THE USE OF TEAM PRODUCT TO IMPROVE STUDENTS' CREATIVITY IN WRITING AT SMKN 2 LINGSAR

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Abstract

This research was about the use of team product to improve students' creativity in writing at SMKN 2 Lingsar in academic year 2018/2019. This research used Classroom Action Research. The data in this research was taken from the mean scores of students' achievement and the score percentages. The subject of this research was X grade students of SMKN 2 Lingsar, which consisted of 19 students. This research was conducted in two cycles. The instruments of this research were test, questionnaire, and observation sheet. The mean score of students' creativity in writing in the first cycle was 52 with percentage (40%) of the students still low creativity than the researcher done the second cycle. The mean score and percentage of students' achievements was higher than criteria of success (70). The result indicated the mean score of the students' creativity in writing was 77, 1 with percentage (84, 21%) for students who passed the minimum criteria of success (KKM). It was indicated that the use of team product method can improve students' creativity in writing.

Keywords: *Creativity, Writing and Team Product*

INTRODUCTION

Writing includes an important skill from four skills in English learning subject. Through writing, someone is able to create everything they want based on their mind or their imagination. Writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her own views on a topic (Hyland, 2003: 14). From that statement, the researcher states that writing is a way for someone to express their own opinions that emphasize to build up their views on a topic.

According to Stenberg and Lubart (1998: 3) in Torrance (2016: 22) creativity is the ability to produce work that is novel (i.e. original, unexpected) and appropriate (i.e. useful, adaptive concerning task constraints). From the statement above, creativity is the ability of someone to create everything they want. They could

produce something with their ideas, such as produce the innovation and everything that could make them more developed. They produced everything they would with their ability, and give more innovation to create something. The creativity in writing skill is also important because if someone created the posts, of course, the creativity is needed.

According to Chaplin, (1999) in Hidayat (2008: 2) creativity is the ability to product the new form in art or in the case of machinery, or in solving problems with new methods. It means that creativity is the way how to product the new form of some case as art and machinery, and also the ability to solve the problems with the new methods. So, it makes the creativity is important in writing process, and also it can produce a new form of creativity.

In writing, creativity is needed because to create the posts students have to

think creatively. If the students were asked to create a narrative text, descriptive text, or an explanatory text, it needs to think creatively to have new ideas. The students think about what they write, they explain about and soon. All of things that everyone did in writing process should be followed by creativity. The lower creativity would give the effect in writing process. If the creativity of someone were low it means that everyone cannot create a good text, because their ideas in their post become a little as possible. Everyone's ideas were increased by higher creativity. So that is why creativity is very needed in writing process. According to Semi (2007: 14) in Hartana (2013: 10), state that writing is a creative process for moving ideas into symbols of writing. From that explanation, the researcher concluded that creativity is the most needed in writing process.

When the researcher did an observation, the researcher found the problem at SMKN 2 Lingsar on December 17th, 2018, students felt hard if they studied about writing. It is when the students learned about the narrative text. There is one of indicator in creativity they could not solve, they were hard to found ideas to write. Students felt hard if their teacher asked them to created narrative text because in narrative text students were demanded to expose their ideas, it is also the effect of low creativity. If creativity of someone is low it would give the effect to the ideas, because the ideas were influenced by creativity. So, the problem of students in that school in the case of writing is low in creativity. Therefore, students were hard when achieving learning objective.

In achieving the learning objective and to improve the creativity of the students, the teacher used a kind of method that could make the student easier to solve the problem in writing skill. The method that used in this research is "team product". The researcher used team product method because the researcher hopes this method easier to solve the problem in writing. According to Huda (2013: 130) in Yuniarti (2014: 17), it is named team product because each group asked to create and create something. The researcher state that team product is a method in learning process, it used group learning to support the learning process, with working together the students share their knowledge to other and assemble to take a product from their ideas to produce stage or new ideas. With that step, the students' creativity in writing more develop, because with working together students were easier to get new ideas and more creative to write.

The researcher took this topic as based on the researcher's previous observation it was found out the method that the teacher applied in that school was not effective. So, the researcher chose Team Product method, because it facilitated students in improving their creativity. By sharing their opinion to their group students got many information, in order they have higher creativity than before. The researcher hopes that TP can make students were easier to convey opinion or ideas in the case of writing, by sharing to group.

RESEARCH METHOD

This research applies Classroom Action Research (CAR) with qualitative and quantitative approach. Quantitative data was taken by the test. The quantitative data analyses used to know the performance from the learners with the purpose of measuring their attainment of

specified criteria. Qualitative data are included almost all information that could be captured and not in the form of numbers but description. According to Pelton (2010: 5) states that action research is best seen as way you approach your work in the classroom and school setting.

Based on Arikunto, Suhardjono and Supardi (2014: 16), there are four step that common in passing, which is: (1) planning, (2) acting, (3) observing, (4) reflecting. The stages are illustrated as follows:
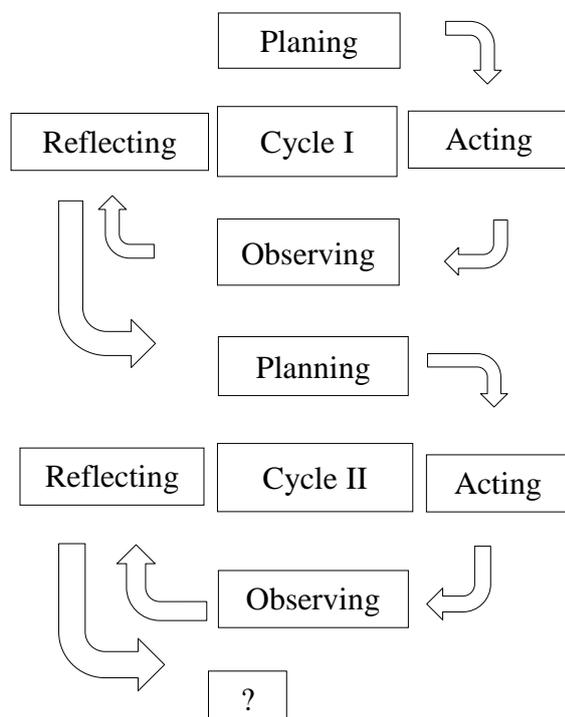

Figure 1. The Scheme of Cyclical Process of Action Research
(Arikunto, Suhardjono and Supardi, 2014: 16)

Subject of the Research

The subject of the research is first-grade students of SMKN 2 Lingsar, which consists of 19 students. It has been selected based on the researcher's observation.

Instrument of the Study

To collect the data, the research used the instruments to obtain the data. The researcher used test, questionnaire, and Observation Sheet.

1. Test

Test was used to know the achievement of student. The researcher used this test to know the result of team product method to improve students' creativity in writing. Kind of test that used in this research is essay test. That test is about narrative text, and the students ask to create narrative text about their childhood story. From that test, the researcher and the teacher know how creative the students in making narrative text.

2. Questionnaire

The researcher was use questionnaire, to know the opinion of student about team product method to improve students' creativity in writing. This questionnaire test conducted in DPIB (*Disain Permodelan dan Informasi Bangunan*) class in first-grade students of SMKN 2 Lingsar with total number of students in that class are 19. The students were given the questionnaire test then asked to fill it, to know the respond of students about the method that the researcher implemented. The questionnaire used to get the information from the subject. The researcher determines the questionnaire consist of 15 questions. The researcher used "liker scale" to measure the creativity of students. The liker scale has five options there are strongly agree, agree, hesitant, disagree, and strongly disagree. The researcher combined the answer of each student then measuring all of the answers and making the conclusion by using percent index.

3. Observation Sheet

The observation sheet was filled by the researcher. The researcher wrote what the teacher and students did during the learning process, to know the implementation of Team Product procedures. The observation sheet that the researcher used in this research is a guideline. It used to get the information about how the process of Team Product method conducts in first-grade students of SMKN 2 Lingsar.

Techniques of Data Analysis

In this research, the researcher used quantitative and qualitative to analyzing the data.

1. Quantitative Data

According to Sugiyono (2017: 49), mean is a group explanation technique based on the average value of the group, so to find out the value of mean, the researcher applied the formula bellow:

$$Me = \frac{\sum xi}{n}$$

Where:

Me = Mean

$\sum$ = Epsilon

Xi = The value of x to i until n

n = number of individual

Sugiyono (2017: 49)

The researcher would get the score percentages of students to know the total number of students who passed the KKM 70. The researcher used the formula bellow:

$$P = \frac{F}{N} X\ 100\%$$

Where:

P = The class percentage

F = Total percentage score

N = Number of students

2. Qualitative Data

In this research, the researcher used the qualitative data in which qualitative data is dealing with the descriptive. In order to get a description of the qualitative data, the researcher analyzed the data by using the questionnaire and observation sheet. It purposed to obtain the data from the students respond and learning activity during the learning process that applied team product method. The data of questionnaire was analyzed by using liker scale. To get the data the researcher would try to found the score percentage of student. If the score percentage of students is high, it means respond of students about this method is good. Where if the score of students is low it means that the respond of students about this method is not good. Because if students answer strongly agree, they got 5 score, which is that score is the maximum score.

FINDINGS AND DISCUSSION
Research Finding

In this chapter, the researcher discussed the result of the research. The aim of the research was to describe team product method to improve students' creativity in writing at first-grade students of SMKN 2 Lingsar in academic year 2018/2019.

The problem that the researcher found in this research was that the students were low creativity in writing. When the students were asked to create narrative text, they felt confused. The creativity of students still low, so that is why they could not improve their words. But after the teacher implemented team product method until two cycles, finally the creativity of students improved.

Data Obtaining From Writing Test Cycle I

The writing test was conducted on 13th March 2019, the teacher gave the students writing test in the fourth meeting. The test was given by the teacher was essay. In that test, the teacher asked the students to make a narrative text.

The researcher and the teacher were evaluated the result of students creativity in writing after using team product method. The score of total students' examination in the cycle one test were 52, it means the creativity in writing of students score by using team product method in learning process were 40%. It means that the first cycle did not increase the creativity of students, because the total score of students did not reach the criteria of success. There were 4 students did not follow the test, 6 students passed the KKM, and there were 9 students who did not pass the KKM. Some students were still confused about how to create narrative text, and they were too lazy in creating of many ideas. After the researcher knowing the result of the first cycle did not complete, the researcher continued to the second cycle.

The score of students would show in this table, from the higher score of students until the lower score of students is as follow:

Table 1
The Result of Students' Test Cycle I

No	Students' Name	Score cycle 1
1	AA	35
2	AR	30
3	ASR	35
4	AI	30
5	HJ	70
6	I	
7	IT	35
8	M	85

9	MRAR	45
10	N	
11	RA	25
12	R	75
13	S	30
14	SS	
15	UM	85
16	WH	70
17	W	75
18	W	
19	SA	55
TOTAL		780

In analyzing the data from test in cycle I, the steps to get the mean score of total students that the researcher used are as follow:

$$\text{Me} = \frac{\sum X}{N}$$
$$= \frac{780}{15}$$
$$= 52$$

The second step was to know the percentage of students' score who pass the KKM (70). It calculated as follow:

$$P \frac{F}{N} \times 100\% =$$

$$P = \frac{6}{15} \times 100\%$$
$$P = 40\%$$

Data Obtaining From Writing Test Cycle II

The second cycle test was done on Wednesday 27th March, kind of test that uses also an essay test like in the first cycle. The teacher asked the students to make a narrative text about their interesting experience. The result of second cycle test succeeded because there were 16 Students whose score above the KKM and only 3 students were under the KKM.

The score of total students' examination in cycle two test was 77, it means the creativity in writing of students score by using team product method in

learning process was 84,21%. It means that the second cycle has increased students' creativity in writing. The table bellows shows the score of all students, starting from the lower score until the higher score:

Table 2
The Result of Students' Test Cycle II

No	Students' Name	Score cycle II
1	AA	70
2	AR	80
3	ASR	75
4	AI	70
5	HJ	90
6	I	60
7	IT	80
8	M	90
9	MRAR	80
10	N	55
11	RA	60
12	R	85
13	S	70
14	SS	85
15	UM	90
16	WH	85
17	W	75
18	W	85
19	SA	80
	TOTAL	1.465

In analyzing the data in cycle II there were two steps to get the score of total students, the first step was using the mean score, the formula is as follow:

$$M = \frac{\sum X}{N}$$
$$= \frac{1465}{19}$$
$$= 77,1$$

The second step was to know the percentage of students' score who pass the KKM (70). It calculated as follow:

$$P \frac{F}{N} \times 100\% =$$

$$P = \frac{16}{19} \times 100\%$$
$$P = 84,21\%$$

Research Finding From Questionnaire

To know the students respond toward team product method, the method that the researcher implemented in the class, the researcher used the questionnaire. That questionnaire helped the researcher to know the responds of every student, is that team product good or no, the researcher would know the answer by giving the questionnaire. To calculate the data of questionnaire, the researcher used the following formula:

$$NP = \frac{R}{SM} \times 100\%$$

NP = Score of percentages
R   = The number of students' score
SM = The maximum score

(Purwanto, 2013: 102)

Table 3
The Result of Students Questionnaire

No	Students' Name	Score
1	AA	82
2	AR	81
3	ASR	85
4	AI	84
5	HJ	78
6	I	88
7	IT	81
8	M	82
9	MRAR	83
10	N	87
11	RA	86
12	R	79
13	S	81
14	SS	75
15	UM	84
16	WH	82
17	W	81
18	W	83
19	SA	83
	$\sum$	**1565**

The Questionnaire Result

The percentage of students' respond about team product method was calculated as follow:

$$NP = \frac{R}{SM} \times 100\%$$

$$NP = \frac{216}{285} \times 100\%$$
$$NP = 75, 78\%$$

Based on the students' respond in questionnaire about the use of team product method, the table of qualitative data above showed that there were 14 students of SMKN 2 Lingsar who strongly agree with team product method. The respond of students about team product method is good. There were 75, 78% of students stated strongly agree that the use of team product method was improved students creativity in writing. Then, 18,5% stated agree, 4, 21% stated does not know, 1, 40% stated disagree and 0% students stated really disagree.

Discussion

Based on the research finding, the mean score of students in the first cycle test was 52, 6 students pass the KKM, 9 students did not pass the KKM, and 4 students did not follow the test. In the first cycle, the researcher stated that the research was not succeeded. Then the researcher decided to proceed to the second cycle. After the second cycle was done, it proved that team product succeeded in improving students creativity in writing. The mean score of students were 77,1, there were 15 students pass the KKM and 4 of students have not passed the KKM with the percentage of students score is 84,21%. It means that the second cycle was successful. Then the researcher did not have to continue to the next cycle,

the researcher decided to stop the research until the second cycle.

Formerly in the first cycle, if the students were asked to create a narrative text they created the text as little as possible because they were lazy to write and they have limited ideas. After the second cycle was done, the students were more active and show their creativity in writing. In the second cycle, the teacher and the researcher tried to improve the activity in teaching-learning process. The teacher tried to correct what is the lack in the first cycle, so the students did not get bored in the class. Finally, the test in the second cycle showed that the creativity of students in writing was improved after the second cycle done.

The questionnaire and the observation sheet also showed that team product method is a good method to improved students creativity in writing. Started from the questionnaire, when the researcher calculated the data from the questionnaire, the researcher found that 75% of the students strongly agreed with team product method. There were about 14 students who strongly agree with this method. It proved that this method has a good respond from the students, and this method was able to continue in the next teaching-learning process. The next is the observation sheets, the observation sheet also show that students' activity in the class was improved by team product method.

Based on the result of research and the answer of statement of the problem that the researcher proved by the second cycle is the use of team product method has improved students creativity in writing at first-grade students of SMKN 2 Lingsar.

CONCLUSION AND SUGGESTION

The researcher found a problem when the researcher did the observation at SMKN 2 Lingsar, it was students' low creativity. The researcher wanted to research about how to improve students' creativity in writing by using team product method. The researcher wanted to know how the creativity of students in writing improved by team product method.

The result of the research was succeeded because there were 84, 21% of students who passed the KKM. It was about 16 students who pass the KKM and only three of students did not pass the KKM. It means that team product method improved students' creativity in writing. The researcher did the research until two cycles because in the first cycle the students mean score still above the KKM and it made the researcher interested to continue to the second cycle. Finally, the result of the second cycle was succeeded.

The researcher proved that team product is a good method based on students answer on questionnaire. The responds of students were good respond. The score percentage of students who strongly agree with team product method was 75%, it means that the method is succeed. This method was able to apply in the next teaching-learning process.

Based on the conclusion that the researcher made, the researcher wanted to give some suggestion that related to teaching writing by using team product method to the teacher, the students, and the other research. The suggestions are as follow:

1. For the Teacher

The teacher should really know about the characteristic of every student, because if we want to make some group in the class we really need that knowledge, so than the group will be more effective.

2. For the Students

The suggestions for the students, the students must be an active student it purposed to get more knowledge and more comprehension. If the students only attend in the class without doing anything it will waste your time and the comprehension that you get will be as little as possible.

3. For the Next Researcher

The researcher suggests to the next researcher to more understand about the method that will use, we must really understand about our method so then our research will running well. Never give up in every situation that you get during the research, because it is half of our struggle.

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