	Student just silent and pay attention to the teacher.
6.	When the teacher introduce the media, students are busy and corious about the media that will be used		√	
7.	Students were enthusiastic when teacher gave the explanation about marquee media.	√		
8.	Students were active and all of them stay in the class.		√	There was no student who permit to go out from the class.
9.	Students crowded when learning takes place.		√	
10.	Students look bored and not enthusiastic		√	They still concentration and feel curious with the story.
11.	There were students who fall asleep in class when learning process		√	Just one student who look sleepy, he was in the back.
12.	Students were noisy when the media started playing		√	All of them were pay attention and read the text carefully.
13.	Students asked to repeat the media repeatedly	√		

14.	Students were concerntration when the media is playing.	√		
15.	When the story has finished, the students become crowded and dont notice the teacher.	√		
16.	Students enthusiastic to rewrite the recount text	√		
17.	The students looked confused to start writing text	√		
18.	Some of students asked each other when rewrite the recount text.	√		
19.	With the guidance for the teacher, students noted some difficult words they have found in the text and asked to the teacher.		√	They just do their assignment directly when the story has ended.
20.	Students were finished to write the text in the specified time	√		

The teacher started the learning with greeting “salam” and continued to explain the material about recount text. All of the students listen the teacher carefully and sit to their each chair. While the researcher sat on the back, seat to see and observed the condition of students.

“Assalamualaikum anak anak, how are you today?  
 “I will tell about recount text. Recount text is text acts, which concern to retell the factual events. Do you know about this? kalau kalian tidak tahu, saya terangkan ya. Jadi text Recount, text ini berfungsi untuk menceritakan fakta-fakta yang nyata. Misalnya dulu anak anak mempunyai cerita pengalaman yang lalu boleh, atau “activities” aktifitas-aktifitas atau kejadian-kejadian yang lalu bisa di ceritakan di recount text. Kenapa? Karena recount text itu tenses nya menggunakan apa? Atau “Past event” itu menggunakan tenses apa? “Past event”, apa artinya “Past”. Past itu masa lalu. Jadi yang di ceritakan di recount text itu nanti masa lalu atau pengalaman-pengalaman masa yang lalu. Jadi, otomatis semua tenses nyaharus menggunakan “past” tidak boleh “present” anak-anak., jadi apa yang pernah kalian alami diwaktu anak-anak masih SMP bisa diceritakan di dalam recount text.”

*("Assalamualaikum children, how are you today? "I will tell about recount text. Recount text is acts of text which concern to retell the factual events. Do you know about this? if you don't know, I explain yes. So text recount, this text serves to tell real facts. For example, in the past children have stories of past experiences, or "activities" activities or events that have previously been told in the recount text. Why? Because what recount text does the tenses use? Or "Past event" using what tenses? "Past event", what does "Past" mean. Past that's the past. So what is told is recounted the text in the past or past experiences. So, all the tenses should automatically use "past" not to be "present" for the children, so what you have experienced when children are still in junior high be able to told in the recount text. ")*

Some of students look silent and just listen what the teacher said.

The teacher actually teach by using Indonesia language, but not infrequently the teacher also uses English on several occasions, such as giving examples and asking students about English terms and checking their understanding. On one side, students look more understand when the teacher explained and asked them about material using Indonesia language. There were only 2 students who always active and answered when the teacher asked them about the material they do not know. Although sometimes the answer are false, but they more enthusiasm than other. The teacher did not forget to stimulate students to speak up by answer her questions about the material. Here, the teacher delivered the material completely, because she explained clearly about the definition, example, function and the last is generic structure which important for student to practice writing a recount text. As stated in the snippet of teacher explanation below.

“Nah, dalam recount text itu ada yang namanya Generic Structure atau susunannya. Pertama, ada yang namanya “Orientation” (orientasi), yang termasuk di dalamnya yakni “Who” (siapa) orang yang masuk dalam cerita itu. Kemudian “When” (kapan kejadian itu

terjadi) dan yang ketiga “Where” (tempatya/ dimana kejadian itu terjadi).”

“Yang kedua yakni event. “Event itu apa anak-anak?”. kronologi dari cerita itu tadi. Kronolgi dari cerita anak-anak tadi diletakkan di event nya. Terserah ya, anak anak menceritakannya itu bagaimana ya. Nah itu diceritakan disini ya.”

“Yang ketiga, yaitu recommendation. “Artinya apa?”. “runtut”. Nah minimal kalau cerita dalam recount text, itu harus ada Orientation, event dan recommendation. “Jadi, berapa paragraf?”3. iya 3 paragraf. “jadi pembukaan dulu, lalu isinya baru penutupnya.”

*("Well, in the recount text, there is something called Generic Structure. First, there is something called "Orientation" (orientation), which includes the "Who" (who) is included in the story. Then "When" (when the incident happened) and the third "Where" (where / where the incident occurred). "*

*"The second is the event. "What are the children's events?" chronology of the story earlier. The chronology of the children's stories was put in the event. It's up to you, how do you tell the children? Now that is told here. "*

*"The third, namely recommendation. "What does it mean?". "Coherent". At least if the story in the recount text, there must be an Orientation, an event and a recommendation. "So, how many paragraphs?" 3. yes 3 paragraphs. "It was an opening first, then the contents were just closing.")*

During learning process, the students look enthusiasm and attentive even though there were some students who were sleepy, precisely students who sat in the back, they seemed to move a lot and to be daydreaming. However, almost all of them listen carefully and responsibly although they seem confused with the new material being explained that is about recount text. The result of description of the result of observation above. The researcher conducted a triangulation in the form of interview with the teacher who taught (February 28, 2019), she is Mrs. Umi.



*“menurut saya semua memperhatikan, namun ada satu dua orang saja yang terlihat agak mengantuk dan ada juga beberapa yang terlihat melamun namun hanya sedikit, sudah cukup wajar anak-anak begitu mbak, yang penting mereka diam di kelas dan menghargai saya yang sedang di depan kelas.”*

*("In my opinion all pay attention, but there are only one or two people who look rather sleepy and there are also some who look absent-minded but only a little, it's quite natural that the children are like that, it's important they stay in class and respect me in front of the class. ")*

While the teacher gave the material, the observer started to prepare the media. she actually make sure that the LCD projector can be used in this learning without disturb their concentration when they were listening the material from teacher in front of the class, because the researcher was in the back and it is easy to control and observe the detail of condition in the class.

Before the students practiced to read and write the text, the teacher explained and introduced the media first before told what they have to do with the media. The students seems silent and pay attention with the explanation.

*“Disini ada teks berjalan, nanti kalian baca dengan baik teks recount tentang experience atau pengalaman pribadi disini. Jadi nanti, seharusnya kalian nanti “retell” rewrite again, apa itu artinya? Menulis kembali dari cerita yang ada disini. Jadi anak-anak menulis sesuai dengan apa yang ditaruh disini tadi, jadi diambil minimal berapa paragraf anak-anak? 3. Satu apa? “orientasi” paragraf 2 apa? “event” lalu paragraf terakhir apa? “recomendation”. Kemudian tensesnya tadi pakai apa anak-anak? “Past tense”. Jangan sampai menggunakan present tense, jadi harus pakai past tense.”*

*("Here, there is running text, you will read well the recount text about experience or personal experience here. So, you should "retell" rewrite again, what does it mean? Rewrite from the story here. So the children write according to what was put here earlier, so take at least a few paragraphs of children? 3. What one? "Orientation", then paragraph 2 what? "Event" then what is the last paragraph? "Recommendation". Then what are the tenses used by*

*children? "Past tense". Don't use the present tense, so you have to use past tense".)*

After students accepted and received the explanation of the media and their assignment, it is time for students to do the assignment by reading the recount text, which contain of personal experience that displayed in the form of a video. The running text was played 3 times. When the video was played, they seems curious and concentrated well to read the text by reading aloud, so it actually distrub their friends, but the teacher immediately calmed them by coming to their desk, so they immediately shut up. The teacher of the class said that students feel curious with the media, so they consciously or not have distrubed their friends by talking alone which give a bad impact to the concentration of other students. This information obtained by interview with English teacher (February 28, 2019) the researcher got the data as follow:

*"Sepertinya sepanjang teks cerita di putar, karena mungkin penasaran, siswa merasa antusias, jadi ya seperti ngomong sendiri dan agak bisa dikatakan mengganggu teman-temannya yang sedang mendengarkan, tapi ya saya suruh diam karena saya tahu ini butuh konsentrasi yang baik untuk memahami teks mbak".*

*("It seems that as long as the story text is played, because it might be curious, students feel enthusiastic, so it's like talking to themselves and it can be said to disturb their friends who were listening, but I told them to be quiet because I know that concentration is good for understanding the texts ")*

After around 5 minutes, the video actually has been displayed students spontaneously crowded and asked each other's friends about the story. The teacher tried to make students calm and silent and also focus on the text that has been read and then rewritten. The teacher also did not forget to check their understanding.

*“Sudah selesai, sekarang ayo, keep silent. Jangan ramai ya anak-anak. kira-kira sudah faham kan dengan cerita tadi? Menarik ya?”. “yes bu” (The students answer).*

*("It's finished, now come on, keep silent. Don't be crowded, students. do you understand the story? Interesting right?". "Yes ma'am" (The students answer).*

The result of observation above is also supported by using interview with the teacher of X social 2, Mrs. Ummi, as the applying of Triangulation method to to strengthen the findings data. This is the interview footage.

*“Mereka seperti menikmati jalannya cerita, namun saat mengintruksikan untuk me rewrite teksnya, mereka agak gelagapan, karena mungkin belum begitu paham benar dengan ceritanya, dan agak ramai juga karna beberapa dari mereka malah saling bertanya, tapi mau mengerjakan kok.”*

*("They like to enjoy the story, but when instructing to rewrite the text, they are rather confused, because they may not really understand the story, and it is rather crowded because some of them even ask each other, but they want to do it.")*

After that, the teacher gave some worksheet for each students, in this worksheet, students rewrite the text by using their own language, to know how far their knowledge and how far they remember the content of the story which appear in the screen of Marquee media. The researcher here also design the worksheet as interesting as possible, because in order to make students more attractive and spirit to do the assignment.

In the second meeting, on 16 February 2019 at 08.00 o'clock, the researcher came to the class again to repeat the observation, in order to stimulate again their writing by using Marquee media to get the valid data from the field. This observation was followed by 18 students, from totally 20 students, although there were 2 students absent. The researcher thinks that

more we explore and dig data by repeating research;, the data can be confirmed in research, because researcher gets certainly about students' responses that are true and undoubted. It is the last meeting with students for conducting observation in class, but the differences is in this second meeting; the teacher here was not in the class. Therefore, the researcher actually controlled the class by her self. Because of this, when the researcher entered the class, they suddenly crowded, and ask everything about the researcher. But, the researcher still focus to prepare everything about this observation during answer students' questions.

The first activity is still same with the first observation. Students here must read and reweite a text again, like in the first meeting. However, the researcher still gave an instruction from beginning until the end of lesson, without teacher there. Because there were some students who is, absent when the researcher conducted observation in the last week. Therefore the researcher understand the lack of this information about this research by using new media for them.

*“Ini teks apa bu kok bagus? Ada gambarnya juga...tapi kok cepat ya bu? Trus ini nanti diapain bu?”*

*("What kind of this text ma'am, how good is it? There is a picture too ... but too fast, ma'am? Then what do I do next?)*

After they asked about this media, the researcher actually explained again about the media directly. The researcher gave the information about the media during prepare the requipment of media, such as laptop and LCD to save the time, and in order to give them ease for doing the assignment.

The researcher continued to play the running text to the students. There is little different when practicing Marquee media. The students seems crowded during the observation, they are not too discipline in classroom, but thing that the researcher like is they do not go out from the class, or still in their chair although crowded. The researcher understand how to teach male students in one class, because when the researcher conducts PPL in MAN 2 Jombang, she has known and has e big experience to teach male student almost everyday. So the researcher still calm and try to be more assertive in instructing students in learning with occasional jokes in order to prevent them from getting bored, because the researcher here become learning centers.

When they were reading the text, the researcher observed them in front of the class; it is different when she was doing observation in last week or the last meeting. Students read the text and then there students who are talking with their friends, and actually will distrub their other friends, so the researcher aks them to be silent and read the text directly.

After reading the text, the researcher gave some sheets to the students as in the first meeting. Then, the students started to rewrite the text, but it actually different with the first meeting when the teacher is in the class. The students here seems more crowded and uncontrolled. They asked each other about the text, because some of them want to play again the text, but the researcher only play the running text in 3 times. Although they want to reply, the researcher continue to observe and controll the students who were crowded and asked them to sit on their each chair.

This activity to rewrite needs around 20 minutes, from 8.10 until 8.30 exactly. After that, they collected their text to the teachers' desk one by one, the teacher also check the attendance list. Because she want to know whether all the students in the class have collected the text.

To get the good data, by knowing their real condition after conducting the trial for research, the researcher decides to gives questionnaire to the students, because the time still long and actually enough for filling the questionnaire. Before that, the researcher explained first one by one of each point in the questionnaire, and asked every students which one the question that they do not know the meaning. Because the researcher prevent misunderstanding among students which caused a bad effect for the data taken from the class. The questionnaire is contain of some questions about their responses of studying by using Marquee media in their lesson, which is recount text. The researcher feel, she will get a better data when student fill out the questionnaire after write ext using Marquee media directly, so their memory is still fresh or still remember about the activity they has been conducted.

## **2. The students' responses about the implementation Marquee Media (Running text) for stimulating students' creativity in Writing.**

Every activity needs respond whether it is good response or bad. Also in teaching and learning activity. In the this activity, that is writing using Marquee as the media is actually new for them, but has good and positive relative respond from the students who is the main object for giving response for the media. Here, the researcher took the data for students

responses from 2 activities, that is giving questionnaire which also supported with interview with students as the object of getting repond of learning using Marquee media. Because the researcher here focus on the students' reponse only, not about teachers' response. But the researcher takes only 3 students for doing observation. The researcher choose 3 of them not without a reason, but the she chooses 5 students here only they who has a contrast answer between their writing with their answer for questionnaire and the observation from researcher. So the researcher here feels confused and want to find out for clarity on a students' response. Because this second research problem is focuses on the response, no other.

It can be shown from student's attitude. Since the lesson started when Mrs. Ummi introduces and explain the materials during teaching recount text, the students look enthusiastic. The response here little different with the other, because in this research the responses can be shown from 3 aspects, the first is *Interest aspects*. It means that how are the students' responses based on their interest in the media used for learning, can be in the form of how is the appearance of media, the story of the recount text and their interest in writing through this media. in the questionnaire

The second is Cognitive aspects which according of Guilford on Sternberg (1999), who said that there are several important aspects that is aspects of creative thinking which will related with the creaticity in writing, when students use their creative thinking for write something as good as possible by using their creativity. This aspect is divided until 4 aspects, they are :

- a. *Fluency of Thinking* (students' abilities produce many ideas that come out of their own thinking).
- b. *Flexibility* (students' ability to produce ideas in writing, students prefer to see and understand from various ways in different point of views).
- c. *Elaboration* (students ability to develop ideas by developing ideas to be more interesting).
- d. *Originality* (students ability to spark unique ideas or spark original ideas from their own thinking of something).

The last aspect is about the difficulties. The difficulties here means everything they found in the implementation of writing by using this Marquee media. this aspect contains of their difficulties in the appearance of the media, the difficulties when they are reading the text, and also the difficulties when they are rewrite the text which showed in the media.

The researcher here classify the level of calculations based on the result of questionnaire in determining how high students responses about interest aspect, cognitive aspects and also the difficulties of students. The calculation details are as follows;

Figures of 1 to 5 students is classified weak.

Figures of 6 to 10 students is classified enough

Figures of 11-15 students is classified strong

Figures of 16-20 students is classified very strong

In this questionnaire, the students only need to answer 'Yes' or 'No' to complete the questionnaire, they also need to write the reason why they choose "Yes" or "No" in each items. The questionnaire contains 30



number with divided until 3 aspects that has explained above. 7 number for Interest aspects, 13 number for cognitive aspects which divided until 4 aspects again, each aspects contains of 3 items or question. The last is 10 number for difficulties aspect.

The researcher here explain the result of questionnaire which has delivered to the students, by verifying the aspects one by one expect the last aspect, because the last aspect is explained and verify in the third research problem.

### **1. Interest Aspect**

A. Victor Devadoss, et. Al. (2013) states that when we find problems such as English, there are two results obtained, namely good and bad, when we get good results, we will get happiness. Good results are also influenced by students' joy in learning. Andrew J. Oswald et.al (2014) pleasure makes people more productive. The pleasure of learning English will make students not burdened in learning.

This aspect is used to know how far the students feel interest with the media and the application for writing. From this statement above, almost all of student actually still do not know about this media. it is relative new for them. The statement above is supported by using interview with 2 students, student code 17 named Malik Iskandar Muda from X- social 2, as below:

*“iya media baru bu, sebelumnya belum pernah sih, baru mengenal bu”.*

*("Yes, this is new media, I have never use before, just known Maam".)*

But, for the other students, there is a student who claim that he knows about the media before, when he was in Pare, Kediri for doing English tutor. He is student code 20 named Agung Prawira, the data as below:

*“Saya sudah pernah mengenal bu dulu, waktu masih les di Pare, pernah diajarkan juga seperti itu.”*

*("I have known Maam, when I was in English tutoring at Pare, I have studied.")*

The teacher also almost never use media for learning, so students feel bored and there is no innovation, even though students need some innovation for increase their spirit for learning, specially in English. Some of them actually do not like this lesson, and it appropriate for teacher to give the different way for learning, such as using media. The students also agreed to answer that never use media before, and it is the first time they used the media in learning. The information is gotten from the result of questionnaire which is strengthened with the triangulation method by using interview with 2 students. Student code 17 named Malik Iskandar Muda from X- social 2 (February 25, 2019), as below:

*“ini pertama kali menggunakan media, dikelas Cuma diterangin doang gitu”.*

*("This is the first time using media, before now, just explained in class.")*

The second respondent is Agung Prawira from X-social 2, also say the same answer with the first respondent about the media, the data as follows:

*“gimana ya, enggak bu. Tapi waktu saya semester 2 jarang-jarang sii bu. Paling Cuma diterangin sama ngerjain tugas aja.”*

*("humb, no. But when I was in the second semester I felt rarely, just explained, just working the task.")*

From the result of conducting interview to the students, the researcher also get the data from the English teacher who state that she have never used media, but more to the teaching method, especially for learning to write, he simply uses the free writing without going through the method. This information is obtain by using interview to the teacher (February 28, 2019).

The data as below:

*"Iya, saya belum pernah mbak menerapkan suatu media kepada siswa di kelas X-Ips 2, karena ya saya lebih ke metode saja, bagaimana siswa dapat menangkap materi saya dengan metode yang tepat, dan sekarang ini saya sedang mencari-cari media yang semisal bisa tepat digunakan oleh siswa kelas X-ips 2 ini mbak. Apalagi untuk praktik menulis, saya lebih menuturkan ke cara menulis bebas mbak, belum menggunakan perantara media yang unik seperti yang mbak gunakan."*

*("Yes, I have never applied a media to students in class X-Ips 2, because I am prefer in method, how students can understand my material with the right method, and now I am looking for media that can right used by students of class X-ips 2 this is Ms. Especially for the practice of writing, I better tell how to write freely, not yet using a unique media intermediary like the one you use.")*

Here, some of them are interested and curious to study with this media. and also if using the media, like Marquee media, the way for learning become different and students become happy and spirit. This statement supported with interview again with the student code 17 named Malik Iskandar mudah (February 25, 2019), the first interview the data as follows:

*"iya senang, karena kan menarik terus beda aja. Kalau dijelaskan kurang faham, kesannya monoton gitu bu".*

*("Yes, I'm happy, because it's interesting and it's just different. If it is explained not understand, it seems monotonous, ma'am".)*

And he also give their expression of like to the media that the media is interesting for him, as follows:

*“menarik bu medianya itu, soalnya baru saya kenal”.*  
*("Interesting media, because I just knew the media".)*

In the first response, the students actually interest with the media, it also showed by the student code 20 named Agung Prawira who says the same answer with the first respondent. The data as follows:

*“seneng buk, itu kan jadi ada penampilan baru, suasana baru, nggak monoton dan jadi menarik”.*  
*("Happy, there is a new appearance, new atmosphere, not monotonous and interesting".)*

He also gave the expression to his feeling after using this media, he stated that it was true that this media increase their spirit in learning. The data as follows:

*“jadi lebih seneng bu, soalnya bikin nggak ngantuk karena ada yang baru saat belajar. Ada gambar”nya juga bikin menarik”.*  
*("So, I am more happy, because it makes me not sleepy because there is something new when I study. There is an image "it also makes it interesting".)*

From these statement, researcher concludes that in the aspects of interest, the students give a good responses enough. These statements related with the items of questionnair number 1-4, but here the researcher asks them with common questions about media, not about Marquee media, because the result of using Marquee can be seen in the coloumn of questionnaire.

But from all of the indicator of interest aspects, the best calculation is from number 4 which says that the text of the story is presented briefly and clearly. 16 students said that they agree with the indicator, and just 2 students who do not agree from totally 18 students who are in the class. It also supported with the result of interview from 2 students. Malik iskandar muda as the first respondent says that

*“iya bu, ceritanya bagus, lalu juga jelas bu ceritanya..”*

*(“Yes ma’am, it is good story, and then, the story actually brief and clear”)*

And the second respondent also give his opinion about this appearance of the story that appear in Marquee media. he is Agung prawira. The opinion of Agung is also similar with Malik iskandar muda as the first respondent.

*“Saya pikir menarik bu, saya suka ceritanya, jelas dan tidak berbelit bu,”*

*(“I think it's interesting, Ma’am, I like the story, it's clear and not complicated, ”)*

From the result of comparing questionnaire and interview, actually the indicator number 4 is valid, because the result is same and the results can be justified.

By comparing the results of student questionnaire responses to the use of Marquee media (Running text) for learning media between item 1 – item 7, it was concluded that there was an increase in students' pleasure in learning English recount text after using Marquee media for learning English. They feel this media can bring their spirit because of interesting and different

in the style of their learning, but this media is not enough for making their creativity in writing in English to be better, because some of them do not like English, which stated in the result of questionnaire in point 5. The researcher feels that they like the way of teaching writing with media, but for the creative realm they need guidance and re-habituating with other media. Enhancement. Student responses can be seen in the following data.

From these statements above, the researcher concludes that almost more than half of the students like and feel interest in this media and give a good spirit in learning English. It can be seen from the result of questionnaire and supported by interview.

## **2. Cognitive Aspects**

The purpose of the cognitive aspect is oriented to thinking skills that include the ability to remember, then use and develop ideas. So it actually related with how students ability of thinking and respond something with their ideas and thoughts. Based on the statement above, the researcher divided the characteristic of creative writing into 4 aspects which according to Guilford in Sternberg (1999).

### **a. Fluency of Thinking**

Fluency is all about generating a lot of different ideas. Skill of thinking fluently have characteristics: (1) trigger many ideas in solving problems; (2) provide many ways or suggestions for doing various things; (3) work faster and do more than others. Here, the researcher want to know the responses of the students based on this aspects when applied to practice writing a text by using Marquee media.

From this research, the researcher got the result of data that almost a half of students in X- social 2 have fulfilled the provisions of aspects. Here from the result, students proven that they can increase their idea and thinking about the plot of the story that appear by using Marquee media. They continued to rewrite the text by collaborate all of their ideas which are in their brain, so their concernation really reliable. So they feel that they really be able to concertrate well when the media is played, it is proven by getting “strong calculation” with 11 students answer “yes” for the indicator.

This result of questionnaire above also supported by the results of interviews conducted to two students. the two students argued that this media made them concentrate and focus more. the following is an excerpt from the student code 17, named malik iskandar muda.

*“iya bu, saya lebih fokus dan membuat saya lebih berkonsentrasi membaca ceritanya”.*

*("Yes ma'am, I am more focused and make me concentrate more on reading the story".)*

The statement above also similar with the interview which is conducted to the student code 20 as the second respondent, named Agung Prawira who said that:

*“bisa dikatakan begitu bu, karena saya tambah konsentrasi kalau belajar dengan ini, menantang aja bu gitu”.*

*("I say so ma'am, because I am more concentrated if I study with this, like a challenge ma'am ".)*

So the result of questionnaire is actually true and valid because of the same result with the interview with students.

### **b. Flexibility**

In this aspect, the response of the students can be seen from their ability to generate a variety of ideas from different points of view or non linear thinking. The ability to think flexibly has characteristics: (1) produces ideas for answering a variety of questions; (2) can be see something from different perspective; (3) present a concept in a different way. Here, the researcher want to know the responses of the students based on this aspects when applied to practice writing a text by using Marquee media.

The result of the questionnaire is the researcher found that the students prefer to understand the text by look for the context which related with the characteristic of the aspect that is see something from different perspective, with around 14 from 18 students answer yes or agree with the first indicator that is flexibility. But after they can understand well, just a half from the students who can develop the plot of the story based on the context. It means that they are easier to understand, not to develop the story by using anyway, such in the last indicator of flexibility that just 8 students be able to related the story with their real experience to understand and develop the story, so it gets enough calculation.

### **3. Elaboration**

The third aspect that the researcher describes is “elaboration” aspects. This aspect actually almost same with flexibility in developing idea. But the difference between them is if in the flexibility is the ability to produce and develop the idea, but in this aspect, students will produce, generate and expand the idea with details, because elaboration refers to the details within



each idea. Elaboration aspect also has characteristics, they are: (1) develop or enrich other student's ideas; (2) adding or detailing an ideas to improve the quality of the idea.

In this research for geeting responses from the “elaboration” aspects, the researcher gets the best result of the positive data from the students. All of the indicator in this questionnaire number 14-16 actually have a good and strong calculation. Students here are proven to be able to elaborate their brain for learning by using imagination well about the story which appear in the marquee media (running text). There are 13 students agree that they need and use their imagination for writing text in English, and just 5 students who do not use their imagination. It caused because their do not pat attention to the media well when the media being displayed. The result of questionnaire for the first number on the Elaboration aspect i also supported with the result of interview with the first respondent, he is Malik iskandar mudah who said that he used his imagination for understanding the story.

*“saya bisa menggunakan imajinasi bu untuk membayangkan yang ada di cerita”.*

*("I can use my imagination to imagine what is in the story".)*

Not only that, students also to understand well about the text students relates the imagination with their fantasy, because the story is about kids' experience which full of happiness, but the fantasy here has a limitation, that is the fantasy must rests on reality. Students who agree with this indicator are 11 from 18 students. It is actually include of strong calculation.

The next result, to rewrite the story of recount text, they are be able to use their own language as good as possible. Because when students use

their imagination, so anything which go out from their brain is some new vocabularies that has known by students. They use these vocabulary to develop the story and to be more creative in writing. So the writing actually the real text from their brain, good or bad, the most important is they can learn to elaborate their thinking. It gets 11 votes “yes” from students and gets only 7 votes “no”. So it also still in “strong” calculation.

#### **4. Originality**

The last aspect of cognitive aspect is originality. Originality is the measure of the infrequency of students’ responses. The researcher measure the responses of students based on their how far they can spark their idea or their work of writing by using their own thinking. They can satisfied after finishing their work if actually it is real from their own thinking. So it will motivated students to be better in writing. Because there are two abilities will measured, they are writing and reading.

After conducting the trial, the researcher gets different data from 3 indicator of originality aspects. The indicator are between items 17 until 20. In the first indicator, based on the worksheet which contain of text written by students, the researcher conclude that more than a half students can write more than 2 paragraphs. It is appropriate with the responses of students who answer the questionnaire. There are 10 students who agree with this indicator. Just 8 students who disagree because they can not write the text into 2 or more paragraph. It is proven by the result of interview which conducted with 2 students., Agung Prawira and Malik Iskandar Muda. Presentation of additional data for interview result can be seen below:

*“saya kemaren bisa nulis 2 paragraf bu hehe karena saya paham alur ceritanya”.*

*("I was able to write 2 paragraphs yesterday, hehe because I understand the flow of the story".)*

The response of student code 20, Agung Prawira indicate that he agree with the statement of the questionnaire, and he include of 10 students who can write more than 2 paragraphs. It actually different with the second respondent, he is Malik Iskandar Muda, who give negative response for this item. The data as follows:

*“lumayan susah bu. Saya belum bisa lebih dari 2 paragraf, hanya satu. Karena saya kesulitan buat nyusun kalimat”*

*("quite difficult, ma'am. I can't write more than 2 paragraphs, only one. Because I have difficulty for arranging sentences ")*

From the interview data above, the researcher conclude that there are 10 students who gives positive responses because Marquee media bring a good effect for them, so they can write until 2 paragraphs or more. Because they can understand well the text that appear in the marquee media, as Agung prawira said. Also there are just 8 students which is represented by Malik Iskandar Mudah, said that to write until 2 paragraphs or more is difficult enough. It caused because they are less in the way how to create a good sentence or paragraph, and the other factor is the teacher is rare ask students to create a good writing or ask students to try to make writing based on their own language. Based this explanation, the calculation of the responses from the first indicator gets “enough” calculation.

These statement also supported with the result of interview to the students which agree if their English teacher never ask them to write a text in English before. the data is discribed below:

*“jarang disuruh nulis-nulis bu, ga pernah disuruh ngarang nulis malah”.*

*("We are rarely asked to write, ma'am. I have never been asked to write something instead. ")*

This is the response of student code 17, Malik iskandar muda who state that never asked by his teacher to create an English text. It also same with the student code 20 as the second respondent, he is Agung. The data as follows:

*“Iya bu saya rasa belum pernah, asalnya pengen belajar nulis juga gitu, biar ada latihannya gitu”.*

*("Yes ma'am, I don't think I've ever been, but I want to learn to write too, so there is training for me".)*

The second statement of opinion above has reinforced the statement stating that the factor that caused students are not be able to write English because of limitation in the style of teaching which applied from the teacher to practice writing. Even though, the second respondent can write 2 paragraphs in this assignment well. So it has no effect to all of the students.

In the second indicator, the researcher found a good and strong result of students' indenpendently in writing. There are 14 students who argue that they can be an independent person after do the assignment to rewrite the text. It can be proven from their worksheet which has gathered to the researcher. Each students has different style and plot of story, and different number of sentences which are arranged in the form of paragraph. But just 4 students

who can not be an independent person. They still do their assignment by asking to their friends and also cheat their friends' worksheet. They also asked to the researcher how to do the assignment, because they did not pay attention when the researcher play the media, so they feel it is difficult enough for them. So based on the explanation, the second indicator gets "strong" calculation which indicate that the responses of students here is very good.

The last indicator, the researcher want to know how far students can proud with their work. If they proud with result of their work, it means that they do the assignment by themselves or independent, like it the second indicator. So each indicator in one aspects is related. There are 11 students who argue that they proud with their work, but it is not match with the second indicator, because although they do the assignment independently, actually not all of them proud with it, 7 students are feel hesitant with the result of work. Another cause is they also do not understand well with their own text that has written, because they still learn how to create a good sentences.

### **3. The students' difficulties to the implementation of Marquee Media (Running text) for stimulating students' creativity in Writing.**

After giving the questionnaire, the researcher found interesting results about the difficulties the students' faced in writing English. The answers to the questionnaires about students' difficulties in writing English using Marquee media were classified into: The style of media, the appearance of the text, condition of the students when learning process with Marquee media and when students rewrite the text from the media. There are two choice of answer, yes or no.

Based on the result of questionnaire, almost all of them feel that there are not some difficulties they can found when sthey were studying with marquee media, this result is gotten from the combination of some aspects in 10 items with different indicator each number. The result of each number are also different, and the biggest calculation is in number 30 with 13 students says “yes” and just 5 students who said “no”. The item numbers is indicate the students’ diffuculties in mastering vocabularies. They respond that they are less in vocabularies, so it makes them difficult to understand the story which appear in the media. And then the smallest calculation is from number 25 which contains of 4 students who says “yes” and 14 students who says “no”. This item contain of “the condition of students when the media is played”. Here the researcher describes this indicator that the media is not make them sleepy because of difficult to understand, but this media makes them to be more spirit with the difference appearance in learning.

The researcher also doing triangulation to support this statement about diffiiculties of creative writing using Marquee media by using interview to the students. The first student states that he actually less in vocabulary, the speed is too fast and difficult to understand the meaning of each words. Like in the data below:

*“kesulitan si ada, sedikit. Alurnya terlalu cepat bu, sama kata-katanya terlalu susah”. Mungkin karena jarang suruh menghafal vocab-vocab sama gurunya”.*

*("The difficulty is there, but a little. It is run too fast ma'am, the words are too difficult ". Maybe it's because it's rare to ask to memorize vocabularies with the teacher ".)*

The response of the first respondent is actually relatively same with the first respondent, but here Agung Prawira only state that he only find difficulties the speed, which is too fast, so he feel neither easy nor difficult to understand the meaning. Like in this data below:

*“ada bu, saya pikir itu teks nya terlalu cepat jalannya, terus agak susah”gampang buat mahamin artinya, tapi saya faham si”.*

*("There is a ma'am, I think the text is running too fast, it is rather difficult" it is easy for understanding the meaning, but I understand it ".)*

From these result of interview actually strengthen the data in the questionnaire that accommodates all student aspirations for the difficulties of using the media. and the interview report at the same time strengthens have been taken from students towards the media, because one of the functions of triangulation is to obtain the truth of reliable information and complete picture of information from the students. The result of questionnaire analysis can be seen in the following data.

## **B. Data Finding**

Based on the data presentation above, the finding was the Marquee media application in stimulating students' creativity in writing at the first grade of student of MAN 2 Jombang

### **1. Data Finding of The implementation of Marquee Media (Running text) for stimulating students' creativity in Writing.**

The findings of the observation shows about how are teacher and students condition when implementing of Marquee media in writing class

based on the material of recount text. This observation conduct until 2 times, that is the on the 11 and 16 february 2019.

During the process, the first observation can called success than the second observation. Because here, in the first observation students look discipline and easy to manage, since the beginning of learning, the implication of Marquee media, until the end of learning process. While the second observation looks undiscipline and difficult to manage, because there is no teacher in the class.

The first observation is started with preparation which include in pre-teaching. In pre-teaching, the researcher prepare anything which is needed for learning. The following procedure are: the researcher must prepare the text will used in the media, the next is prepare the media will used that is in the form of Marquee media. The third is design the media as good as possible. After that the researcher must create the answer sheet for students to do the assignment in learning, and the last is prepare the tools that needed for the application of Marquee media.

In while teaching, the teacher applys Marquee media as good as possible, the students look enthusiasm and attentive even though there are some students who are sleepy, but almost all of them listen carefully and responsibly although they seem confused with the new material being explained that is about recount text. The teacher also look active and use a loud voice, so it makes students more concentration. Until the video has played, students still concentration, but after the teacher asks them to rewrite



the text, they look confused and crowded, and the teacher try to make them silent and calm again until the end of the study.

The second observation is actually same with the first, but the differences is there is no teacher in the class, so the researcher handles the class by herself. Some of students are crowded and difficult to manage, but fortunately, the researcher can handle the lesson until the end. The students here seems more active and do the assignment as well as possible in the good time or not exceeding lesson hours, so after that the researcher can continue to give them the questionnaire.

## **2. Data Finding of The students' responses to the implementation of Marquee Media (Running text) for stimulating students' creativity in Writing.**

In this problem, the researcher uses questionnaire and interview to get the data about students' responses of the media. The resercher devides the categories of response until 2, that is interest aspect and cognitive aspects. In interest aspect, the researcher looking for the data based on how far students can interest with the media which divide until the students interested with the appearance of the media, whether the media bring a good enthusiasm for them in learning English and also about the story of the recount text which is played in Marquee media.

From the questionnaire, the researcher conclude that almost more than a half students are happy with the media, because some of them actually still do not know about Marquee media before, so it is strong interesting for them.

The next aspects is cognitive. Here the researcher divides cognitive aspects until 4 sub aspects again, they are:

- a. Fluency of Thinking
- b. Flexibility
- c. Elaboration
- d. Originality

Each aspects have different characteristic, in the point A, students here almost a half of students in X- social 2 have fulfilled the provisions of aspects. Here from the result, students proven that they can increase their idea and thinking about the plot of the story that appear by using Marquee media. So they feel that they really be able to concertrate well when the media is played.

In the point B, students can understand well the story, just a half from the students who can develop the plot of the story based on the context. It means that they are easier for understand, not to develop the story by using anyway, such in the last indicator of flexibility that just 8 students be able to related the story with their real experience to understand and develop the story.

The third aspects is Elaboration. Here the researcher gets the best result of the positive data from the students. All of the indicator in this questionnaire number 14-16 actually have a good and strong calculation.

The last aspects is Originality. It actually the second best aspect after elaboration which has strong calculation. In this aspects some of students actually good and suitable with the categories. The result can called A half

of the students actually can write in 2 paragraphs and more because they have good moods which help them come up with more ideas, so moreover they also can write independently to their writing based on their own ideas although some of them feel disappointed when they are rewrite the text, but more than a half of students can finished their writing although they donot know whether their writing is true or related with the story or not, and also they can proud of their work, it is one of the positive important aspects that students must have.

### **3. Data Finding of The students' difficulties to the implementation of Marquee Media (Running text) for stimulating students' creativity in Writing.**

The last point of research question in this research is the researcher want to know the difficulties are faced in the implementation of writing using Marquee media. based on the result of questionnaire and interview, the result of students' responses of difficulties are less and weak.

From this difficulties, the researcher can know the extent to which the obstacles that arise in the use of this media for their learning are viewed from various sides. After looking at the results of the questionnaire, the researchers got really good results with very good calculations. This shows the success of the media in writing learning of students with media marquee through the third side after in the two points the researchers discussed responses in each cognitive aspect and students' interest in learning.

From the category of appearance of the media, the students state that they feel difficult in understanding the text because the speed of the text is

too fast and the vocabularies of the story are difficult. The other category is about their condition when Marquee media is played, almost all of the students are enthusiasm with the media, just few of them feel sleepy and bored, it happens because of the innate nature of students who are sleepy in class.

The next category is how far the difficulties are found in the process of writing. It is actually one of the most important thing in this research, because talk about creative writing, but the researcher here Based on the questionnaire and interview, the students feel difficult to be more creative in writing, because they can not use their imagination well on their work, so it can make students depressed. But the result, but only a few of them feel difficulties in this matter. they are more. this relates to aspects of attraction and elaboration on the cognitive aspects of students which show that this media is indeed good for their creative writing abilities. This is also supported by the results of student writing that have been collected in the researchers during the first and second observations which showed good results and fulfilled various aspects determined by the researcher.

For the researcher, it actually include of strong calculation which indicate that the application of learning using this media has a possitive effect for students, it is proven by the result which show that they can write and read the text in Marquee media without significant difficulties, and also actually seems easier although it is a new media for them.