

CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings using related theories to clarify the findings. The discussion focuses on the salient findings of each of the formulated research question.

A. Discussion

There were three research questions proposed in this thesis. The discussion focused on the finding of 3 research questions. The discussion was how far the students' creativity can stimulate in teaching English writing that was by using Marquee media (Running text), then the responses of students to the media used, and also the difficulties are faced when they were using media.

1. Discussion of the implementation of Marquee media (Running text) in stimulating students' creativity in writing.

This observation proved the theories in Chapter II. The data obtained from the using of Marquee media (Running text) to stimulate students' creativity in writing during teaching recount text. the most important thing to be made in this study is the aspect of student creativity, which means how far students can reach the creative point of writing English. The creative aspects used by researchers to guide research are in line with opinions by Amabile, T. M. (1996) who stated that creativity can be viewed as a process or a product, and is generally thought of as the production of useful solutions to problems, or novel and effective ideas. So the creativity here focuses on how students can give a good product in writing using their effective ideas. The

statement above is related with the theory of O'Malley & Pierce (1996) who stated that one of the purposes of writing, "expository or informative writing" is a purpose to give any information or ideas, which includes describing events or experience, and helps the writer to integrate new ideas. it means that in this practice of writing, students have to produce good writing based on the idea which has explained in the purpose of the writing to get good criteria for creative writing.

In this research, the researcher conducts observation to get the data from students and an English teacher. Here, students have to rewrite the text about the material of students in the first grade of Senior High School, that is Recount text by using Marquee media (Running text). The material actually is suitable for students, because the vocabulary in the story seems simple and appropriate for the first grade students. The researchers also determined stories that did not seem long and monotonous, the stories displayed were also in accordance with the lives of high school students.

The activity begins by giving recount text material to students. students are seen listening and paying attention to the teacher well. After giving the material properly, the teacher prepares a visual media in the form of a video which contains the material of recount text story text which is packaged in the form of a Marquee (Running text) which is quite interesting. Because the English teacher wants to make the students more focus to the material and also help the teacher to the statement is in line with Gerhard (2009:103) who states that one of the kinds of materials is Visual materials. It concludes of slides, photographs, paintings, sketches, drawing by children,

stick-figure drawings, wordless street signs, silhouette, calendar pictures, pictures from travel, news, and popular magazines, ink blots, postcard pictures, wordless pictures books, stamps, and one of the examples of the visual media is Marquee that used in this study. Then they seemed enthusiastic about watching the media was playing, some of them did not look confused, only they seemed to enjoy the story displayed by concentrating on the screen until the video has finished, because one of the important things for using media is making students more focus and participate in learning in full because automatic media will attract students more attention and automatically force them to stay focused on the topic of learning. This is in line with what was revealed by Harmer, (2004:134-136) who said that teaching aids are useful to be used in teaching and learning process as it is used to explain language meaning and constructions, to engage students in a topic, or as the basis of the whole activity. Then, the students are asked to rewrite the text based on the story on the story of recount text. But, when the students will start to write the text, they are crowded and confused, moreover, they also asked each other about the story. Then, the students start to write the text. They seemed silent and do with themselves each other. It is not different from the second observation, but the difference is there are no teacher in the class, so the researcher handles the class by herself. Some of the students are crowded and difficult to manage, but fortunately, the researcher can handle the lesson until the end. The students here seem more active and do the assignment as well as possible in a good time or not

exceeding lesson hours, so after that, the researcher can continue to give them the questionnaire.

2. Discussion of the students' responses about implementation of Marquee media (Running text) in stimulating students' creativity in writing.

After the researcher gave the stimulus in the form of Media, that is Marquee (Running text), actually, there were reactions or answer that depends on the stimulus or is the result of the stimulus. Students of X-Social 2 play a role as a controller between stimulus and response so that determines the form of individual response to the stimulus. The reaction of this stimulus means response.

Based on observation, giving questionnaire and strengthened with the interview, there was some result of the responses which has gotten from the students of X-Social 2. There are good or also the bad response in every aspect. The first aspects are interesting aspects which contain some categories, such as the appearance of the media, text displays, the media to increase their enthusiasm and also their writing. In this research, the researcher used questionnaire sheet to knows the responses of the students and also strengthened with the interview. From the result, the best indicator of the interest aspects is obtained from indicator number 4 which states that the text of the story is presented briefly and clearly. this happened because the previous researchers had prepared material that had been considered in accordance with the first grade of students, namely by looking at the contents of the learning syllabus used by English language teachers. researchers

choose text stories about short personal experiences and are also easy to understand. Because if the teacher successfully selects a variety of appropriate texts, the students will perceive reading as an interesting and valuable activity (Arias, 2007:132), which will be influenced to their writing activity based on this aim of research. The most significant factors in the reading selection process are related to the students: the students' level, interest, needs, and background knowledge. Other factors are related to the text itself: content, relevance, and authenticity (Richard, 1994:20).

That is the discussion about the best result of the questionnaire in interest aspects, and here the researcher explains the worst results in the aspect of interest, that is the last point, which states that Marquee media motivated them to be more creative to write recount texts in English. The calculation of the questionnaire is from item number 7 which become the smallest result calculation with just 4 students who says "yes" and also give a good response, . Here, to motivated students to become mastering writing is actually difficult for the teacher, so the researcher tries to use this media to stimulate them to become motivated to the learning. Motivation actually can come from themselves called intrinsic motivation, but also can come from their outer environment called extrinsic motivation. It is characterized as that which comes from within the individual. This motivation here include of an external stimulus, in contrast, provides an incentive to engage in activities which may not be inherently pleasing or engaging, but which may offer benefits in terms of perceived potential outcomes. Stirling (2014:1). For example, beside of it, the reason that motivation here is external is the role of

the media who can motivate them is from out of their body, and give some effect for students, that is a bad effect. From this reason, the researcher concludes that they did not ready in writing because there is no more motivation from the media.

The second aspects are the responses of students, which has seen from his cognitive aspects. Because the purpose of the cognitive aspect is oriented to thinking abilities that, include the ability to remember. Then use and develop ideas, so it is related with the meaning of creative that is combination and recombination of existing mental representations to create novel ideas and ways of thinking (Anwar and Aness , 2012: 1-4), it also line with the statement by Cristopher (1996) that the importance of creative writing is undeniable to improve the cognitive and communicative skills of students, so creativity has also been described as the “epitome of cognitive flexibility” (Dietrich, 2004, p. 10-14). Here, the cognitive aspects are devided the characteristic of creative writing into four aspects which according to Guilford in Sternberg (1999), they are Fluency of thinking, Flexibility, Elaboration and Originality. So, for the first, the researcher discussed about Fluency of thinking.

The first results obtained were about the students' abilities in the fluency of thinking aspects. Here, here, the researcher looks at the students' abilities to produce many ideas that come out of their own thinking. The questionnaire showed good results with more than a half student from totally 20 students fulfilling this cognitive category. The best calculation obtained by the third indicator with 11 students says that Marquee media (Running

text) can increase their concentration. Although the students here do not like much about English when they are given a challenge, they actually enthusiasm well. Including this media, for them, reading texts that can run on their own is interesting and new to them, so they try to be able to read it well because they feel curious about the contents of the text. But, for the smallest calculation is gotten from the first and second indicator with 9 students are agree with the indicator which talks about the ability of students to develop the idea of the story and write freely by collaborating all their ideas that students were gotten after reading the text. This point actually relate to each other, because here students are well enough to develop and collaborating their ideas, which is the main aspects of cognitive aspects. In addition, it happens because of they feel difficult in using their ideas to explore the story. It also supported by opinion from Raimes (1983:13) who states “when students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language.

The second item of cognitive aspects is Flexibility. Here, the researcher talks about students’ ability to produce ideas in writing, students prefer to see and understand from various ways in the different point of views. The result from the questionnaire, about a half of students have agreed with the flexibility category. The best details obtained by the first indicator with 14 students can try to learn a text through the context of the sentence because some words that they don’t understand the meaning, actually it gets “very

strong calculation". It caused because they do not master well some vocabularies. It also supported by students' opinion that the English teacher rarely asks them to memorize some vocabularies to support their English language in various skills especially in writing. The other reason is the English teacher have not applied classes with an English-speaking environment to support their vocabulary which is important for them, because developing a strong vocabulary not only promote reading comprehension but also enables us to actively participate in our society (Blachowicz, 2004: 66-69). In addition, the smallest calculation is the students' ability to link the story to their experience while visiting the same place as the story. This indicator got just enough calculation with 8 students who agree with this indicator. It caused because not all of them have the same experience to visit the place which same with the story, and do not understand well about the main story of the text, so it is relatively difficult for them and produce results that are less than optimal in their writing practice.

The third aspects are Elaboration. Here, the researcher researchers look for data based students the ability to develop ideas by developing ideas to be more interesting. In this aspect, the researchers got very good results with the "strong" predicate of all available indicators. The researcher obtain the best results from students in point 1 about the ability of students in using their imagination in writing English. Imagination actually serves as an imperative impetus of all human creative activity (Vygotsky, L. S, 1930/2004:42, 7-97). Their age is also a decisive supporting factor. Because children in school are still very safe with imagination to support their broad

thinking abilities. This statement agrees with what was said by Vygotsky, L. S, 1930/2004:19 that argues a child has less rich imagination than an adult as expected. Additionally, the interplay between the affective (emotion) factor and imagination, which he called the “emotional reality of the imagination”. Then, the smallest calculation of the result are a second and third indicator which talk about Marquee media can encourage them to understand the story by using my imagination and fantasy but still rests on reality and can inspire their creativity in writing English text by using my own language. The point from the students based on the result of questionnaire is 11 students agree with the items and get “strong” calculation. Actually, the second point is little same with the first point, but in the second point, there is a limitation for students to use imagination and fantasy but still rests on reality. But in the last point, students can not use their own language maximally because of their ability in mastering vocabulary is still less, but they were good for writing the recount text, based on the easier vocabularies which appear in the story. It is also proven by the result of students’ writing about recount text, which showed that although half of them can write more than 1 paragraph, these sentences showed that all of them were using simple vocabularies and there are some errors in word selection.

The last aspects are Originality. The researcher got the responses of students based on students’ ability to spark unique ideas or spark original ideas from their own thinking of something. The result of this aspect become the best two than two other aspects, these are fluency of thinking and flexibility. More than a half students have met the criteria for this aspect. In

detail, the highest point is achieved by the second indicator in this aspect, with 14 students can write independently and confident with their writing. Because here, the researcher emphasizes to them to help them to be satisfied with what they have done and that it will affect them mentally and habituation can be independent and not support their abilities to other students. It evidenced by the results of their writing, which are explained in indicator number 1, about after using media; it makes them be able to write more than two paragraphs. This result of this indicator gets a good enough calculation because there are 10 students agree with this aspects. It is caused by the ability of each student who is different. Based on the interview results, it can be seen that those who have been able to write more than two paragraphs are those who understand the contents of the story presented. While some of them do not understand the contents of the text at the same time are unable to compile sentences in English well due to lack of practice in writing texts English during learning.

3. Discussion of the students' difficulties about implementation of Marquee media (Running text) in stimulating students' creativity in writing.

Difficulties are very reasonable things that happen in the learning process, including writing, moreover to write an essay in the second language, actually, it is difficult enough. this opinion is in line with Aragón & Claudia, (2013:4) who states that since it is difficult for almost every student to write essays or compositions in their native language, it is worst for the students that are learning English as a second or foreign language. It is for that reason that in this researcher, the researcher decided to investigate and analyze this situation since it was noticeable that English Composition students were

having serious difficulties when writing. The difficulty factor occurs because some of them are students who do not like English language learning, as has been shown from the results of student questionnaires who argue in the reason column, that they do not really like English lessons. Because to master the second language, then the key is we must love the language first, then we will be passionate about learning it. Nevertheless, it is not a significant obstacle for students in producing good work because it is supported by the existence of learning facilities in the form of media that can arouse their enthusiasm.

Based on the result of giving questionnaire and interview, the data of students responses about the difficulties were gotten by the researcher is very good which indicates there are not many difficulties faced by students during learning writing process using Marquee media. The details of the calculation are students said that they did not feel confused and sleepy when using this media in their learning. It is the best answer to the questionnaire than the other indicator. It caused of the design of the media which is interesting and makes students comfortable when they were reading the text and can give the main messages to the students because learning media is a means for channeling learning messages and information. Well-designed learning media will greatly help learners achieve learning objectives. Each of these types of learning media has the characteristics, advantages and disadvantages (Ramdhani, 2015:175). So here the researcher really have prepared a suitable medium for delivering material to high school students in the first grade, by considering the design of media as interesting as possible. In addition also their ability to process existing texts, so they feel interested

and not sleepy in the classroom because the cause of sleepy is there is no innovation and variation in learning activity. They also become more enthusiasm, because the purpose of this study actually to get the best results from the learning process of their writing.

The smallest calculation is from the last number, which talks about students' vocabulary is too less in understanding the text. In this context, some with the indicator of elaboration which students cannot use their own sentence because of they are less in vocabulary, so it is proven in the last research problem that talks about difficulties were faced in implementation Marquee media in writing class. So the researcher describes it in a separated point to be more detailed and becomes the focus of an interesting discussion because vocabulary is one of the important things in English that influence the learning process of writing except for grammatical features. Because vocabularies and grammar are important combinations for forming good writing in English. This statement is in line with what was stated by Norish, (1983); Alamirew, (2005) that good writing or composition should consist of an appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures. However, writing in a second language using the appropriate words in the appropriate place is a problem for students (Alfaki, 2015:45). So here students were actually difficulties in choosing the appropriate words to understand the text, moreover to rewrite the text in the form of an essay, it is a deep enough difficulty.

In addition it is proven by the result of students' worksheet which showed that only a half of them who can write more than 2 paragraphs with their own language because they are less in word selection. Because of that, it actually brings a big effect on their writing skills.