

**THE CORRELATION BETWEEN STUDENTS' LEARNING USING
NARRATIVE VIDEO AND STUDENTS' CREATIVE THINKING
ABILITY TOWARD STUDENT'S WRITING ABILITY IN NARRATIVE
TEXT AT NINTH LEVEL OF MTsN SUKOHARJO IN ACADEMIC YEAR
2023**

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana*



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FACULTY OF CULTURES AND LANGUAGES
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA
2023**

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Has already fulfilled the requirements to be presented before the board of examiner (*Munaqosyah*) to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention.

Wassalamualaikum Wr. Wb.

Sukoharjo, 31 May 2023

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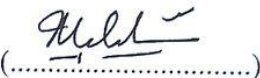
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RATIFICATION

This is to certify the *Sarjana* thesis entitled
“THE CORRELATION BETWEEN STUDENTS’ LEARNING USING NARRATIVE VIDEO
AND STUDENTS’ CREATIVE THINKING ABILITY TOWARD STUDENT’S WRITING
ABILITY IN NARRATIVE TEXT AT NINTH LEVEL OF MTsN SUKOHARJO IN
ACADEMIC YEAR 2023”

by Ammar Anindhito has been approved by the Board of Thesis Examiners as the requirement for
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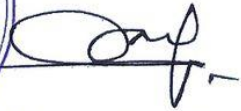
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TEXT AT NINTH LEVEL OF MTsN SUKOHARJO IN ACADEMIC YEAR
2023.**

Here with the researcher state all statements, opinions, and analysis that the researcher state has written in this research study are original work. The researcher optimally conducted my own research study requirement of this college, some parts of which taken part of references and suggestion as the guidance for the technical writing of the research study. If any claim to the analysis that the researcher made persist in the future, I would be fully responsible for the clarification.

Surakarta, 06 June 2023
Sincerely Yours



Ammar Anindhito
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DEDICATION

This thesis is dedicated to:

1. My parents, Mr. Aris Mintarjo and Mrs. Wahyuningrum Prihatiningsih, for the endless prayer, love and support.
2. My Sister, Azzahra Anindhita for always be there no matter what.
3. My Partner, Candra and Fikry who advise and direct the work
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5. All my friends from Class D of English Language Education 2018.
6. My Almamater UIN Raden Mas Said Surakarta.

MOTTO

“even a broken heart will beat again.” (Q.S. Az Zumar: 53)

I CAN AND I WILL (Ammar)

PRONOUNCEMENT

Name : Ammar Anindhito
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I hereby sincerely state that the thesis entitled **“THE CORRELATION BETWEEN STUDENTS’ LEARNING USING NARRATIVE VIDEO AND STUDENTS’ CREATIVE THINKING ABILITY TOWARD STUDENT’S WRITING ABILITY IN NARRATIVE TEXT AT NINTH LEVEL OF MTsN SUKOHARJO IN ACADEMIC YEAR 2023”** is

my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis had discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, June 2023

Stated by,



Ammar Anindhito
SRN. 183221147

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled THE CORRELATION BETWEEN STUDENTS' LEARNING USING NARRATIVE VIDEO AND STUDENTS' CREATIVE THINKING ABILITY TOWARD STUDENT'S WRITING ABILITY IN NARRATIVE TEXT AT NINTH LEVEL OF MTsN SUKOHARJO IN ACADEMIC YEAR 2023. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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9. Everyone who helped her that she can not mention the name one by one.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 14th June 2023

A handwritten signature in black ink, consisting of several loops and a vertical stroke, positioned centrally on the page.

The researcher

Ammar Anindhito

SRN 183221147

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ABSTRACT

Ammar Anindhito. 2023. *THE CORRELATION BETWEEN STUDENTS' LEARNING USING NARRATIVE VIDEO AND STUDENTS' CREATIVE THINKING ABILITY TOWARD STUDENT'S WRITING ABILITY IN NARRATIVE TEXT AT NINTH LEVEL OF MTsN SUKOHARJO IN ACADEMIC YEAR 2023*

Thesis, Surakarta: English Language Education Study Program, Faculty of Cultures and Languages.

Advisor: Nor Laili Fatmawati, M.Pd.

Keywords: Narrative Video, Creative Thinking, Writing skill.

The purpose of this research is to know the correlation between students' narrative video and creative thinking toward students' writing skill at ninth level of MTsN Sukoharjo in the academic year 2022/2023. The objectives of this research is to find the correlation between students' narrative video and creative thinking toward students' writing skill.

This research used quantitative non-experimental method; it was a correlation study. The population was all the ninth level of MTsN Sukoharjo in the academic year 2022/2023. The total number of the students was 268 students. The sampling used simple random sampling. The instruments in collecting data were questionnaire and test. The questionnaire was used to collect the data of students' narrative video and creative thinking, while the test was used to collect the data of writing skill. In analyzing the data, the researcher used Rank Spearman Formula and multiple linear regression which counted with Microsoft Office Excel 2019.

The result of the data analysis shows that (1) there is positive correlation between students' narrative video and writing skill which showed with the r_{obtained} was greater than r_{table} $0,9559 > 0,224$ and showed that the correlation between them is strong; (2) there is positive correlation between students' narrative video and writing skill which showed with the r_{obtained} was greater than r_{table} $0,957 > 0,224$ and showed that the correlation between them is strong; (3) there is positive correlation between students' narrative video and writing skill which showed with the r_{obtained} was greater than r_{table} $0,682 > 0,224$ and showed that the correlation between them is strong.

ABSTRAK

Ammar Anindhito. 2023. *HUBUNGAN ANTARA PEMBELAJARAN SISWA MENGGUNAKAN NARRATIF VIDEO DAN KEMAMPUAN BERPIKIR KREATIF SISWA TERHADAP KEMAMPUAN MENULIS SISWA DALAM TEKS NARASI TINGKAT IX MTsN SUKOHARJO TAHUN PELAJARAN 2023*

Skripsi, Surakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Budaya dan Bahasa.

Pembimbing : Nor Laili Fatmawati, M.Pd.

Kata Kunci: Video Narasi, Berpikir Kreatif, Keterampilan Menulis.

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara video naratif siswa dan berpikir kreatif terhadap keterampilan menulis siswa kelas sembilan MTsN Sukoharjo tahun pelajaran 2022/2023. Tujuan dari penelitian ini adalah untuk menemukan hubungan antara video naratif siswa dan berpikir kreatif terhadap keterampilan menulis siswa.

Penelitian ini menggunakan metode kuantitatif non eksperimen; itu adalah studi korelasi. Populasi penelitian ini adalah seluruh siswa kelas sembilan MTsN Sukoharjo tahun ajaran 2022/2023. Jumlah keseluruhan siswa adalah 268 siswa. Pengambilan sampel menggunakan simple random sampling. Instrumen dalam mengumpulkan data adalah angket dan tes. Angket digunakan untuk mengumpulkan data video naratif dan berpikir kreatif siswa, sedangkan tes digunakan untuk mengumpulkan data keterampilan menulis. Dalam menganalisis data, peneliti menggunakan Rumus Rank Spearman dan regresi linier berganda yang dihitung dengan Microsoft Office Excel 2019.

Hasil analisis data menunjukkan bahwa (1) terdapat korelasi positif antara video narasi siswa dengan keterampilan menulis yang ditunjukkan dengan $r_{obtained}$ lebih besar dari r_{tabel} $0,9559 > 0,224$ dan menunjukkan bahwa korelasi antara keduanya kuat; (2) terdapat korelasi positif antara video narasi siswa dan keterampilan menulis yang ditunjukkan dengan $r_{obtained}$ lebih besar dari r_{tabel} $0,957 > 0,224$ dan menunjukkan bahwa korelasi antara keduanya kuat; (3) terdapat korelasi positif antara video narasi siswa dan keterampilan menulis yang ditunjukkan dengan $r_{obtained}$ lebih besar dari r_{tabel} $0,682 > 0,224$ dan menunjukkan bahwa hubungan antara keduanya kuat.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of international languages used by many people in the world. Language is used as a communication in society. People use language to convey their message, feeling, opinion, thought, and information to each other. Language is used both in oral and written communication. By learning English people can communicate with other people around the world. In studying English, there are four skills. They are; reading, speaking, writing, and listening. Writing is one of skills beside reading, writing, and speaking that should be taught to the students. There are two productive and receptive skills. The productive skills are; writing and speaking, while the receptive skills are; reading and listening. One of the productive skills is writing. Writing is one of basic skill. That is why writing is very important to teaching and learning in English in order to communicate their ideas and feeling with others in written form. In line with this statement, (Raimes, 1983) states that writing is a skill in which express the ideas, feelings, and thoughts arranged in words, sentences paragraphs using eyes, brain and hand.

However (John Langan, 2001) stated that writing is an effective way to express feeling to entertain or share fun things to others. For example give someone idea's when someone do not have an idea to do something. Writing skills help the learners gain independence, comprehensibility, fluency and

creativity in writing. Writing is difficult subject for the students.

It is often considered as a complicated learning because it need some techniques and preparations. The students also need time and special task to improve this ability. This is caused by lack of vocabularies , idea,and tenses. Beside that, they have some troubles to express their idea chronologically, make a mistake in grammatical, confused when start to write because they did not understand materials, difficulties in writing English text because they have lack of ideas , and the last is they feel bored when teaching and learning process, because, the teacher teaches without using media or just explain the material. This is supported by (Rass, 2010) explains that writing is a difficult skill for native speaker and nonnative speaker alike, because the researchers must balance multiple issues such as content, organization, audience, vocabulary, purpose, spelling, and mechanics such capitalization. In this case, teacher should mastering and be creative in teaching writing cause teachers has big influence for their students in order to make students interested in learning process. For example: the teacher make a creative media to get students attention.

Providing specific reasons and details or spices supporting the writing ideas is not an easy matter. It is because there are a number of conditions that deserve the writers attention as they attempt to support their writing ideas with the spices. In this case, the spices should be reasonable and meaningful. Without the writers presence, the details manifested into written words are supposed to be able to tell and express the meaning of their writing. As a result, they are insisted on thinking outside the box. In

this case, they should have some anticipation toward their readers' reactions as the readers are reading their writing. They are required to think creatively in order that the readers cannot only understand about what being read but also can enjoy their writing. As a consequence, the ability to think creatively is important for writers because it can assist them to create good writing, like Heaton points out that one of the necessary components that lead to good writing is treatment of content which relates to the use of creative thinking ability as well as the way ideas are developed so that all unrelated information can be eliminated or sorted out.

Moreover, through thinking creatively, writers may have more benefit from the writing that they write. For instance, as their writing is published, it may have more competitive value in the light of readers. In this case, the readers can find something that is not provided by other written-products, or there is something different, new, or unique. It is due to the fact that creativity is associated with the mental process through which unique or novel solutions, ideas, concepts, artistic forms, theories or products can be created (Carter, 2005). In learning to write or compose, there are four kinds (genres) of the text should be learned during three years of learning English, they are ; Narrative, Descriptive, Recount, and Procedure texts. In this research were focused on the discussing narrative text while the generic structure of narrative text consist; orientation, complication, resolution, reorientation.

Narrative text is chosen as the type of text that will be researched since it is so close to children's world, which also can attract students to write because narrative tells a story in writing. Besides, narration or stories

can entertain, teach, explain, and persuade. Also, narrations show the reader how the world and people work, and how events unfold. (Clouse, 2006) stated that a history text book tells the story of our past so we can better understand our present and we can tell our children stories with morals to help them learn important lessons. Narration can even have a therapeutic value. Psychologists often have patients write about events to understand and survive with it.

According to (Barthes and Duisit, 2006) “Narrative is showed in myth, legend, fable, tale, short stories, epics, history, tragedy, drama, comedy, pantomime, paintings, stained-glass windows, movies, local news, and conversation. Those things will attract students to write and probably will improve their ability in writing, especially in narrative text. The writer believes that the students would love to learn writing narrative text because narrative itself is telling about something that is fun. Based on the characteristic of narrative text, the writer tries to dig and looks from other sources what kind of media that is appropriate in teaching writing narrative text. It has mentioned before that narrative is showed by visualization. The media that can help students in improving their desire to write is also must be something that can be seen or told by showing the visualization.

Meanwhile, teaching media with video is a media that can be helpfully in teaching narrative text. As stated by (Harmer, 2001) “One of the techniques to teach writing is by using video.” So video can keep students concentration when learning the materials. According to (Rozimela, 2018) In the perspective of EFL teaching in Indonesia high schools some research findings ensured that better accomplishment had

been increase by teaching with using videos, for example; the better writing task of the 4 students after watching some film video.

Furthermore, video is one of media that can help in teaching learning process, especially writing narrative text. Video is media that can be used and related each other in accordance with the sequence of event. So the main function of this video is students will know the event based on time sequence. Students will be very interested in using video and they will be better to explore their story when writing a narrative text. Video is needed to use in teaching process because video helps the teacher to deliver teaching materials in an attractive and interesting way, so the students will not feel bored easily during the lesson. By using video students can get more inspiration for writing narrative text. Moreover, the reason choosing video as media for this research according to (Junianti, 2017) state that video can attest a compelling educational experience. Students are easier to understand and memorizing the information from the video. It is supported by (Harmer, 2003) that video can help the students to think what they will put or write after watching the video. Because they are not only listen to the sound but they may recognize it through the gestures of each character in the videos.

Furthermore, in some cases the english teachers were less creative as well as lacked to give the students exercises in terms of learning narrative text. They only facilitated their students' learning by presenting and discussing the materials as well as providing the tasks or assignments which are commonly taken from students' worksheet; also, the English teacher often asked them to translate an English passage into Indonesian language.

The passage usually is taken from the students' handbook. Due to this condition, some students did not have much opportunity to increase their creative thinking ability, and as a result many of them still had low ability to think creatively as they were writing. These are indicated by most of them who were still confused of what to write and how to generate.

According to interview with Mrs Ninik ,S.Pd as preliminary research in this research, the English's teacher at Islamic School Tsanawiyah 02 Sukoharjo. Students may feel shocked and confused to follow the flow and rhythm of the writing so that this makes students embarrassed to write a lot about their story and even make sentence mistakes. Students who rarely write well during writing session may be due to their habit by watching a video story, which are often dominated by the same students who write well story during the teaching and learning process.

There are some previous study of Amalia Arniz (2019) was study about effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text. The results showed that data can be concluded that using video Students' Writing Ability in Teaching Descriptive Text. The results showed that data can be concluded that using video is more effective in improving students' ability in learning writing descriptive using video; and it also has good influences to the students. Meanwhile, other previous studies Rosyida Rachmah (2018) using video clips to improve student's writing skills of narrative text showed that factors that can affect writing skills of report text is by using video is higher improve better than before using video.

Considering the students' problems, the teacher should resolve

those problems. One of the ways to solve the problems is developing the ability of writing which are faced by students is using an interesting media to teach writing narrative text. Teaching English for Senior High School needs appropriate media in order that they do not feel bored and they become active in the classroom. To increase the students' interest and creative thinking in learning writing, the teachers are expected to create a teaching media. The media is by using video. So, based of this background of the study, the researcher will conduct a research entitled "The Correlation Between Students' Learning Using Video and Students' Creative Thinking Ability towards Students' Writing Ability in Narrative Text at MTsN 2 Sukoharjo The Academic Year 2023.

B. Identification of the Problems

Based on the background of the study and interview with emGLISH teacher on the Junior High School, there are so many problems that can be investigated as follows:

1. Students are lack of spirit to write due to their poor ideas.
2. The Students are still confused how to write narrative text properly based on the generic structure of narrative text
3. The Class has been provided by technology, but it has not been functioned well.
4. The teaching process needs to be supported by creative thinking of each students

C. Limitation of the Problems

To limit the scope of the problem the researcher try to focuses on

investigate by The Correlation Between Students' Learning Using Video and Students' Creative Thinking Ability towards Students' Writing Ability in Narrative Text at Ninth Level MTsN 2 Sukoharjo in The Academic Year 2023.

D. Formulation of the Problems

From the background of the study and the limitation of the problems that mentioned above, the problems in this study can be formulated as follows:

1. Is there any significant correlation between learning using video and writing skills at ninth level of MTsN 2 sukoharjo in The Academic Year 2023?
2. Is there any significant correlation between students' creative thinking ability and writing skills at ninth level of MTsN 2 sukoharjo in The Academic Year 2023?
3. Is there any significant correlation between learning using video And students' creative thinking ability towards writing skills at ninth level of MTsN 2 sukoharjo The Academic Year 2023?

E. Objectives of The Study

The objective of this research is to find out that:

1. There is a significant Correlation Between Learning Using Video And Writing Skill at Ninth Level of MTsN 2 Sukoharjo in The Academic Year 2023.
2. There is a significant Correlation Between Students' Creative Thinking Ability And Writing Skill at Ninth Level of MTsN 2 Sukoharjo in The Academic Year 2023.
3. There is a significant Correlation Between Learning Using Video And

Students' Creative Thinking Ability towards Writing Skill at Ninth Level of MTsN 2 Sukoharjo in The Academic Year 2023.

F. Benefits of The Study

The benefits that are expected to be obtained from this research are:

- a. This Research result can be used as an information for the lecturers about the correlation between learning using video and students' creative thinking toward students' writing skill.
 - b. The lecturers can find the good strategies or methods to teach writing skills in English language, so all of the students' will be comfortable in the classroom during the learning process.
2. For the students at Junior High School Islamic 2 Sukoharjo in The Academic Year 2023:
- a. They can find out their learning strategy and trigger creative thinking which may still be confused to apply
 - b. They can improve their learning achievement in class and can develop it without having to feel limited about their creative thinking.
3. For researcher:
- a. Increase knowledge about human creative thinking and learning strategy.
 - b. To complete the final thesis which is a requirement for obtaining a bachelor's degree in English Language Education Study Program at Raden Mas Said State Islamic University of Surakarta
4. For the Readers:

For the readers, they can find out whether students' learning using video and students' creative thinking can influence the teaching and learning process of students in second language learning, especially in the area of writing skill.

5. For the next researchers:

For the next researchers, they can use this research finding as consideration on their researches. This research might be useful to them as an inspiration or reference to support the next researchers' research which relate to the students' learning using video and students' creative thinking and writing skill.

G. The Definition of Key Terms

1. Learning Using Video

According to John Francus (2003) video is type of magnetic tape used for recording moving pictures and sound. In this research, it means the researcher using video as media in learning writing of narrative text.

2. Students' Creative Thinking

Creative thinking is the ability to come up with unique, original solutions. Also known as creative problem-solving, creative thinking is a valuable and marketable soft skill in a wide variety of careers. Creative thinking is all about developing innovative solutions to problems. Students' creative thinkers brainstorm not only a large number of ideas but also a variety and range of them. In fact, this ability to develop, test, and implement original solutions makes them a valuable asset to just about any workplace (Zoe Kaplan, 2018).

3. Writing Skills

According to Harmer (2001) writing is a form of communication to deliver through or express feeling through written form. Based on the several definition of writing above, it can be concluded that writing is a way to communicate in written forms that has so many steps to be done

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Writing Skill

a. The General Concept of Writing

People can express their ideas and feelings in written form through writing activity. The word “writing” derives from a verb, “write”. (John Hornby, 1995) states that the word “write” is to make letters or other symbols on a surface, usually paper, especially with a pen or pencil and to put information on a sheet of paper or in the appropriate places on a form. Moreover, the word “write” also means “to make marks which represent letters, words or numbers on a surface, such as paper or a computer screen, using a pen, pencil or keyboard, or to use this method to record thoughts, facts or messages” (Cambridge Advanced Learner’s Dictionary Third Edition).

Furthermore, Boardman and Frydenberg (2002) states that The writing process consists of more than just picking up a pencil and writing a paragraph or an essay from beginning to end. Writing is a process because it goes through many stages. It starts with understanding what is expected of the writer in a writing assignment. Next, it involves thinking about what the writer is going to write and planning how the writer is going to organize it. The final steps involve writing, checking the work, and rewriting. Meyers (2005) states that

writing is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them. By doing writing, language learners will be able to measure how good their English is, because it deals with their grammar and vocabularies mastery.

Moreover, it also has something to do with learners' knowledge of the target language culture." In those four definitions of writing above, writing is seen as a process. Another expert that gives a definition of writing as a process is (Harmer, 1983) states that "writing is a process that what we write is often heavily influenced by the constraints of genre, then those elements have to be presented in learning activities." (Oshima and Hogue,2006) also state that "writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

From some definitions of writing above, researcher able to conclude that writing is not as simple as putting or making letters on a paper or other media. Writing needs a process from planning until presenting the text. By doing writing, someone is able to express her/his thoughts, organize them into logical order, and share them to other people. Writing is one of productive skills in which the students can express their feeling , thought or their ideas. According to Harmer (2004), writing is one of four skills that encourage students to focus on accurate language use, because by writing it may well provoke language development as they resolve problems which the writing puts into their

minds. And he also added his opinion about writing that Harmer (2004 : 86) “writing is a process that what writers write is often heavily influenced by constraints of genres, then these elements have to present in learning activities.

According to (Brown, 2001) writing is two-step process. First , you figure out your meaning, then you put it into language.” Another expert (Richard and Willy, 2002) in (Fitriani, 2014) say that writing is the most difficult skill to master by second language learners, because it concludes highly complex skills. Heaton J.B (1995) also stated that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

In summary, the writing is a process of conveying the idea, feeling in a form of written text, and writing is the important skill that must be mastered and pay carefully by the students and the teachers. Writing skills are skills that need practice to get good results. To produce good writing product with good writing skills, a writer should do some steps. First before a writer writes, she/he should plan what they wants to write ahead. Then, they tries to produce the written text with good organization of the text and content, right capitalization, punctuation, vocabulary, grammar, and good style. Before presenting the written text as final step, they should check the written text by doing revising and editing.

b. Purpose of Writing

Writing is expected to be an activity to convey the writer's own ideas that will attract audience to read it. Also, the writer is able to pick the issue to be carried on based on the writing purposes. Besides, the goal of academic writing itself is not to brag the whole issue that writer knows, but somewhat to show that the writer understands and able to think critically about the issue that is written. There are most common purposes in writing, they are: persuading, analysing/synthesizing, and informing (Whitaker, 2009).

Moreover, the purpose in types of writing is to make the readers accepting the writer's answer to the issue in the discussion. In the persuasive writing, the writer will pick one answer to the issue that is discussed. The writer needs to complete the answer with the reason and evidence, then the readers able to accept the writer's point of view about the issue. Persuasive writing assignments contain argumentative and position papers.

Meanwhile in analytical writing the purpose is to enlighten and evaluate the potential answers to the writer's question, picking the best answers based on the writer's standard. Analytical writing often investigates the causes, examines the effects, evaluates the effectiveness, evaluates ways to solve problems, develops connections between different ideas, or analyses the arguments of others. The examples of analytical assignments are including analysis papers and critical analyses.

Moreover, the purpose informative writing is to give the readers new

information about the issue talked. Informative writing is different from analytical writing that force the readers to agree with the writer's point of view. In this informative purpose, the writer goes to broaden the readers' understanding.

c. Process of Writing

The important process that the writer should prepare is making the idea. This process takes a main part in the writing process because it will determine the writing purpose whether to talk something over, bring a story, or describe an object. Besides, the writer should think about what are going to write even writing scholarly journal, an application letter, a poem, or a paper. According to (Bello, 2007) Every good writing is determined by the ideas. Writing desires time and energy to get the ideas. Some writers can discover a topic, organize the thoughts, make the arguments more complete; but the other writers need to write the detailed ideas, develop the ideas, extract the ideas difficulty, and have a look at the ideas from distance and from various point of views. There are some tactics can help the writer to make the ideas and the text. To help the writer exploring the topic, the writer can do freewriting, looping, listing, and clustering. Also, considering a new topic in many new ways can use cubing and questioning activities. Meanwhile, to generate a text, the writer can create informal outline to list the ideas, send a letter writing to the relatives, keep to write a journal, and write first draft.

Furthermore, (K Hyland, 2009) said that after generating idea, the writer should make a draft. At the beginning, the writer has made free

writing, some notes, lists, outlines or other type of informal writing. This step will be parameter for the writer to lose the data which are not the part of the issue written. There are some suggestions that can be followed by writer to write a draft. The writer can make timetable with its target that wants to be written. After creating the schedule, do not forget to find the comfy place to write. The writer may start to write and deal with every obstacle that will be found in the writing process. On the contrary, (Harmer, 2001) in his book said that drafting process is the first step in producing a piece of writing.

After writing the draft, the writer needs to assess what has been written. It is used to know whether the writing is proper with the issue discussed or not. The writer need to see its writing with the critical sense. The great way to assess draft of writing is by knowing the goal of writing, the target of reader, the type of writing, the thought of the writer is in line with the topic and the reader, and the design of writing suit the writer and reader goal. Also, the writer needs to study what has been written. Trying to focus and study the purpose and proof of writing. Besides, the writer needs to pay attention to the construction of the material, so the reader can follow the message of its writing. Moreover, it is important to ensure that the writing is understandable and easy to be read by the reader.

The last process before delivering the writing is proofreading. It is used to make certain that the point of the writing is delivered and related to the issue discussed (Guilherme,2006). In this process, the writer needs to read deliberately to check every word and punctuation mark. There

are some tips to do proofreading. The writer may use a computer to check the grammar and the spelling. Furthermore, the writer may read the text out loud, then everyone may hear the problems and errors that the writer doesn't realize.

d. Writing Narrative

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. According to (Bazerman, 2013) Narrative is central to children learning. They use it as a tool to help them organize their ideas and to explore new ideas and experience. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.

A narrative is most generally described as a story told by the narrator. (Lirola, 2015) said that Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and legend is often intended to pass on cultural traditions or beliefs

e. Characteristics of Writing Narrative

Structure of narrative text is the framework that holds the story together and gives it shape. It has been analysed and described in different ways. Steps for constructing a narrative are:

1) Title

Title is the name in certain context. It is as a chapter section, or other part of book, etc.

2) Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happening. (Can be a paragraph, a picture or opening chapter).

Orientation in narrative text functions to set the scene and introduces the participants. It tells about the setting in time, place and characters of the story. Every story, no matter how simple needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions. There are different ways of teaching this stage of narrative writing; for example: characters, time, place (who, what, where, when and so on)

3) Complication\Events

Complication is involving the main character(s) and sequence of events. Story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often

serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable. Complication is a crisis arising. Complication is where the problems in the story are developed to be solved by characters

4) Resolution

In a “satisfying narrative“, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?). Resolution, in which the crisis is resolved, for better or for worse. Resolution describes the problem solving to the complications and gives an ending of the story

5) Ending

Ending is often showing what has change and what the characters have learnt

From the explanation above, we can conclude that the characteristics of narrative text have in common with creative writing which has been explained in the points previously described.

2. Video as Teaching Media

a. Definition of Using Video in Teaching English

There are many media that can be used in teaching English, one of them is Video. Video can be categorized as audio visual, because students will get any information like sound and picture. Video brings

the students with a new way in teaching learning process. Video is one of media that show some pictures or background and has sound. Video is one of media that can help the students to write by attracting students' attention. According to (Rivai et al,2017) Video is one of technology's products which presents constant movement of sophisticated images, moving pictures and animated pictures, or moving texts accompanied by audio or sounds effect.

In accordance to (Frank Bal, 2014) video is conveying messages in an audio-visual environment. In teaching and learning process, the teachers are expected to make the learning process interesting through the medium that they use. Video is media that can be used in learning process. According to (Hanley, 2015) in Ismaili's journal, videos provide interesting and motivating clues to accompany audio or written inputs, therefore it supports comprehension and production of foreign language input/output. By using video made the students easy to get some information and it can pilfer their attention. Therefore the students can enjoy the story and also the pictures of video are always interesting for them. Video brightens up classroom and brings more variety, enjoyment and interest in language learning. Moreover, by watching video, students are able to generate their ideas and get more inspiration for writing. It also make the teacher easily to the deliver the materian in interesting way so that the students enjoy the learning process.

According to (Istanto, 2009), video clearly can motivate students' interest to acquire the target culture as well as language. According to (Ismaili, 2013), video provide a wonderful opportunity for students to

gain background understanding to combine with their own understanding about a story or concept. (Harmer, 2001) stated that video can develop simulation and the idea that they have is more creative. Moreover, by watching video, the students are able to generate their ideas and get more inspiration for writing. Then, using video in language teaching and learning can fascinate and attract students, because it can refresh the students. Video is also gives the students information and entertainment to create activities in the classroom. Video is very effective ways of both motivating the students and helping them to understand language.

b. The Advantages of Using Video in Writing

Harmer (2001) stated that there are many reasons why video can be used in language learning. One of the advantages of movie is that students do not just hear language, they see it too. For example, general meaning and moods are often conveyed through thought expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. A movie uniquely allows students to look at situations far beyond their classroom. This is especially useful if they want to see, for example, typical British body language when inviting someone out, or how Americans speak to the waiters, movie also of great value in giving students a chance to see such things as what kind of food people eat in other countries and what they wear. When the students make their own film as media and teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of

film making can provoke genuine creative and communicative uses of the language, with students finding them doing new thing in English. For all the reason so far mentioned most student show and increase level of interest whey they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

c. The Procedure of Using Video in Teaching Writing

According to Richards and Renandya (2002) there are three stages of activity that the teacher should do in teaching writing using video:

1) Previewing activites.

This stage prepares the students to watch the video based on their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary. One way of doing this with a drama sequence is to announce the situation and ask students to predict the content. For example, students are told they will see a scene showing a man buying a plane ticket at an airport, and are asked to write down five items under each of two headings: Sights(things they expect to see) and Words(words they expect to hear).

2) Viewing Activites .

These primarily facilitate the actual viewing of the video. They involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspects such as factual information, plot development, or the language used in a particular situation. In general, it is a good idea to provide activities that focus

on the basic situation first. For example, with a drama sequence, you might ask students to watch and look for the answers to questions such as: Where are these people? Why are they there? What is their relationship? What is going on? After this more global viewing activity, you would then have students do a series of tasks that require them to concentrate on specific details, such as the sequence of events or the particular utterances used

3) Post Viewing Activities

These require students to react to the video or to practice some particular language point. The range of post viewing activities is enormous and includes things such as discussion, role-play, debate, writing activities, and related reading.

3. The Concept of Creative Thinking Ability

a. Nature of Creativity

Creativity is believed important for people in dealing with matters encountered in daily life. A number of new inventions have been produced through creativity. However, before discussing more about the importance of creativity, this section tries to uncover the nature as well as definitions by the (Mayer,2006).

Meanwhile, Adair (2015) points out that creativity refers to the ability associated with using mind and spirit that leads to things exist and have some use, beauty and significance. From this notion, creativity is deemed as the craft (as a result of employing mind and spirit) through

which something unique and new appears. Also, through creativity something can be made to be useful, and have aesthetics, and significance. Randdacio (2015) states that there are numerous discoveries as a result of creativity, and one of the instances is mobile phones that continuously develop. In terms of usefulness and significance, the mobile phones provide a number of benefits, for instance, making information be easily accessed because each mobile phone now is equipped with the internet access; in addition, in terms of aesthetics, the recent mobile phones have several unique and nice forms, such as a slim form and even in the form of watch.

Similarly, Carter and Russel (2016) stated that creativity refers to mental process that lead to solutions, ideas, concept, artistic expression, theories or products that are unique and novel. From Carter and Russel's definition above, creativity is important in life because there are a number of benefits that can be obtained through the implementation of creativity, that is, novel and unique things comprising solutions, ideas, concepts, artistic expression, theories or products. For instance, as creativity is employed by English teachers in classroom, the teachers may have a new insight related to a new way that facilitates the learning and teaching process (e.g. attractive games as the learning apparatus).

In addition, Monahan (2016) reveals that creativity has an association with problem solving, and a problem is, therefore, the essential part of creative achievement.³ Based on Monahan's view above, it can be considered that a problem is the thing that can trigger

people to be creative. It is because as they encounter a problem, their mind works and prods to solve the problem. For instance, as people lose their only job or being fired by their company in which they work for, they will work hard to find a way to earn money. In this case, to survive in life, they may open their own business as entrepreneurs (e.g. cookies sellers). The act to solve the financial problem according to the instance above can be considered as an endeavor which constitutes the manifestation of creativity.

Likewise, Zhang Lau (2009) points out that creativity is not only associated with scientific discoveries or works of art, and therefore it relates to scientists and artists, but the terms creativity also refers to the faculty that is needed to solve problems encountered in workplace or daily life; besides, he also states that better results of certain tasks can be obtained if creativity is employed.

To sum up, creativity can be considered as the faculty or the ability associated with using mind and spirit that can trigger or prod people to work better in solving problems encountered in daily life. The work of creativity is signed with something (such as a solution, idea, concept, artistic expression, theory or product) new and unique.

b. Assisting Techniques to Get Creativity

Creativity is really helpful and useful in daily life. However, it is not an easy craft that one can obtain. A number of experts have tried to figure out the ways to reach creativity. This section aims to discuss several ways that can be helpful to reach creativity. Shively points out that in language arts, creative thinking ability can be facilitated through

a number of ways associated with the FFOE (Fluency, Flexibility, Originality, and Elaboration) model advocated by Guilford (2009) as follows

- 1) Fluency or the ability in which lots of ideas which loosen up the creative wheels is generated. It is facilitated through make a list of word choice options, or alternatives.
- 2) Flexibility or the ability through which question or topic can be viewed from a different angle. It is facilitated through retelling tales from a different character's point of view, debating/advocating from a position that is disagreed, or make a guess of the key word behind a set of images or terms.
- 3) Originality or the ability through which unique or unusual products as well as unexpected ideas are produced. It is facilitated through visualizing poem about any controversial or problematic topic, such as racism, pollution, or cruelty to animals.
- 4) Elaboration or the ability in which details, filling in the gaps, embellishing, and completing a creative idea are involved. It is facilitated through creating a pass-along story or paragraph based on the list of words given, or giving figures of speech for a passage given.

Moreover, Monahan advocates some aids or stimulus that are used to gain creativity summarized as follows :

- 1) Observation, Through observing things or problems encountered, people can find out the solutions of the problems, and even when they have done a good thing, through observation they might think

of a new way to get the better thing than the good thing obtained

2) Writing, This is an activity in which people engage with speakers.

This activity can help them obtain the ideas that they do not know or have beforehand. In this case, after they have listened and gotten the ideas, it had better to jot them. Jotting is considered useful because it can make them observe and write down the gist of ideas that come into their mind.

3) Taking Notes, This is the subsequent activity after observation and writing. It is the same as jotting in which every idea coming into mind is recorded

In addition, Lau (2012) reveals that creativity can be obtained through several habits summarized meaning by SCAMPER constitutes a mnemonic for a list of ways that are used to get new ideas. It consists of substitute something, combine it with something else, adapt something to it, modify or magnify it, put it to some other use, eliminate something, and reverse or rearrange it. The instances of SCAMPER are as follows :

- a. *Substitute*: substitute the typical material for making table with unusual material, such as recycled paper.
- b. *Combine*: a table top that is a computer touch-screen or an aquarium.
- c. *Adapt*: Use an antique door as a table, or the stump of tree as the leg.
- d. *Modify/magnify*: modify it into a table with lots of very thin legs
Put to some other use: a table with adjustable height that can double as a bed
- e. *Eliminate*: a table with no legs in this case it can be supported by an extended arm attached to the wall.
- f. *Reverse*: Change how people sit. Make a big ring-like table with a hole in the middle so people can sit inside as well

In addition, According to As Gardne (2018) creative thinking is a very complex phenomenon with many facets intrinsic and extrinsic types of creative thinking have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. The intent of analogy is to make people easy in solving problems encountered; in this case, it can be done through comparing the problems to similar problems that the people can solve beforehand, It is an activity done through making a long list of possible solutions of certain problems found, and then these were tried out one by one until the appropriate solutions of the problems are obtained. It is an activity to solve problems encountered. It is done through contrasting the problems with some perspectives, for instance, positive versus negative, fact versus value, people (e.g. teachers versus students), and so on To sum up, creativity is not an easy matter to obtain. It can be obtained through a number of techniques. The techniques employed may vary due to the condition or the problems encountered.

c. Cycles of Creativity

According to As Gardne, creative thinking is a very complex phenomenon with many facets intrinsic and extrinsic types of creative thinking have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. To think creatively, there are a number of stages or cycles that must be followed by a creative thinker. This section aims to uncover the cycles of creativity based on some experts in details The stages of

creativity consist of four stages which are briefly described as follows:

- 1) *Preparation*, This stage is started with the process of gathering information about the problems encountered. This is conducted through a number of ways, such as going to the library, searching the web, talking to people, or collecting data or other items. Then, after the information had been collected, these are kept in some places that may be easily accessed, such as in a notebook, a box, or a computer. This stage constitutes merely collecting things that might be relevant without too much have some filtering or analyses. This is not an easy matter for people because many of them may feel impatient while they do not have adequate knowledge so that sometimes they meet some failure. Therefore, broadening mind and thinking about all possible sources that might help in doing tasks should be considered in this stage
- 2) *Exploration*, This stage cover a number of activities comprising classifying the material, reorganizing them, looking at them from different perspectives, and trying to make a connections of the ideas and drawing conclusions. The aim of this stage is to create and find new and useful ideas. To succeed in this stage, a lot of concentration, analysis, and patience as well as avoiding distractions and devoting the attention fully to the task are required
- 3) *Incubation*, This stage constitutes the time on which people get some rest or put aside their task, relax, and forget for a while what they have been doing, and just wait the answer. In this case, a period of inactivity after intensive thinking may be believed to promote

creativity. It is believed that this stage gives a chance for the unconscious mind work on the problem. In this case, it can be considered that the answers of the problems are found because some break time assist people to see the problems with a fresh eye.

- 4) *Verification*, It is a stage in which people have found the answers or ideas related to the problems; they recheck their work and see whether the answers or ideas can be improved further. It is done to avoid some mistakes that lead to the failure.

In conclusion, to obtain some creative works, people are required to follow a number of stages comprising preparation, exploration, incubation, and verification. Furthermore, one thing that can be drawn from all the stages or cycles of creativity above is that one stage to other stages connect as well as is hierarchical one another. For instance, after the data gathered in the preparation stage, then these are continued to be classified and categorized in the exploration stage, which then is followed with incubation to get some ideas through putting aside the problem for a while, and these were rechecked in the verification stage.

d. The Advantage of Creative Thinking

There are several advantage of creativity that are explained by experts. According to (Kenedi 2017) presents several characteristics of creative attitudes, such as:

- 1) Having Confidence;
- 2) Open to new and extraordinary experience;
- 3) Flexible in thinking and acting;
- 4) Free in expressing themselves;

- 5) Can appreciate fantasy;
- 6) Interested in creative activities; and
- 7) Believe in own and independent ideas

From the description above explains that students are creative will have high self-esteem, be open to an ability to collaborate on an idea. Further explained that creativity as a whole personality which is the result of interaction with the environment. That is, the environment that is the place where individuals interact can support the development of creativity, but there are also those that actually inhibit the development of individual creativity.

B. Previous Related Studies

In conducting this study, the researcher investigated several previous studies in the form of journals and theses related to the effectiveness the use of teaching media, especially in the form of video in increasing students' creative thinking and increase of English writing ability. In this case, the researcher took two theses and three journal articles related to this research.

The first previous study is a thesis conducted by Afia Nur Laeli, student of Syarif Hidayatullah State Islamic University entitled "Students' creative thinking and creative thinking in learning English speaking at Senior High School 1 Kaliworo Wonosobo in The academic Year 2018/2019". The purpose of this study is to determine the effectiveness of creative thinking and creative thinking in learning English speaking by observing and analyzing students of seventh grade at the Senior High

School Ruhama. The method of this study is quantitative research. The sample of students was divided into two classes; 30 students in the experimental class and 30 students in the control class. Data were collected by pre- and post-test and analyzed by t-test. The results of this study show that teaching creative thinking and creative thinking in leaning english speaking is effective.

The second previous related study is a journal entitled “A Comparative Study Between Students creative thinking on Speaking Performance at SMPN 4 Pekanbaru in Academic Year 2019/2020,”, conducted by Yola Gustriani (2018) student of The State Institute for Islamic Studies of Metro. The main purpose of this research was to examine the speaking performance of the students at the SMPN 4 Pekanbaru and to know that the creative thinking can support students’ speaking performance. The kind of this research was classroom action research (CAR) conducted in two cycles. Each cycle includes planning, action, observation and reflection. The subjects of this study was 25 students at of the SMPN 4 Pekanbaru. In collecting data, the researcher used test (pre-test, post test I and post test 2), observation and documentation. The result of this study showed that using creative thinking can improve students’ speaking performance.

The third is a journal article entitled “A Descriptive Study on the Students’ Creative thinking in Learning English at SMA Muhammadiyah 9 Makassar in Academic Year 2018/2019 by Kasmirah (2017). The purpose of this study was to find out descriptive study about the effect of creative thinking on students’ learning english. In this study, the researcher

conducted a quasi-experimental study with a nonequivalent control group pretest-posttest design. The researcher uses a formula to analyze the effects and collect data using videos from the class. The findings showed that creative thinking successfully improved students' learning english.

The fourth previous study is a thesis entitled "The Correlation Between Students Creative thinking in Online Learning Using Video and Their Reading Comprehension of the Eight Grades At SMPN4 Ponorogo" by Ina Kusumawati (2017) student of UIN Walisongo Semarang, The purpose of this study was to examine the effects using movies on the language reading performance of high school students. Data was collected using two tools: pre/post performance tests and questionnaires, both created by researcher. Data obtained from test and questionnaire administration were analyzed using independent-samples t-tests and paired-samples t-tests, and results were compared to examine the effects of movies on student learning. The results of this study showed that the implementation of the movies used in the study had a significant impact on students' language performance in reading.

The fifth previous study is a journal article by Annisa Susanti (2021) from Universitas Muhammadiyah Jakarta, entitled "The Implementation Of Students' Creative Thinking And Students' Creative thinking During Pandemic Covid-19 At Candirejo Elementary School Semarang: A Phenomenologica l Study". The goal of this study is to see if there is an implemetation of creative thinking and motivaton in elementary school.. The treatment was performed by the researcher according to the theory discovered. After treatment, researcher found that sharing a

phenomena had a significant impact on their ability in English language.

No	Name of the researcher	Titles	Differences	Similarities
1	Asfia Nur Laeli	Students' Creative thinking and creative thinking in Learning English Speaking at Senior High School 1 Kaliworo Wonosobo in The academic Year 2019	1. The subject of this previous study was students of Eleventh Grade Students of SMAN 1 Kaliwiro Wonosobo in the Academic Year of 2018/2019, meanwhile the researcher subject in this research is at Ninth Level Junior High School Students in The Academic Year 2023 2. The method of computing data for the previous study was T Test and causal-comparative research (Ex Post Facto) method. meanwhile the researcher uses Microsoft Excel.	1. Both of the researches is qualitative non experiment research. 2. The researcher uses questionnaire from the past researcher

No	Name of the researcher	Titles	Differences	Similarities
			<p>3. The focus of this research was speaking ability, meanwhile the researcher focus is writing skill.</p> <p>4. The variable study creative thinking, meanwhile researcher uses learning using video and creative thinking .</p>	
2	Yola Gustriani	A Comparative Study Between Students creative thinking on Speaking Performance at SMPN 4 Pekanbaru in Academic Year 2020,	1.The subject of this previous studywas tenth grade studentsat State Senior High School 4 Pekanbaru, meanwhile the researcher subject is The Ninth Level Junior High School Students in The Academic Year 2023	

No	Name of the researcher	Titles	Differences	Similarities
			<p>2. The method of computing data for the previous study was T Test and a causal-comparative research (Ex Post Facto) method, meanwhile the researcher uses Microsoft Excel.</p> <p>3. The focus of this research was speaking ability, meanwhile the research focus is writing skill.</p>	
3	Kasmirah	A Descriptive Study on the Students' Creative thinking in Learning English at SMA Muhammadiyah 9 Makassar in Academic Year 2019	1.The subject of this tenth grade students at State Senior High School 9 Makassar, the researcher subject is the ninth class junior high school	1.The test the researcher uses from the past researcher.

No	Name of the researcher	Titles	Differences	Similarities
			<p>2. The method of computing data for the previous study was T Test and a causal-comparative research (Ex Post Facto) method, meanwhile the researcher uses Microsoft Excel.</p> <p>2. The focus of this research was Learning English in every skill. Meanwhile the research focus is writing skill.</p> <p>3. This previous study used descriptive quantitative meanwhile the researcher uses quantitative non experimental research.</p>	

No	Name of the researcher	Titles	Differences	Similarities
4	Ina Kusumawati	The Correlation Between Students Creative thinking in Online Learning Using Video and Their Reading Comprehension of the Eight Grades At SMPN 4 Ponorogo	<p>1. The subject of this previous study was tenth grade students at State Junior High School 4 Ponorogo, meanwhile the researcher subject is at Ninth Level Junior High School Students in The Academic Year 2023</p> <p>2. The method of computing data for the previous study was T Test and a causal-comparative research (Ex Post Facto) method, meanwhile the researcher uses Microsoft Excel.</p> <p>The focus of this research was Reading comprehension in every skill. Meanwhile the research focus is writing skill.</p>	<p>1. The research applied a correlative research.</p> <p>2. The test the researcher uses from the past researcher.</p>

No	Name of the researcher	Titles	Differences	Similarities
			4. This previous study used descriptive quantitative research, meanwhile the researcher uses quantitative non experimental research.	
5	Annisa Susanti	The Implementation Of Students' Creative Thinking And Students' Creative thinking During Pandemic Covid-19 At Candirejo Elementary School Semarang: A Phenomenological Study	1. The subject of this previous study was Candirejo Elementary School, meanwhile the researcher subject is Ninth Level Junior High School Students in The Academic Year 2023.	1. The research applied a correlative research. 2. Both of the researches is qualitative non experiment research.

No	Name of the researcher	Titles	Differences	Similarities
			<p>2. The method of computing data for the previous study was T Test and a causal-comparative research (Ex Post Facto) method, meanwhile the researcher uses Microsoft Excel.</p> <p>The focus of this research was teaching English in every skill, meanwhile research focus is writing skill.</p>	

C. Theoretical Framework

This research had two variables, that was independence variable and dependent variable.

1. The independence variable (predictor variable)

Learning Using Video (X₁)

Students' Creative Thinking (X₂)

2. The dependent variable (criterion variable)

Writing Narrative (Y)

The correlation between three variables can be seen in the figure 3.1:

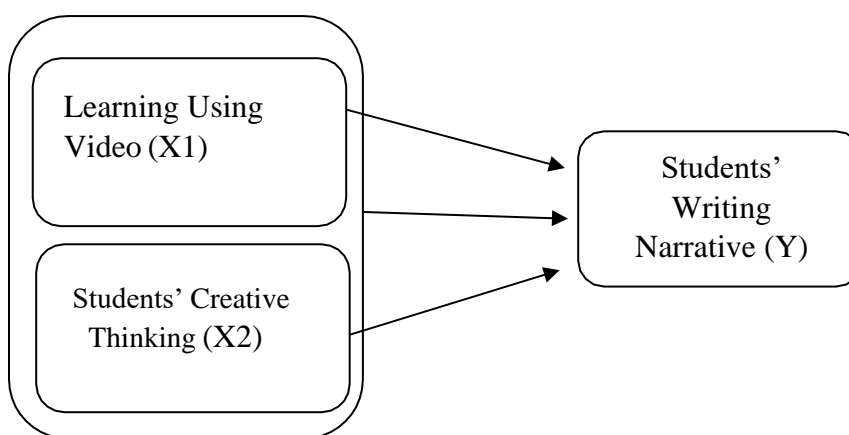


Figure 3.1 The Schema of the Correlation between Students' Learning Using Video, Students' Creative Thinking, and Students' Writing Skills

D. Hypothesis

1. H1 : There is any significant correlation between students' learning using video and students' writing ability in Narrative Text at Ninth Level of MTsN 2 Sukoharjo in The Academic Year 2023.
H0 : There is no significant correlation between students' learning using video and students' writing ability in Narrative Text at Ninth Level of MTsN 2 Sukoharjo in The Academic Year 2023.
2. H1 : There is any significant correlation between students' creative thinking and students' writing ability in narrative text at Ninth Level of MTsN 2 Sukoharjo in The Academic Year 2023
H0 : There is no significant correlation between students' creative thinking and students' writing ability in narrative text at Ninth Level of MTsN 2 Sukoharjo in The Academic Year 2023.
3. H1 : There is any significant correlation between students' learning using video and students' creative thinking towards students' writing ability in

narrative text at MTsN 2 Sukoharjo in The Academic Year 2023.

H0 : There is no significant correlation between students' learning using video and students' creative thinking towards students' writing ability in narrative text at MTsN 2 Sukoharjo in The Academic Year 2023.

CHAPTER III

RESEARCH METHODOLOGY

B. Research Design

The design of this research is quantitative research. Quantitative research deals with question about relationship, current status, cause and effect that researcher can be answered by gathering the data and analysing statistically about the data (Ary, Lucy, Chris, & Asghar, 2010). Quantitative research can be divided into two major parts, that are experimental and non-experimental (Ary, Lucy, Chris, & Asghar, 2010). The researcher used non-experimental quantitative research because this research is to measure the correlation between learning using video and student' creative thinking and their Writing skills in their class by using a data without any special treatment. Quantitative non-experimental research is research that doesnot receive intervention from the researcher. Researchers do not give special treatment or trials to respondents or samples (Heryana, 2020).

The researcher use correlation research. Correlation research produces index to show the strength and direction of the relationship between two variables. The index of that called a coefficient of correlation. The coefficient can range in value from +1.00 through 0 to -1.00. The higher the correlation value, the better and shows a positive result between the correlation of the two variables, while the lower the value, the more negative the correlation between the two research variables (Ghozali, 2018).

C. Research Setting

1. Place of The Research

This research carried out at MTsN 2 Sukoharjo which was located at Agus Salim Street, Sawah, Joho, Kab. Sukoharjo, Central Java, ID, 57513.

2. Time of The Research

This research have been conducted from March to April 2023. The researcher will describe the activities carried out by the researcher in doing this research from the beginning of the submission of the title to the completion of this research. The researcher was conducted the research after seminar proposal, and the last is the research arranged the thesis, and the last is submitting chapter IV and V. In Detail, the activites can be seen in this following schedule.

Table 3.1 The time of the Research

No.	Activity	Jan	Feb	Feb	Mar
1	Proposal Seminar				
2	Data collection				
3	Data Analysis				
4	Thesis Exam				

D. Population, Sample and Sampling

1. Population

According to (Creswell, 2012) Population is a group that have same characteristics. The population of this research has MTsN Sukoharjo

because in MTsN Sukoharjo English Language is the favorite subject for 9th graders, and only in ninth class there is a narrative lesson. The distribution of the population is described as below:

Table 3.2 The number of the students

No.	Class	Number of the students
1.	9A	32
2.	9B	29
3.	9C	28
4.	9D	32
5.	9E	36
6.	9F	36
7.	9G	32
8.	9H	35
9.	9I	33
10.	9J	35
Total		328

2. Sampling

Creswell (2012) said that Sampling is a group of individuals or organization with some common characteristics that the researcher can be study and identify it. In this research, the researcher used simple random sampling. Random sampling is one of many techniques that all of the population may have the same opportunity to be chosen as the sample (Sukardi, 2010). Researcher looked for samples by random and drawn using the picker wheel application on the website of 77 people, 7/8 students were taken from each class.

3. Sample

According to Wijaya (2013) determination of the sample depends on the number of the population. If the number of the population is known, the population that will be the sample of this research can be determined by using a formula or table. One of the most commonly formula to be used is the *Slovin* formula (Wijaya, 2013).

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

Where:

n = sample

N = population

e = sample error (10%)

In this research the population has been 328 students at MTsN 2 Sukoharjo. The sample have been calculated with error of 10% and the total samples needed for this research were:

$$n = \frac{328}{1+328(0.01)^2}$$

$$n = 77$$

E. Technique of Collecting Data

1. Questionnaire

Questionnaire is a list of questions provide to respondents as a requested by the researcher. This questionnaire enables the researcher to

study about respondents' with learning using video and creative thinking. The researcher used questionnaire based on the research that has done. In order to test the learning using video and students' creative thinking, the researcher only took some of the questionnaire which are correlated with learning using video and student's creative thinking.

The questionnaire divided into two table, that the first table is learning using video is used to know learning strategy from each student and the second table is creative thinking questionnaire. Each question has 1 until 5 scoring scale.

Table 3.3 Scoring Rubric Personality Questionnaire

Statement	Option				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

2. Test

Test is a stimulus instrument which is given to a person to get the answer which is used to decide a score number (Margono, 2004). Test is an instrument to collect the data that gives response about the question in the instrument, and the respondents have to show their ability in that test. To collect the data of Writing skill. The score test is amount of correct answer. The students got 5 points in every correct answer and get 0 in every incorrect answer.

The researcher try out the students' learning using video and student' creative thinking and writing test to know the validity and

reliability before distributing students' learning using video and student' creative thinking and Writing test to the respondents. The test try out gave for the 20 students at ninth class of MTsN Sukoharjo at MTsN Sukoharjo. After the learning using video and student' creative thinking and Writing test validity and reliability have known the researcher distributed learning using video and student' creative thinking and Writing test to the 77 respondents to be the data in this research and to know is there any correlation between the variables.

The data consisted of a learning using video and student' creative thinking and Writing test. The student learning using video and student's creative thinking consists of 30 questions, 10 questions for learning using video with 6 positive questionnaire and 4 negative questionnaire, 20 questions for students' creative thinking with 14 positive questionnaire and 6 negative questionnaire. The Writing test consists of 10 multiple choice. If the two data have been collected, the researcher analysed, interpreted, and concluded the data.

F. Research Instrument

The data and instrument needed are explained bellow :

Table 3.4 Data and Instrument Needed in This Research

Variable	Instrument	Data Needed	Source
Learning using video (X1)	Questionnaire	Learning using video	Journal Kana Hidayati with the title <i>“IMPROVING INSTRUMENTS OF STUDENTS’ SELF-REGULATED LEARNING”</i>
Students’ Creative thinking (X2)	Questionnaire	Students’ Creative thinking	Thesis Vreedy Frans Dinar with the title <i>“HUBUNGAN ANTARA BERFIKIR KREATIF SISWA DENGAN PRESTASI BELAJAR SISWA KELAS X KOMPETENSI KEAHLIAN TEKNIK AUDIO VIDEO SMK MA’ARIF I WATE”</i>

Writing Skill	Test	Students' Writing Skills	The book with the title " <i>King Toefl Terlengkap</i> " with the publisher Tim Toefl ELC Internasional
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1. Questionnaire

Questionnaire is the list of questions or statements that are given to participants. According to DL Vannette (2014) explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent. In this research, the researcher makes forty statement relate to learning using video and creative thinking. The researcher take questionnaire from thesis and journal previous study from “VreedyFrans Danar in creative thinking” and “Kana Hidayati in Learning using video”.

This questionnaire is used to support and get validity and reliability relate to the students’ learning using video and students’ creative thinking is mostly used by subject. The questionnaire is distributed after the researcher conducts instrument try out in 20 students from fourth semester. The researcher developed the questionnaire by using the Likert Type Scale The answers were divided into 5 categories, higher score means higher agreement. 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree). The researcher understands about students’ creative thinking and Creative thinking by using this questionnaire. The results of the questionnaire can be seen in the final total. The blue print and questionnaire can be seen in Appendix.

Table 3.5 Scoring Rubric of Creative thinking Questionnaire

Statement	Option				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

2. Writing Test

The Writing test there is only 1 part which is contained in the form provided by the researcher. The purpose of the Writing test is to find out a relationship between learning using video and creative thinking to students' Writing skills. These two tests were Writing assessments multiple choice used in the book "The King Toefl Terlengkap, By Tim TOEFL ELC-International"

For the first part of the test which is a Writing test, each student was required to be able to listen and answer the English word from speaker correctly. One correct answer would be given a score of 1 and if the answer is full incorrect or left blank of the Writing test would be deducted 0 point.

G. Data Validation

1. Validity of the Instrument

Validity is a measure that shows the levels of fairness of an instrument. According to Creswell (2012), a valid instrument has high validity, on the other hand an instrument that is less valid means it has low

validity (Creswell, 2012). A test can be called valid if it can calculate accurately and whether the test is useful, meaningful, and appropriate for the respondent (Hughes, 2003). In this study, researchers used Pearson Product Moment to analyse the Validity of the Data.

Validity has a standard relating to evidence of the extent to which a sample of assignments, items, or questions on a test can represent multiple universes and domains in that content. This means that the instrument must have valid content. The items contained in the instrument must be balanced and proportional in their distribution and must be balanced and adequate from all skills and knowledge in the dimensions that make up the contents of the instrument. In this study, researchers will measure the learning using video and creative thinking of students or respondents using the questionnaire and Writing Test. The questionnaire and test included indicators that determine whether the student have an intrinsic and extrinsic creative thinking.

The researcher used the Pearson Product Moment assisted by Microsoft Office Excel 2019 to find out the validity of the questionnaire and test. The formula as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Information:

r_{xy} : The coefficient of correlation between X and Y

N : The number of the students

X : The sum of the scores of each item

Y : The sum of the scores of each students

a. Validity of Students' Learning Using Video Questionnaire

The criteria of validity instrument of Students' learning using video became valid if $r_{obtained} > r_{table}$ and it becomes invalid if $r_{obtained} < r_{table}$. The validity instrument of Students' learning using video can be seen in the table below.

**Table 3.6 The Validity of Students' Learning
Using Video Questionnaire**

Item	$r_{obtained}$	r_{table}	Result
1	0,493	0.444	Valid
2	0,559	0.444	Valid
3	0,749	0.444	Valid
4	0,616	0.444	Valid
5	0,496	0.444	Valid
6	0,598	0.444	Valid
7	0,561	0.444	Valid
8	0,689	0.444	Valid
9	0,547	0.444	Valid
10	0,626	0.444	Valid

b. Validity of Students' Creative Thinking Questionnaire

The criteria of validity instrument of Students' Creative thinking became valid if $r_{obtained} > r_{table}$ and it becomes invalid if

$r_{obtained} < r_{table}$. The validity instrument of Students' Creative thinking can be seen in the table below.

Table 3.7 The Validity of Students' Creative Thinking Questionnaire

Item	$r_{obtained}$	r_{table}	Result
1	0,684	0.444	Valid
2	0,520	0.444	Valid
3	0,473	0.444	Valid
4	0,704	0.444	Valid
5	0,603	0.444	Valid
6	0,533	0.444	Valid
7	0,485	0.444	Valid
8	0,552	0.444	Valid
9	0,648	0.444	Valid
10	0,440	0.444	Valid
11	0,639	0.444	Valid
12	0,567	0.444	Valid
13	0,508	0.444	Valid
14	0,552	0.444	Valid
15	0,460	0.444	Valid

c. Validity of Writing Narrative Test

The criteria of validity instrument of Students' Writing Skill became valid if $r_{obtained} > r_{table}$ and it becomes invalid if $r_{obtained} < r_{table}$. The validity instrument of Students' Writing Skill can be seen in the table below:

Table 3.8 The Validity of Writing Narrative Test

Item	r_{obtained}	r_{table}	Result
1	0,540	0.444	Valid
2	0,450	0.444	Valid
3	0,436	0.444	Valid
4	0.510	0.444	Valid
5	0.530	0.444	Valid
6	0,620	0.444	Valid
7	0,660	0.444	Valid
8	0,610	0.444	Valid
9	0,530	0.444	Valid
10	0,730	0.444	Valid

Researcher took a conclusion from the explanation above that the results of the instrument try out were:

- a. From the 10 questionnaire items of students' learning using video, all 10 item numbers are valid.
- b. From the 20 questionnaire items of students' creative thinking, all 15 item numbers are valid.
- c. From the 10 items of the Writing skill test, which are 10 Writing test all are valid.

2. Instrument Reliability

Reliability shows a warning that an instrument is reliable enough to be used as a data collection tool because the instrument is already good. Where the instrument is not tendentious so that it can direct respondents to choose

certain answers (Arikunto, Metodologi Penelitian Suatu Pendekatan Proposal, 2002). To determine the reliability of the instrument test used by researchers. Researchers used Alpha Cronbach (Siregar, 2010).

The Researcher used Alpha Cronbach assisted by Excel Office 2019 to find out the reliability of the questionnaire and test.

The formula as follows:

$$rac = \left(\frac{k}{k-1} \right) \left(1 - \frac{\Sigma ab^2}{at^2} \right)$$

Information:

rac : The coefficient of alpha Cronbach reliability

k : The amount of questionnaire/test items

Σab^2 : The amount of each variance of questionnaire/test

at^2 : The amount of total variances

a. Reliability of Students' Learning using video

The result of the reliability of learning independence questionnaire was acquired the reliability coefficient if Cronbach Alpha > 0,6.

Table 3.9 The Reliability of
Students' Learning using
video Questionnaire

Cronbach's Alpha
0,980

From the table above it could be concluded that the Alpha Cronbach learning using video value is 0,980 greater than 0,6. In other words, the Students' learning using video had strong reliability.

b. Reliability of Students' Creative thinking

The result of the reliability of creative thinking questionnaire wasacquired the reliability coefficient if Cronbach Alpha $> 0,6$.

Table 3.10 The Reliability of Students'Creative thinking Questionnaire

Cronbach's Alpha
0,941

From the table above it could be concluded that the Alpha Cronbach creative thinking value is 0,941 greater than 0,6. In other words, the Students' Creative thinking Questionnaire had strong reliability.

c. Reliability of Writing Skill

The result of the reliability of Writing skill test was acquired the reliability coefficient if Cronbach Alpha $> 0,6$.

Table 3.11 The Reliability of Students'Writing Skill Test

Cronbach's Alpha
0,985

From the table above it can be concluded that the Alpha Cronbach Writing skill value is 0,985 greater than 0,6. In other words, the Students' Writing Skill Test had strong reliability.

Researchers took a conclusion from the explanation above that the results of the instrument try out were:

- a. From the questionnaire item of students' learning using video has a reliability 0,980 that greater than 0,6.
- b. From the questionnaire item of students' creative thinking has a reliability 0,941 that greater than 0,6.
- c. From the item of the Writing skill test has reliability 0,985 that greater than 0,6.

3. Instrument of Try Out

The researcher tried out the test to the several students before it applied to the real respondents in this research. The instrument try out has given to the 20 students at MTsN 2 Sukoharjo. The purpose of the try out instrument is to find out whether the questionnaires and tests that have been made by researcher have met the quality needed to find out about the learning and creative thinking of the respondents to be studied. The researcher will try to find the information about the test quality the consist of the instrument validity and instrument reliability.

The procedure of the test try out were:

- a. The researcher gave the questionnaire to the 20 students at MTsN 2 Sukoharjo that will be try out the questionnaire and Writing Test.
- b. The researcher informed the respondents about the result of questionnaire and analyze the obtained to know the instrument validity and reliability.

If the results of the tests that have been tested have come out and have been successfully analyzed by the researcher, the tests that have been made by the researchers can be distributed to the respondents

H. Technique of Analysing Data

After collecting all the data that required in this research, the next step is analyzing the data in order to know whether there is any significant correlation between learning using video and student's creative thinking and their Writing skills. First step, the researcher checked the completeness of the required data then give the score to the questionnaire and Writing test. Next, the researcher analyzed the required data, as follow:

1. The Statistic Descriptive of the Data

According to (Ghozali, 2018) descriptive analysis is an analysis that provides a description or description of a data seen from the average value (mean), standard deviation, maximum, and minimum. In this study, the researcher added descriptive analysis in the form of a range and also the standard error of each data. The researcher used Microsoft Excel 2019 to find out the description of the data.

2. Hypothesis Testing

After calculating the descriptive statistics of the data, the next step is to test the hypothesis. To calculate a simple correlation between the first and second hypotheses, the researcher uses the Spearman Rank method assisted by Microsoft Office Excel 2019. The Spearman Rank test can be used to test the relationship between research variables in non-parametric statistics, this analysis does not require assumptions of normality and linearity (Ghozali, 2018).

Calculate the multiple correlation in the third hypothesis, the researcher used the multiple correlation coefficient method assisted by Microsoft Office Excel 2019. After finding the result of correlation, the hypothesis decision is made by comparing the r_{obtained} and r_{table} : as said by Ghozali (Ghozali, 2018): if $r_{\text{obtained}} > r_{\text{table}}$, H_0 accepted. There is a correlation between X and Y; however, if $r_{\text{obtained}} < r_{\text{table}}$, H_a accepted. There is no correlation between X and Y

a. The Test of the First Hypothesis

The first hypothetical test is to find out whether there is a correlation between Students' Learning using video (X_1) and Writing Skill (Y) in MTsN 2 Sukoharjo in the Academic Year 2023.

The researcher used the Spearman Rank method assisted by Excel Office 2019 to find out whether there was a correlation between Students' Learning using video (X_1) and Writing Skill (Y) In MTsN 2 Sukoharjo in the Academic Year 2023. The Rank Spearman formula is:

$$\rho = \frac{S_{xy}}{S_x S_y} = \frac{\frac{1}{n} \sum_{i=1}^n (R(x_i) - \overline{R(x)}) \cdot (R(y_i) - \overline{R(y)})}{\sqrt{\left(\frac{1}{n} \sum_{i=1}^n (R(x_i) - \overline{R(x)})^2 \right) \cdot \left(\frac{1}{n} \sum_{i=1}^n (R(y_i) - \overline{R(y)})^2 \right)}}$$

b. The Test of the Second Hypothesis

The second hypothetical test is to find out whether there is a correlation between Students' Creative thinking (X_2) and Writing Skill (Y) In MTsN 2 Sukoharjo in the academic Year 2023

The researcher used the Spearman Rank method assisted by Excel Office 2019 to find out whether there was a correlation between Students' Creative thinking (X_2) and Writing Skill (Y) in MTsN 2 Sukoharjo in the Academic Year 2023. The Rank Spearman formula is:

$$\rho = \frac{S_{xy}}{S_x S_y} = \frac{\frac{1}{n} \sum_{i=1}^n (R(x_i) - \overline{R(x)}) \cdot (R(y_i) - \overline{R(y)})}{\sqrt{\left(\frac{1}{n} \sum_{i=1}^n (R(x_i) - \overline{R(x)})^2 \right) \cdot \left(\frac{1}{n} \sum_{i=1}^n (R(y_i) - \overline{R(y)})^2 \right)}}$$

c. The Test of Third Hypothesis

The third hypothetical test is to find out whether there is a correlation between Students' Learning using video (X_1), Students' Creative thinking (X_2), and Writing Skill (Y) in MTsN 2 Sukoharjo in the Academic Year 2023.

The researcher used the multiple correlation coefficient method assisted by Excel Office 2019 to find out whether there was a correlation between Students' Learning using video (X_1), Students' Creative thinking (X_2), and Writing Skill (Y) in MTsN Sukoharjo in the Academic Year 2023.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The data needed for this research were students' creative thinking, students' learning using video and writing skills which could be explained as follows:

A. Research Findings

The data in this study had been analysed and had the results of a questionnaires and tests that were distributed directly to students at Islamic High School Year 2023. The researcher's description based on the questionnaire to determine students' learning using video, creative thinking and writing test to determine the students' writing skills of students at Islamic High School Year in the Academic Year 2023. In calculating the data, the researcher was assisted by Microsoft Office 2019 to analyze all the data and hypotheses. The results of the data in this study were presented in the form of the mean, median, mode, standard deviation, highest and lowest scores, range, and accompanied by variable descriptions in the form of a histogram table.

Table 4.1 Students' Score of Each variable

No.	Students' Learning Using video	Students' Creative Thinking	Students' Writing Skill
1	42	66	6
2	29	51	5
3	26	32	5

No.	Students' Learning using video	Students' Creative thinking	Students' Writing Skill
4	31	37	7
5	27	41	4
6	26	50	4
7	23	40	5
8	26	52	6
9	33	50	8
10	30	50	6
11	32	40	6
12	26	46	4
13	27	37	5
14	30	40	6
15	31	41	4
16	35	52	1
17	23	39	4
18	32	45	4
19	22	45	5
20	30	44	4
21	34	53	3
22	39	41	4
23	35	40	3
24	35	53	3
25	21	48	6
26	34	42	3
27	26	46	5
28	27	55	9

No.	Students' Learning using video	Students' Creative thinking	Students' Writing Skill
29	31	45	4
30	33	49	6
31	29	41	6
32	28	51	6
33	23	40	5
34	32	34	5
35	30	43	4
36	31	41	7
37	23	48	6
38	27	41	9
39	20	37	7
40	30	50	5
41	28	44	6
42	30	44	8
43	25	48	6
44	25	42	6
45	39	43	3
46	24	41	8
47	37	45	6
48	38	39	3
49	33	40	4
50	32	34	7
51	30	43	5
52	31	41	3
53	23	48	6

No.	Students' Learning using video	Students' Creative thinking	Students' Writing Skill
54	27	41	5
55	20	37	4
56	30	50	7
57	28	44	9
58	30	44	4
59	25	48	5
60	25	42	5
61	32	45	5
62	29	48	5
63	34	38	5
64	27	44	4
65	27	39	3
66	26	48	5
67	25	45	5
68	35	53	5
69	34	42	8
70	34	41	5
71	30	53	4
72	27	34	7
73	32	41	6
74	28	42	6
75	25	41	7
76	32	45	1
77	25	44	7

The descriptive Statistic of each variable:

Table 4.2 The Descriptive Statistic of Each Variable

Variable	N	Min	Max	Mean	Std. Deviation
Students' Creative thinking	77	32	66	44,64935	5,66793
Learning using video	77	20	42	29,57142857	4,598136268
Writing Skill	77	1	9	5,220779	1,659291

The calculation of descriptive statistics in the table above, the analysis can be explain as follows:

- a. Students' creative thinking descriptive statistics result show the maximum value of learning using video was 66 and the minimum value 32. Students' Creative thinking have an average value (mean) of 44,64935, and a standard deviate of 5,66793. Below was a frequency table as well as a histogram scale:

Table 4.3 Frequency Distribution of Students' Creative thinking

No.	Interval	Frequency
1	32-37	6
2	38-43	28
3	44-49	25
4	50-55	16
5	56-61	0
6	62-66	2
SUM		77

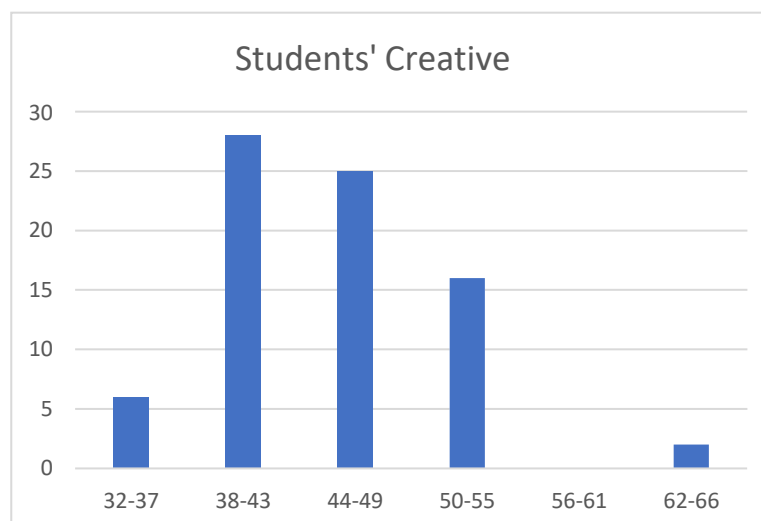


Figure 4.1 Histogram of Students' Creative thinking

b. The results of descriptive statistics on students' Creative thinking show that the maximum value of students' Creative thinking is 42 and the minimum value of 20. Students' Creative thinking have an average value (mean) of 29,57142857, and a standard deviation of 4,598136268. Below is a frequency table as well histogram scale:

Table 4.4 Frequency Distribution of Students' Learning using video

No.	Interval	Frequency
1	20-25	15
2	26-31	35
3	32-37	23
4	38-42	4
SUM		77

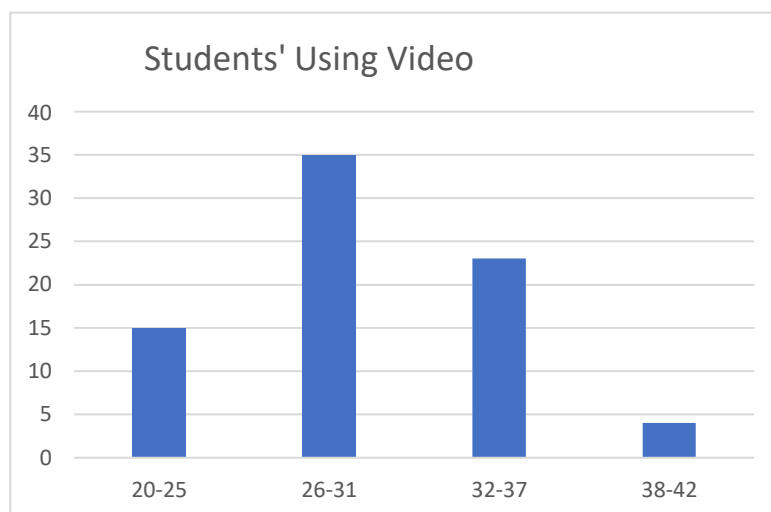


Figure 4.2 Histogram of Students' Learning using video

c. The results of the Writing Skill descriptive statistics show that the maximum value of Writing Skill is 30 and the minimum value is 13. Writing Skill have an average (mean) of 25,12329, and a standard deviation of 4,79109. The standard deviation value which was lower than the average value indicate that the resulting data was homogeneous. Below is a frequency table as well histogram scale:

Table 4.5 Frequency Distribution of Students' Writing Skill

No.	Interval	Frequency
1	1-3	10
2	4-6	52
3	7-9	15
SUM		77

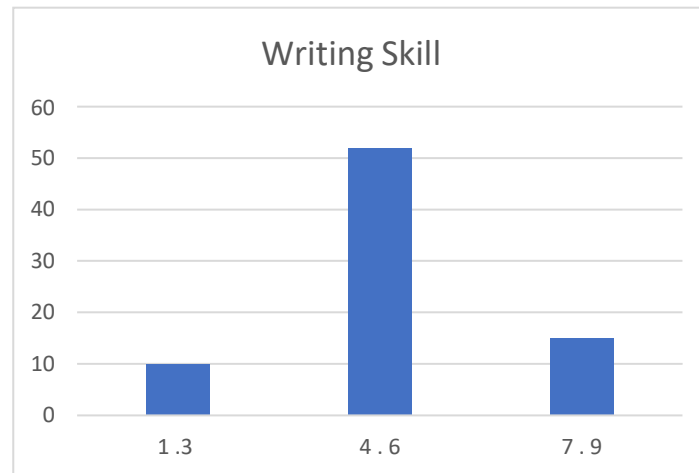


Figure 4.3 Histogram of Students' Writing Skill

B. Hypothesis Testing

1. Correlation Between Students' Learning using video and Students' Writing Skill

There were two possibilities in statistical hypothesis testing H_0 that means there is no correlation between students' learning using video (X1) and students' writing Skill (Y) and H_a that means there is a correlation between students' learning using video (X1) and students' writing skill(Y).

It could be seen as follows:

$$r_s = \frac{\frac{1}{n} \Sigma(Rx - \overline{Rx})(Ry - \overline{Ry})}{\sqrt{\frac{1}{n} \Sigma(Rx - \overline{Rx})^2} \sqrt{\frac{1}{n} \Sigma(Ry - \overline{Ry})^2}}$$

$$r_s = \frac{\frac{1}{77} (579,16)}{\sqrt{\frac{1}{77} (1887,97)} \sqrt{\frac{1}{77} (193,27)}}$$

$$r_s = \frac{7,52}{7,84}$$

$$r_s = 0,959$$

From the single correlation computation of X_1 and Y , the coefficient of correlation is $r_s = 0,959$. Then this value compared to r_{table} is 0,224 at the significant level of 5%. It means that r_s is higher than r_{table} . It means that the null hypothesis was rejected and the alternative hypothesis was accepted. The conclusion is there is a significant positive correlation between students' Learning using video and students' Writing skill.

2. Correlation Between Students' Creative thinking and Students' Writing Skill

There are two possibilities in statistical hypothesis testing H_0 that means there is no correlation between Students' Creative thinking (X_2) and Writing Skill (Y) and H_a that means there is a correlation between Students' Creative thinking (X_2) and Writing Skill (Y). It could be seen as follows:

$$r_s = \frac{\frac{1}{n} \Sigma (Rx - \overline{Rx}) (Ry - \overline{Ry})}{\sqrt{\frac{1}{n} \Sigma (Rx - \overline{Rx})^2} \sqrt{\frac{1}{n} \Sigma (Ry - \overline{Ry})^2}}$$

$$r_s = \frac{\frac{1}{77} (593,02)}{\sqrt{\frac{1}{77} (1985,14)} \sqrt{\frac{1}{77} (193,27)}}$$

$$r_s = \frac{7,70}{8,04}$$

$$r_s = 0,957$$

From the single correlation computation of X_2 and Y , the coefficient of correlation is $r_s = 0,957$. Then this value compared to r_{table} is $0,224$ at the significant level of 5%. It means that r_s is higher than r_{table} . It means that the null hypothesis was rejected and the alternative hypothesis was accepted. The conclusion is there is a significant positive correlation between students' creative thinking and students' Writing skill.

3. Correlation Between Students' Learning using video, Students' Creative thinking and Students' Writing Skill

There are two possibilities in statistical hypothesis testing H_0 that means there is no correlation between Students' Learning using video (X_1) Students' Creative thinking (X_2) toward Writing Skill (Y) and H_a that means there is a correlation between Students' Creative thinking (X_2) Students' Learning using video (X_1) toward Writing Skill (Y). It can be seen as follows:

$$rx_1x_2y = \sqrt{\frac{(r^2x_1y + r^2x_2y) - (2rx_1y \cdot rx_2y \cdot rx_1x_2)}{1 - r^2x_1x_2}}$$

$$rx_1x_2y = \sqrt{\frac{(0,000277^2 + 0,954111^2) - (2 \cdot 0,000277 \cdot 0,954111 \cdot 0,979161)}{1 - 0,979161^2}}$$

$$rx_1x_2y = \sqrt{\frac{0,9098097}{1,9587554}}$$

$$rx_1x_2y = 0,867$$

From the multiple correlation computation of X_1 , X_2 and Y , the coefficient of correlation is $rx_1x_2y = 0,867$. Then this value compared to

r_{table} is 0,232 at the significant level of 5%. It means that $r_{x_1x_2y}$ is higher than r_{table} . It means that the null hypothesis was rejected and the alternative hypothesis was accepted. The conclusion is there is a significant positive correlation between students' learning using video, creative thinking and students' writing skill. It can be known that the students' learning using video (X_1) students' creative thinking (X_2) toward writing Skill (Y).

C. The Research Discussion

1. The First Hypothesis

The first Hypothesis is the similarity between the theory learning using video and writing skills that there is a correlation between students' learning using video and students' writing skill had the result that they have a positive and strong correlation because the $r_{obtained}$ of the result of Rank Spearman was 0,959 that was greater than r_{table} 77 respondent of Rank Spearman was 0,224. The distribution of contribution of the first hypothesis was 91,9% that meant the students' creative thinking affected 91,9% of the students' writing skills in the learning process. Based on chapter II is relate that the statement was there is any significant correlation between students' learning using video and students' writing ability in Narrative Text at Ninth Level of MTsN 2 Sukoharjo in The Academic Year 2023

2. The Second Hypothesis

The second Hypothesis is the correlation between students' creative thinking and students' writing skill had the result that they have a positive

and strong correlation because the r_{obtained} of the result of Rank Spearman was 0,957 that was greater than r_{table} 77 respondent of Rank Spearman was 0,224. The distribution of contribution of the first hypothesis was 91,7% that meant the students' creative thinking affected 91,7% of the students' writing skills in the learning process. Based on chapter II is relate with statement there is any significant correlation between students' creative thinking and students' writing ability in narrative text at Ninth Level of MTsN 2 Sukoharjo in The Academic Year 2023

3. The Third Hypothesis

The third Hypothesis was the correlation between students' creative thinking, students' learning using video and students' writing skill had the result that they have a positive and strong correlation because the r_{obtained} of the result of Multiple Correlation was 0,867 that was greater than r_{table} 77 respondent was 0,224. The distribution of contribution of the first hypothesis was 46,5% that meant the students' creative thinking and learning using video affected 46,5% of the students' writing skills in the learning process. Based on chapter II is relate with statement there is any significant correlation between students' learning using video and students' creative thinking towards students' writing ability in narrative text at MTsN 2 Sukoharjo in The Academic Year 2023

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

This research data collection was carried out from April to May with the respondents being students of the Islamic High School in the Academic Year 2023. Researcher used simple random sampling as a sampling technique. The result of the first study there was a positive correlation between students learning using video and writing skills, where the correlation value was 0,959, which had a positive correlation. In other words, the null hypothesis was rejected and the alternative hypothesis was accepted. The conclusion was that there was a significant positive relationship between students' creative thinking and writing skills. This means that students' creative thinking and Writing skills have a unidirectional relationship because they have a positive correlation.

The second result of this study was that there was a positive correlation between students' learning using video and students' Writing skills, where the correlation value was 0,957 which had a strong positive correlation. In other words, the null hypothesis was accepted and the alternative hypothesis was rejected. The conclusion was that there was a negative correlation between learning using video and writing skills. This means that students' creative thinking and Writing skills have an opposite

relationship because they have a negative correlation.

The result of the third hypothesis was that there was a positive relationship between learning using video, creative thinking, and students' Writing skills from the calculations in chapter 4 previously, the correlation value of the three variables was 0,867 which had a positive and strong correlation. This meant that the null hypothesis was rejected and the alternative hypothesis was accepted. The conclusion was that there was a significant positive correlation between learning using video, creative thinking, and students' Writing skills.

In general, it could be concluded that there was a positive relationship between learning using video, creative thinking, and Writing skills at Islamic High School in the Academic Year 2023.

B. Implication

Implications are drawn from the research finding. The research came with a finding that there is a correlation between on the students' writing skill dan students who are get a high creative thinking. Moreover, this research implies that the important of high creative thinking dan learning using video is needed in writing for student.

Students who are motivated and relaxed in the learning process listen when they are used to learning using video. Therefore, this implies

that learning using video can maintain student interest and make students motivated in learning writing.

According to Immanuel John, a person's creative thinking is very influential on the success of learning a second language in the school environment (Immanuel John, 2006). Many teachers believe that students with high creative thinking and learning using video is more successful in learning writing skills than with no creative thinking. The results of this study also found a positive relationship between students' creative thinking and their Writing skills. It can be concluded, the students' creative thinking of students in the 4th Semester of English Education Study Program at Raden Mas Said State Islamic University of Surakarta in the Academic Year 2021/2022 improved their writing skills.

In this case, the creative thinking which was formed through a long process could be trained and improved through the classroom environment so that students have good Writing skills. In addition, students' creative thinking had positive correlation on students' writing skills. Based on the results of this study, the students' creative thinking of students has a positive influence on students who want to get good results on their Writing skills. According to Laney, students with high creative thinking are better at writing, writing, or reading skills compared to speaking or Writing skills, which means they have to think longer than students' with no creative thinking when giving an opinion (Laney, 2001).

C. Suggestion

Based on the conclusion and implication of the above, it is necessary to convey the author of the following suggestions:

1. For parents

Parents must assist teachers in developing students' learning skills regardless of their personality type by involving themselves in motivating students, especially in their writing skills at home so that their writing skills can develop.

2. For lecturers

Since personality influence students' personality, English lecturers suggested to pay more attention to their students in term of their learning strategies and creative thinking. It is not necessary to know all students' creative thinking and their writing strategies, at least those who struggle and need help in their study will definitely do.

Students with no creative thinking with lower writing score can be used as a basis that they need more attention when it comes to practice their writing. The lecturers do not necessarily give all the attention needed by them. Lecturers can make the students with high creative thinking in doing this. Pairing an students with no creative thinking and students with learning using video and high creative thinking in a group will be an effective method to grow up the Writing skill of the students with no creative thinking.

Lecturers should choose the most appropriate method in teaching Writing to improve the students writing skills.

Lecturers should give creative thinking to students. Because, students with no creative thinking are not bad, they just need the right time to practice the Writing task. In this case the teacher should be a facilitator to their students.

3. For the students

The result of this research is expected to help students to recognize their writing strategies and creative thinking and minimize their weakness on that

For students with less creative thinking and no writing strategies becoming an lazy students with no creative thinking is not bad at all, the students only need a right time to know who they are. They can become better over time, and even though they are nervous when go to their classes. They should extend their limitation step by step that can help them grow with higher creative thinking

For learning using video and high creative thinking students with high creative thinking good in socializing and in their class, they should motivate and encourage their classmates, and they love working on teams. When all of that energy is properly harnessed, students with high creative thinking is sure to spark and contribute to make interesting discussion to others as they at case with verbal communication.

4. For the further researcher

Researchers must make some improvements such as the type of questionnaire used, the number of samples, previous research, or using a more diverse experiment. It aims to be able to see more clearly and comprehensively about the relationship between learning using video, creative thinking, and students' Writing skills.

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APPENDICES

Appendix 1a**The List of the Subject (Try Out)**

No.	Name
1	SF
2	AA
3	LF
4	LF
5	RI
6	NA
7	LH
8	RI
9	AI
10	AI
11	MM
12	MA
13	MH
14	HN
15	EA
16	UA
17	DI
18	KS
19	MC
20	SI

Appendix 2a

The List of Subject (Main Data)

No.	Respondent
1	JHS
2	NKB
3	IZP
5	AMA
6	FRR
7	ESS
8	SMZ
9	NAP
10	ENJ
11	NNN
12	FYN
13	EYP
14	LKP
16	NRR
17	MSA
18	FUU
20	AHA
21	FKR
22	RNH
24	SBP
25	NAA
26	ECF
27	LAA
28	YHP
29	ACC
30	NNN
31	RAR
32	AWN
33	TLZ
34	RAS
35	NSH
36	AMN
37	AFC

38	NBB
39	ATA
40	OTP
41	AKK
42	FMM
43	NBM
44	SNS
46	HNR
47	SAR
48	DAH
49	ASS
50	VOP
51	IGP
52	MQQ
53	APO
54	PAS
55	TFF
56	SNN
57	AGS
58	NKK
59	AFN
60	ANF
61	YAF
62	WDD
63	ZII
64	AGG
66	NSS
67	LNA
68	TFS
69	MYY
70	AZA
71	AMA
72	AFF
73	ANM
74	SKP
75	NFR
76	AEP
77	YHA

Appendix 3a

The Blue Print of Creative Thinking Questionnaire

Concept	Indicator Creative Thinking	Item Number	Total Item
Creative thinking is basically refers to selfdesire carried out by students in the form of awareness and satisfaction comes from oneself (Pintrich,2003). Creative Thinking refers to something that comes from outside (advice, compliment and encourage) and separate from one's own behavior (Wong et al,2013).	Awereness (Kesadaran)	6,7,9,10	4
	Self Desire (Keinginan Diri)	1,2,3	3
	Satisfaction (Kepuasan)	4,5	2
	Compliment	11,12	2
	Advice	13,14	2
	Encourage	15,16,17,18,19	5
SUM			20

Appendix 3b

Students' Creative Thinking Questionnaire Multiple Choice

No.	Description	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
1.	I study outside class hours on my own.					
2.	I work diligently on assignments because I don't want my grades to be empty.					
3.	I study diligently until my target value is achieved.					
4.	I am satisfied if my grades are good, then I will sincerely do the assignments given by the lecturer.					
5.	I am not satisfied if my final semester score is bad.					
6.	When the teacher explains the learning material, I always take notes on the important things.					
7.	I always pay attention when the teacher is delivering online lecture learning materials.					
8.	I did not always do the assignments given by the lecturer.					
9.	Without being asked I always take notes on important things while learning is taking place.					
10.	If there is a group assignment, I did not participate in doing the task without being asked by my group friends.					

No.	Description	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
11.	I did not get praise from my parents, if I get good grades.					
12.	I get praise from my friends, if I get a good grade on an assignment.					
13.	The lecturer always advised me to listen to what he has to say.					
14.	My parents advised me never to skip classes online (online).					
15.	My parents encourage me not to give up easily in studying.					
16	My friends encourage me not to do my homework.					
17	I am even more motivated to excel when I get a gift from my parents.					
18.	The lecturer gives punishment to students who do not do their assignments so that students always do their work.					
19	If my friends get good grades on their assignments, then I want to participate in getting good grades.					
20	When I see that my friends always do their homework on time, then I want to join in doing the work on time.					

Appendix 4a

The Blue Print of Learning Using Video

Concept	Indicator	Item Number	Total Item
Learning Using Video is also known by learning by video with a number of other terms: autonomous learning, self-directed learning, independent study, confident and self regulated learning by Wooldridge (2015).	Pemahaman terhadap video	1,2,3,4	4
	Kemudahan dalam akses video	6,9	2
	Melakukan Kontrol Diri	7	1
	Berperilaku berdasarkan inisiatif sendiri	5,10	2
	Memiliki Kepercayaan diri	8	1
SUM			10

Appendix 4b

Students' Learning Using Video Questionnaire Multiple Choice

No	Learning Using Video Video	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
1.	I learn using video course because I want increase my knowledge by watching a video (Saya belajar menggunakan video pembelajaran karena saya ingin meningkatkan ilmu pengetahuan dengan melihat video)					
2.	I improve of time my learning using video in writing courses because of the encouragement of others (Saya meningkatkan waktu durasi belajar dengan menggunakan video karena dorongan orang lain)					
3.	I do not chose my own learning video strategy in writing Section (Saya tidak memilih video strategi belajar pada saat materi menulis)					

4.	I did not solve contextual problems related to writing courses according to my own ability (Saya tidak menyelesaikan masalah kontekstual yang berkaitan dengan mata kuliah writing sesuai dengan kemampuan saya sendiri)					
5.	I do not studied writing course with my private tutor (Saya tidak mempelajari mata kuliah writing dengan guru privat saya)					
6.	I push myself to continue to be enthusiastic in writing courses and other subjects (Saya memacu diri untuk terus semangat dalam mata kuliah writing dan mata kuliah lain)					
7.	I believe that my writing learning activities will ultimately have an impact on myself (Saya yakin bahwa aktifitas belajar writing saya pada akhirnya berdampak pada diri sendiri)					

8.	I do not have confidence that I am able to overcome the problems or obstacles that I face in my writing learning activities (Saya tidak memiliki keyakinan bahwa saya mampu mengatasi masalah atau hambatan yang saya hadapi dalam kegiatan belajar writing saya)					
9.	I am not able to focus attention in writing lectures and other lectures (Saya tidak mampu memfokuskan perhatian dalam kegiatan perkuliahan writing dan perkuliahan lain)					
10.	I'm working on the practice questions for the writing course, even though it's not a lecture assignment (Saya mengerjakan soal-soal latihan mata kuliah writing, meskipun bukan sebagai tugas perkuliahan)					
TOTAL SCORE						

Appendix 5 a

The Blue Print of Writing Skill Test

Concept	Indicator	Item Number	Total Number
Brown (2007) offers a simplified list of micro skills and macro skills for conversational writing with 17 points. The macro skills isolate those skill that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro skills.	Write a key word.	1,3,4,5,7	5
	Write the meaning of sentence from context	2,6	2
	Recognize that a particular meaning may be expressed in different grammatical forms.	8,9,10	3
SUM			10

Appendix 6a

The Result of Students' Learning Using Video Questionnaire (Try Out)

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	SU M
1	5	5	5	4	5	5	5	4	5	5	48
2	5	3	3	5	3	5	5	4	4	5	42
3	4	2	3	4	4	4	5	4	4	5	39
4	4	3	4	4	4	2	2	2	2	5	36
5	5	3	3	4	3	5	5	4	2	2	44
6	4	5	5	4	4	5	5	4	3	5	28
7	2	5	1	2	4	2	2	2	3	5	34
8	2	5	2	1	5	4	3	4	4	4	47
9	4	5	5	4	5	5	5	5	4	5	41
10	5	3	5	4	3	3	3	5	5	5	43
11	4	3	5	5	4	4	5	4	4	5	14
12	3	1	1	1	2	1	1	1	2	1	34
13	5	3	5	5	4	3	2	2	3	2	39
14	3	4	4	3	4	4	4	4	5	4	38
15	2	2	4	2	3	5	5	5	5	5	25
16	1	1	1	1	2	4	4	4	4	3	29
17	1	1	1	3	5	5	5	3	4	1	38
18	4	4	4	4	3	4	3	3	4	5	38
19	3	3	3	4	5	2	2	5	5	2	34
20	5	5	5	5	5	5	5	5	4	5	49

Appendix 6b

The Result of Students' Creative Thinking Questionnaire (Try Out)

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	SUM
1	4	5	5	5	5	4	3	4	5	3	4	4	5	5	5	66
2	3	5	2	5	5	5	5	3	4	2	4	3	4	1	1	52
3	4	4	5	3	5	5	5	4	4	4	2	2	1	2	2	52
4	3	4	3	3	4	4	3	2	3	4	3	1	1	2	2	42
5	4	4	2	3	2	5	4	3	3	4	2	1	2	2	2	43
6	4	4	4	5	5	5	3	3	5	2	4	2	2	2	2	52
7	4	5	4	3	2	2	2	3	4	2	1	3	3	2	2	42
8	4	5	4	5	5	5	2	3	4	2	5	4	2	3	3	56
9	5	5	4	5	3	2	3	4	5	5	4	3	5	4	4	61
10	5	2	5	4	5	4	3	5	2	5	4	5	4	5	5	63
11	3	3	5	4	4	5	3	2	4	5	3	5	2	3	3	54
12	1	1	2	1	1	1	1	1	1	2	1	1	1	1	1	17
13	3	5	3	4	5	5	4	5	5	5	4	5	5	1	1	60
14	4	5	4	3	5	5	3	5	2	4	2	5	1	2	2	52
15	4	2	4	2	1	5	1	3	4	2	5	5	4	4	4	50
16	3	5	1	5	3	5	4	2	4	4	3	4	5	4	4	56
17	2	1	5	2	5	3	3	4	3	2	4	2	2	2	2	42
18	4	3	2	3	3	4	3	5	3	2	3	2	4	4	4	49
19	2	2	4	2	3	4	5	2	4	5	4	3	4	4	4	52
20	5	5	5	4	5	5	5	5	4	5	5	5	4	5	5	72

Appendix 6c

The Result of Students' Writing Skill Test (Try Out)

NO	1	2	3	4	5	6	7	8	9	10	SUM
1	1	0	1	1	1	0	0	0	1	1	6
2	1	0	1	0	1	0	1	0	0	1	5
3	5	1	0	0	1	1	1	0	1	0	10
4	2	1	0	1	1	1	1	0	1	1	9
5	1	1	0	0	0	1	0	0	1	0	4
6	1	0	1	0	0	0	0	0	1	1	4
7	3	1	0	0	0	0	1	1	1	1	8
8	3	1	1	1	0	0	0	1	1	1	9
9	4	0	1	1	1	0	1	1	1	1	11
10	3	1	0	1	1	0	1	0	0	0	7
11	4	1	1	1	1	0	0	1	0	1	10
12	1	1	0	0	1	0	0	0	0	1	4
13	5	0	1	1	0	0	1	1	1	0	10
14	1	0	0	1	1	0	1	1	0	1	6
15	5	0	1	1	1	0	0	0	0	1	9
16	5	0	0	0	0	0	0	1	0	0	6
17	1	1	0	0	0	0	0	0	1	1	4
18	5	0	1	0	1	0	0	1	1	0	9
19	1	1	0	0	1	1	0	1	0	0	5
20	5	1	0	1	0	0	1	0	1	0	9

Appendix 7a

The Validity of Students' Learning Using Video Questionnaire (Try Out)

No.	X1	Y1	X ²	Y ²	X.Y
1	5	48	25	2304	240
2	5	42	25	1764	210
3	4	39	16	1521	156
4	4	32	16	1024	128
5	5	36	25	1296	180
6	4	44	16	1936	176
7	2	28	4	784	56
8	2	34	4	1156	68
9	4	47	16	2209	188
10	5	41	25	1681	205
11	4	43	16	1849	172
12	3	14	9	196	42
13	5	34	25	1156	170
14	3	39	9	1521	117
15	2	38	4	1444	76
16	1	25	1	625	25
17	1	29	1	841	29
18	4	38	16	1444	152
19	3	34	9	1156	102
20	5	49	25	2401	245
SUM	71	734	287	28308	2737

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left\{n\sum X^2 - (\sum X)^2\right\}\left\{n\sum Y^2 - (\sum Y)^2\right\}}}$$

$$r_{xy} = \frac{20.2737 - (71)(734)}{\sqrt{\{20.287 - (71)^2\}\{20.28308 - (734)^2\}}}$$

$$r_{xy} = \frac{2626}{\sqrt{1915539}}$$

$$r_{xy} = \frac{2626}{4736,86}$$

$$r_{xy} = \mathbf{0.518}$$

Appendix 7b

The Reliability of Students' Learning Using Video Questionnaire (Try

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	SU M
1	5	5	5	4	5	5	5	4	5	5	49
2	5	3	3	5	3	5	5	4	4	5	44
3	4	2	3	4	4	4	5	4	4	5	42
4	4	3	4	4	4	2	2	2	2	5	36
5	5	3	3	4	3	5	5	4	2	2	41
6	4	5	5	4	4	5	5	4	3	5	50
7	2	5	1	2	4	2	2	2	3	5	35
8	2	5	2	1	5	4	3	4	4	4	42
9	4	5	5	4	5	5	5	5	4	5	56
10	5	3	5	4	3	3	3	5	5	5	51
11	4	3	5	5	4	4	5	4	4	5	54
12	3	1	1	1	2	1	1	1	2	1	26
13	5	3	5	5	4	3	2	2	3	2	47
14	3	4	4	3	4	4	4	4	5	4	53
15	2	2	4	2	3	5	5	5	5	5	53
16	1	1	1	1	2	4	4	4	4	3	41
17	1	1	1	3	5	5	5	3	4	1	46
18	4	4	4	4	3	4	3	3	4	5	56
19	3	3	3	4	5	2	2	5	5	2	53
20	5	5	5	5	5	5	5	5	4	5	49
											61,9 579
VARI ANCE	1,83 947	2,01 053	2,36 579	1,83 947	0,97 632	1,60 789	1,95 789	1,37 895	1,01 053	2,26 053	17,2 474

Out)

$$rac = \left(\frac{\quad}{k-1} \right) \left(1 - \frac{\Sigma ab^2}{at^2} \right)$$

$$rac = \left(\frac{15}{k-15} \right) \left(1 - \frac{17,2474}{61,9579} \right)$$

$$rac = (1,071)(1 - 0,27837)$$

$$rac = 0,7216$$

Appendix 8a

The Validity of Students' Creative Thinking Questionnaire (Try Out)

No.	X ²	Y	X ²	Y ²	X.Y
1	4	66	16	4356	264
2	3	52	9	2704	156
3	4	52	16	2704	208
4	3	42	9	1764	126
5	4	43	16	1849	172
6	4	52	16	2704	208
7	4	42	16	1764	168
8	4	56	16	3136	224
9	5	61	25	3721	305
10	5	63	25	3969	315
11	3	54	9	2916	162
12	1	17	1	289	17
13	3	59	9	3481	177
14	4	51	16	2601	204
15	4	50	16	2500	200
16	3	56	9	3136	168
17	2	41	4	1681	82
18	4	49	16	2401	196
19	2	52	4	2704	104
20	5	72	25	5184	360
SUM	71	1030	273	55564	3816

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{20.3816 - (71)(1031)}{\sqrt{\{20.273 - (71)^2\}\{20.55564 - (1031)^2\}}}$$

$$r_{xy} = \frac{3190}{\sqrt{21109220}}$$

$$r_{xy} = \frac{3190}{4594,477}$$

Appendix 8b

The Reliability of Students' Creative Thinking Questionnaire (Try Out)

No.	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	S U M
1	4	5	5	5	5	4	3	4	5	3	4	4	5	5	5	66
2	3	5	2	5	5	5	5	3	4	2	4	3	4	1	1	52
3	4	4	5	3	5	5	5	4	4	4	2	2	1	2	2	52
4	3	4	3	3	4	4	3	2	3	4	3	1	1	2	2	42
5	4	4	2	3	2	5	4	3	3	4	2	1	2	2	2	43
6	4	4	4	5	5	5	3	3	5	2	4	2	2	2	2	52
7	4	5	4	3	2	2	2	3	4	2	1	3	3	2	2	42
8	4	5	4	5	5	5	2	3	4	2	5	4	2	3	3	56
9	5	5	4	5	3	2	3	4	5	5	4	3	5	4	4	61
10	5	2	5	4	5	4	3	5	2	5	4	5	4	5	5	63
11	3	3	5	4	4	5	3	2	4	5	3	5	2	3	3	54
12	1	1	2	1	1	1	1	1	1	2	1	1	1	1	1	17
13	3	5	3	4	5	5	4	5	5	4	4	5	5	1	1	59
14	4	5	4	3	5	5	3	5	2	3	2	5	1	2	2	51
15	4	2	4	2	1	5	1	3	4	2	5	5	4	4	4	50
16	3	5	1	5	3	5	4	2	4	4	3	4	5	4	4	56
17	2	1	5	2	5	3	3	4	3	1	4	2	2	2	2	41
18	4	3	2	3	3	4	3	5	3	2	3	2	4	4	4	49
19	2	2	4	2	3	4	5	2	4	5	4	3	4	4	4	52
20	5	5	5	4	5	5	5	5	4	5	5	5	4	5	5	72
																132,579
VA RI AN CE	1, 10 26 3	2, 09 21 1	1, 60 78 9	1, 52 36 8	2, 06 31 6	1, 50 26 3	1, 46 05 3	1, 51 57 9	1, 18 68 4	1, 18 68 4	1, 50 26 3	2, 19 73 7	2, 26 05 3	1 8 8 4 2 1	1 8 8 4 2 1	15 ,8 55 3

$$rac = \left(\frac{\quad}{k-1} \right) \left(1 - \frac{\Sigma ab^2}{at^2} \right)$$

$$rac = \left(\frac{15}{k-15} \right) \left(1 - \frac{15,855}{132,579} \right)$$

$$rac = (1,071)(1 - 0119)$$

$$rac = 0,880$$

Appendix 9a

The Validity of Students' Writing Skill Test (Try Out)

No.	X ²	Y	X ²	Y ²	X.Y
1	1	6	1	36	6
2	1	5	1	25	5
3	1	6	1	36	6
4	0	7	0	49	0
5	0	3	0	9	0
6	1	4	1	16	4
7	0	5	0	25	0
8	1	7	1	49	7
9	1	8	1	64	8
10	1	5	1	25	5
11	1	7	1	49	7
12	1	4	1	16	4
13	1	6	1	36	6
14	1	6	1	36	6
15	1	5	1	25	5
16	0	1	0	1	0
17	0	3	0	9	0
18	1	5	1	25	5
19	1	5	1	25	5
20	1	5	1	25	5
SUM	15	103	15	581	84

$$r_{xy} = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{n\Sigma X^2 - (\Sigma X)^2\}\{n\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{20.84 - (15)(103)}{\sqrt{\{20.15 - (15)^2\}\{20.581 - (103)^2\}}}$$

$$r_{xy} = \frac{6015}{\sqrt{75825}}$$

$$r_{xy} = \frac{450}{275,3634}$$

Appendix 9b

The Reliability of Students' Writing Skill Test (Try Out)

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	SU M
1	1	0	1	1	1	0	0	0	1	1	6
2	1	0	1	0	1	0	1	0	0	1	5
3	1	1	0	0	1	1	1	0	1	0	6
4	0	1	0	1	1	1	1	0	1	1	7
5	0	1	0	0	0	1	0	0	1	0	3
6	1	0	1	0	0	0	0	0	1	1	4
7	0	1	0	0	0	0	1	1	1	1	5
8	1	1	1	1	0	0	0	1	1	1	7
9	1	0	1	1	1	0	1	1	1	1	8
10	1	1	0	1	1	0	1	0	0	0	5
11	1	1	1	1	1	0	0	1	0	1	7
12	1	1	0	0	1	0	0	0	0	1	4
13	1	0	1	1	0	0	1	1	1	0	6
14	1	0	0	1	1	0	1	1	0	1	6
15	1	0	1	1	1	0	0	0	0	1	5
16	0	0	0	0	0	0	0	1	0	0	1
17	0	1	0	0	0	0	0	0	1	1	3
18	1	0	1	0	1	0	0	1	1	0	5
19	1	1	0	0	1	1	0	1	0	0	5
20	1	1	0	1	0	0	1	0	1	0	5
											2,66 053
VARI ANCE	0,19 737	0,26 053	0,26 053	0,26 316	0,25 263	0,16 842	0,26 053	0,26 053	0,25 263	0,25 263	2,42 895

$$rac = \left(\frac{\quad}{k-1} \right) \left(1 - \frac{\Sigma ab^2}{at^2} \right)$$

$$rac = \left(\frac{15}{k-15} \right) \left(1 - \frac{2,428}{2,6605} \right)$$

$$rac = (1,071)(1 - 0,91296)$$

$$rac = 0,870$$

NO Resp	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	SUM
36	2	3	3	3	1	1	2	2	2	4	23
37	1	3	2	3	2	5	3	1	5	2	27
38	1	1	2	4	1	2	3	2	2	2	20
39	4	4	1	2	3	4	4	3	4	1	30
40	2	5	1	4	5	5	1	2	1	2	28
41	4	5	2	1	5	3	1	4	2	3	30
42	1	3	4	3	2	1	2	3	3	3	25
43	3	1	3	4	3	2	3	1	1	4	25
44	5	1	5	5	3	4	3	3	5	5	39
45	3	3	5	1	1	5	2	2	1	1	24
46	4	4	5	5	3	5	1	3	2	5	37
47	2	4	4	3	4	4	4	5	5	3	38
48	4	3	5	2	2	5	5	2	4	1	33
49	5	5	3	5	4	2	2	1	3	2	32
50	3	4	1	5	2	2	4	3	1	4	29
51	4	1	5	3	5	1	4	5	3	3	34
52	3	4	5	3	5	3	1	1	1	1	27
53	3	3	5	3	4	4	1	1	1	2	27
54	3	1	2	5	1	2	5	4	1	2	26
55	2	3	2	5	4	2	1	2	2	2	25
56	4	5	5	4	2	3	3	1	4	4	35
57	5	4	2	4	5	3	3	1	3	4	34
58	4	5	3	5	1	3	5	5	1	2	34
59	3	5	4	3	3	2	4	1	1	4	30
60	2	3	2	4	3	2	1	5	3	2	27
61	4	5	2	1	4	4	1	5	1	5	32
62	2	1	4	1	5	5	4	2	1	3	28
63	3	3	2	2	5	2	2	1	3	2	25
64	1	4	4	5	3	1	2	5	5	2	32
65	3	4	1	1	3	4	2	3	1	3	25
66	4	4	2	2	4	5	1	3	3	2	30
67	5	4	4	5	2	1	5	1	2	2	31
68	1	5	3	2	1	5	2	4	5	5	33
69	3	2	4	2	4	2	1	2	5	2	27
70	3	1	1	3	4	1	5	4	2	1	25
71	2	4	4	1	1	3	4	1	3	5	28
72	4	4	1	2	1	5	3	3	3	3	29
73	4	2	5	1	5	1	2	5	5	3	33
74	1	5	5	5	2	3	2	5	5	3	36
75	1	2	4	2	2	1	3	1	3	4	23

76	1	1	3	5	1	3	1	1	1	4	21
77	3	2	5	2	4	5	4	3	2	4	34

Appendix 10b

The Result of Students' Creative Thinking Main Data (73 Students)

NO Resp	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	SU M
1	4	5	5	5	5	4	3	4	5	3	4	4	5	5	5	66
2	3	5	2	5	5	3	5	3	4	2	4	3	4	1	2	51
3	1	4	1	1	1	5	1	1	1	4	2	2	1	2	5	32
4	1	4	3	3	1	4	3	2	3	4	3	1	1	2	2	37
5	4	4	2	3	2	1	4	3	3	4	2	1	2	2	4	41
6	4	4	4	5	1	5	3	3	5	2	4	2	2	2	4	50
7	4	5	4	3	2	2	2	3	1	2	1	3	3	2	3	40
8	4	5	4	1	5	1	5	3	4	2	5	4	2	3	4	52
9	5	1	4	5	3	2	3	4	1	5	4	3	5	1	4	50
10	5	2	1	4	1	4	3	5	2	5	1	5	4	5	3	50
11	3	4	1	1	4	5	3	2	4	1	3	1	2	3	3	40
12	2	1	2	5	5	2	3	3	4	2	4	5	1	2	5	46
13	3	5	3	1	1	1	4	5	1	1	4	1	5	1	1	37
14	4	1	4	3	5	1	3	1	2	4	2	5	1	2	2	40
15	4	2	4	2	1	5	1	3	4	2	1	1	4	4	3	41
16	3	1	1	5	3	5	4	2	4	4	3	4	5	4	4	52
17	2	1	5	2	1	3	3	4	3	2	4	2	2	2	3	39
18	4	3	2	3	1	1	3	5	3	2	3	2	4	4	5	45
19	2	2	4	2	3	4	1	2	4	5	4	3	4	4	1	45
20	5	2	1	4	1	3	1	5	1	3	5	3	4	2	4	44
21	4	3	3	2	5	2	5	5	3	4	3	4	4	2	4	53
22	1	4	1	5	1	5	1	4	1	3	3	5	1	4	2	41
23	3	2	1	5	2	1	1	2	2	5	3	4	5	1	3	40
24	4	4	5	4	1	3	3	4	4	3	2	4	4	4	4	53
25	4	1	2	5	5	4	3	4	1	4	3	3	3	4	2	48
26	2	4	1	3	2	5	2	4	3	5	1	3	2	1	4	42
27	3	2	2	1	5	5	4	1	4	2	5	5	2	3	2	46
28	5	3	2	4	4	5	3	5	4	4	4	3	1	5	3	55
29	1	1	4	4	5	3	4	4	4	4	1	2	2	4	2	45
30	3	2	5	5	1	5	5	4	2	5	4	1	1	4	2	49
31	3	1	1	5	5	1	2	3	4	5	3	1	2	1	4	41
32	4	5	5	5	3	3	2	5	3	2	3	2	4	1	4	51
33	1	2	5	5	4	2	1	1	1	3	1	4	2	1	1	34
34	1	2	1	3	1	5	4	4	3	1	2	5	5	1	5	43

NO Resp	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	SU M
35	5	4	3	3	4	3	1	3	1	1	2	2	1	4	4	41
36	5	4	5	2	1	3	4	3	3	3	1	3	5	3	3	48
37	1	1	5	3	4	3	1	1	4	2	4	5	3	2	2	41
38	4	1	3	1	5	1	4	5	2	2	4	1	1	2	1	37
39	4	3	4	4	4	1	2	4	4	2	2	5	4	5	2	50
40	3	3	4	1	2	4	1	2	5	2	5	4	3	1	4	44
41	4	5	5	5	1	1	1	4	2	3	4	2	4	1	2	44
42	2	4	4	3	1	4	5	2	4	4	2	1	2	5	5	48
43	2	1	1	3	1	1	5	4	1	4	5	4	3	5	2	42
44	4	3	5	2	3	2	2	1	3	3	4	1	2	4	4	43
45	2	2	4	2	3	1	4	2	4	2	2	3	2	4	4	41
46	3	2	3	2	5	1	1	3	5	4	1	5	3	5	2	45
47	4	4	3	3	1	4	3	1	2	2	2	2	4	2	2	39
48	3	1	1	4	1	1	4	3	3	2	5	1	3	5	3	40
49	2	5	3	4	3	3	4	5	4	2	4	1	1	1	3	45
50	4	1	4	5	4	4	3	2	5	2	1	3	3	2	5	48
51	5	2	2	3	1	5	3	3	1	3	2	2	1	3	2	38
52	4	3	4	1	3	3	4	1	5	3	2	3	2	3	3	44
53	3	3	5	3	1	1	2	4	3	4	1	1	4	3	1	39
54	4	1	3	5	1	2	5	3	3	1	5	5	5	1	4	48
55	2	4	1	2	2	4	2	4	5	1	2	5	5	2	4	45
56	5	5	4	3	1	4	4	2	4	4	2	5	4	5	1	53
57	2	5	2	4	4	3	2	2	2	2	5	2	1	1	5	42
58	3	4	4	2	5	2	1	3	5	2	2	3	3	1	1	41
59	1	4	2	3	4	4	2	5	1	5	3	5	5	5	4	53
60	1	2	4	3	1	1	1	3	2	3	1	3	4	3	2	34
61	4	1	1	4	3	4	2	3	1	2	4	2	4	4	2	41
62	1	2	4	5	2	2	2	5	4	2	4	2	2	4	1	42
63	1	5	5	1	4	5	2	1	5	1	2	2	3	3	1	41
64	1	3	5	4	3	5	3	4	2	2	4	1	1	4	3	45
65	5	3	2	2	5	5	4	2	2	5	1	1	3	1	3	44
66	2	3	2	3	3	5	1	4	5	5	3	5	3	5	1	50
67	4	3	5	2	3	2	1	3	4	2	1	3	5	2	3	43
68	5	5	3	1	4	5	4	2	4	4	3	3	2	1	1	47
69	4	1	3	3	5	2	5	1	5	2	1	2	2	2	2	40
70	3	3	1	1	1	5	3	3	4	4	2	4	5	5	1	45
71	4	2	1	5	4	5	3	4	2	5	5	3	2	4	3	52
72	2	4	4	2	4	3	1	5	4	3	1	4	2	1	5	45
73	2	4	5	2	1	1	4	1	4	4	4	1	4	5	1	43

NO Resp	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	SU M
74	2	2	4	4	4	2	4	2	1	5	2	1	2	1	4	40
75	1	1	3	4	1	3	3	4	5	4	3	5	3	5	1	46
76	5	1	4	3	3	1	4	3	4	5	2	5	5	2	1	48
77	4	2	3	4	2	4	5	3	5	3	3	2	5	5	4	54

Appendix 12c

The Result of Students' Writing Skill Main Data (73 Students)

NO Resp	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	SUM
1	1	0	1	1	1	0	0	0	1	1	6
2	1	0	1	0	1	0	1	0	0	1	5
3	0	1	0	0	1	1	1	0	1	0	5
4	0	1	0	1	1	1	1	0	1	1	7
5	1	1	0	0	0	1	0	0	1	0	4
6	1	0	1	0	0	0	0	0	1	1	4
7	0	1	0	0	0	0	1	1	1	1	5
8	0	1	1	1	0	0	0	1	1	1	6
9	1	0	1	1	1	0	1	1	1	1	8
10	1	1	1	1	1	0	1	0	0	0	6
11	0	1	1	1	1	0	0	1	0	1	6
12	1	1	0	0	1	0	0	0	0	1	4
13	0	0	1	1	0	0	1	1	1	0	5
14	1	0	0	1	1	0	1	1	0	1	6
15	0	0	1	1	1	0	0	0	0	1	4
16	0	0	0	0	0	0	0	1	0	0	1
17	1	1	0	0	0	0	0	0	1	1	4
18	0	0	1	0	1	0	0	1	1	0	4
19	1	1	0	0	1	1	0	1	0	0	5
20	0	1	0	1	0	0	1	0	1	0	4
21	0	0	0	0	0	0	0	1	1	1	3
22	0	1	0	1	0	0	0	0	1	1	4
23	0	0	0	0	0	0	1	1	1	0	3
24	0	0	1	1	0	0	0	1	0	0	3
25	1	1	1	0	1	0	1	1	0	0	6
26	0	0	0	0	1	1	1	0	0	0	3
27	0	0	1	1	0	1	1	0	0	1	5
28	1	0	1	1	1	1	1	1	1	1	9
29	0	1	0	0	0	1	0	1	0	1	4
30	1	0	1	0	0	1	1	0	1	1	6
31	1	0	0	0	0	1	1	1	1	1	6
32	1	1	0	1	1	0	0	1	1	0	6
33	1	1	0	0	0	1	0	1	1	0	5
34	0	0	1	0	1	1	0	1	0	0	4
35	1	0	1	1	1	0	1	0	1	1	7
36	0	0	1	0	1	1	0	1	1	1	6

NO Resp	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	SUM
76	0	1	0	0	0	0	1	1	1	0	4
77	1	0	0	0	0	1	0	1	1	1	5

Appendix 11a

The Descriptive of the Data Students' Learning Using Video Personality

<i>Learning Using Video Data</i>	
Mean	29.57142857
Standard Error	0.52400626
Median	30
Mode	27
Standard Deviation	4.598136268
Sample Variance	21.14285714
Kurtosis	-0.222343029
Skewness	0.202458489
Range	22
Minimum	20
Maximum	42
Sum	2277
Count	77

Interval		Frequency
20	25	15
26	31	35
32	37	23
38	42	4
		77

Appendix 11b

The Descriptive of the Data Students' Creative Thinking Personality

<i>Creative Thinking Data</i>	
Mean	44.64935
Standard Error	0.645921
Median	44
Mode	41
Standard Deviation	5.66793
Sample Variance	32.12543
Kurtosis	1.506927
Skewness	0.659299
Range	34
Minimum	32
Maximum	66
Sum	3438
Count	77

Interval		Frequen
32	37	6
38	43	28
44	49	25
50	55	16
56	61	0
62	66	2
		77

Appendix 11c

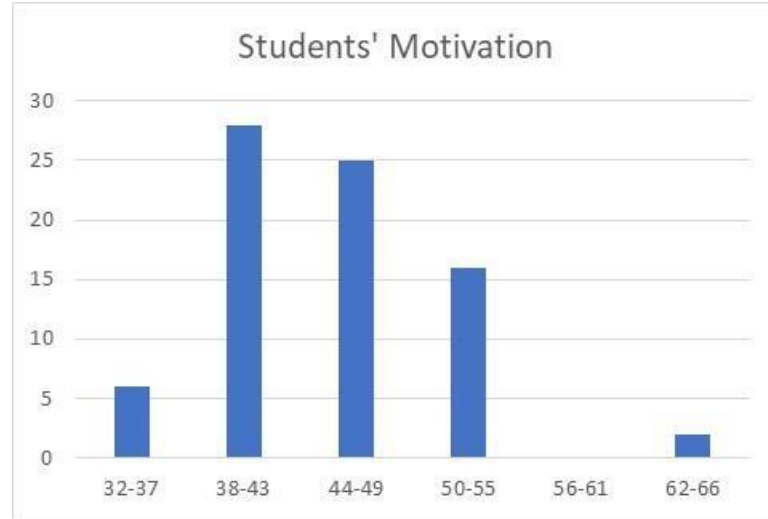
The Descriptive of the Data Students' Writing Skill

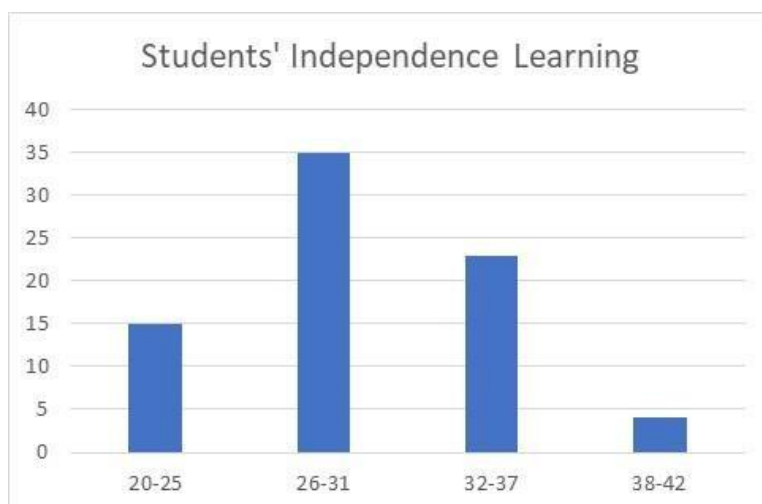
<i>Writing Data</i>	
Mean	5.220779
Standard Error	0.189094
Median	5
Mode	5
Standard Deviation	1.659291
Sample Variance	2.753247
Kurtosis	0.262654
Skewness	0.099293
Range	8
Minimum	1
Maximum	9
Sum	402
Count	77

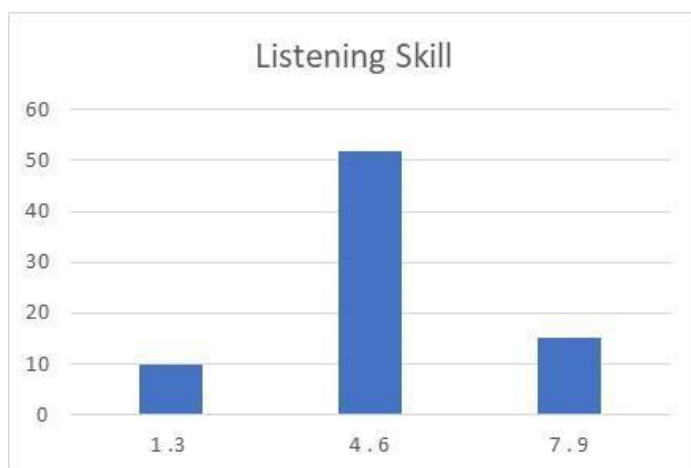
Interval		Frequency
1	3	10
4	6	52
7	9	15
		77

Appendix 12a

Histogram of Students' Creative Thinking



Appendix 12a**Histogram of Students' Learning Using Video**

Appendix 12a**Histogram of Students' Writing Skill**

Appendix 13a

**The Hypothesis Test of Students Learning Using Video (X₁)
and Students' Writing Skill (Y)**

N O.	X₁	Or din al	Ran king	Y	Or din al2	Ran king 3	R_x- R_x	R_y- R_y	(R_x- R_x)²	(R_y- R_y)²	(R_x- R_x)(R_y- R_y)
1	20	1	1	1	1	1.5	- 10.4 545 5	- 3.18 831 2	109.2 9752 07	10.16 5331 42	33.3323 4947
2	21	2	1.5	1	2	1.5	- 9.95 454 5	- 3.18 831 2	99.09 2975 21	10.16 5331 42	31.7381 9362
3	21	3	1.5	3	3	2.5	- 9.95 454 5	- 2.18 831 2	99.09 2975 21	4.788 7080 45	21.7836 4817
4	22	4	3	3	4	2.5	- 8.45 454 5	- 2.18 831 2	71.47 9338 84	4.788 7080 45	18.5011 8064
5	23	5	4.5	3	5	2.5	- 6.95 454 5	- 2.18 831 2	48.36 5702 48	4.788 7080 45	15.2187 1311
6	23	6	4.5	3	6	2.5	- 6.95 454 5	- 2.18 831 2	48.36 5702 48	4.788 7080 45	15.2187 1311
7	23	7	4.5	3	7	2.5	- 6.95 454 5	- 2.18 831 2	48.36 5702 48	4.788 7080 45	15.2187 1311
8	23	8	4.5	3	8	2.5	- 6.95 454 5	- 2.18 831 2	48.36 5702 48	4.788 7080 45	15.2187 1311

N O.	X1	Or din al	Ran king	Y	Or din al2	Ran king 3	Rx- Rx	Ry- Ry	(Rx- Rx)²	(Ry- Ry)²	(Rx- Rx)(Ry- Ry)
9	24	9	5	3	9	2.5	- 6.45 454 5	- 2.18 831 2	41.66 1157 02	4.788 7080 45	14.1245 5726
10	25	10	6.5	3	10	2.5	- 4.95 454 5	- 2.18 831 2	24.54 7520 66	4.788 7080 45	10.8420 8973
11	25	11	6.5	4	11	3.25	- 4.95 454 5	- 1.43 831 2	24.54 7520 66	2.068 7405 13	7.12618 0638
12	25	12	6.5	4	12	3.25	- 4.95 454 5	- 1.43 831 2	24.54 7520 66	2.068 7405 13	7.12618 0638
13	25	13	6.5	4	13	3.25	- 4.95 454 5	- 1.43 831 2	24.54 7520 66	2.068 7405 13	7.12618 0638
14	25	14	6.5	4	14	3.25	- 4.95 454 5	- 1.43 831 2	24.54 7520 66	2.068 7405 13	7.12618 0638
15	25	15	6.5	4	15	3.25	- 4.95 454 5	- 1.43 831 2	24.54 7520 66	2.068 7405 13	7.12618 0638
16	26	16	7.25	4	16	3.25	- 4.20 454 5	- 1.43 831 2	17.67 8202 48	2.068 7405 13	6.04744 6871
17	26	17	7.25	4	17	3.25	- 4.20 454 5	- 1.43 831 2	17.67 8202 48	2.068 7405 13	6.04744 6871
18	26	18	7.25	4	18	3.25	- 4.20 454 5	- 1.43 831 2	17.67 8202 48	2.068 7405 13	6.04744 6871
19	26	19	7.25	4	19	3.25	- 4.20 454 5	- 1.43 831 2	17.67 8202 48	2.068 7405 13	6.04744 6871
20	26	20	7.25	4	20	3.25	- 4.20	- 1.43	17.67 8202 48	2.068 7405 13	6.04744 6871

							454 5	831 2			
N O.	X1	Or din al	Ran king	Y	Or din al2	Ran king 3	Rx- Rx	Ry- Ry	(Rx- Rx) ²	(Ry- Ry) ²	(Rx- Rx)(Ry- Ry)
21	26	21	7.25	4	21	3.25	- 4.20 454 5	- 1.43 831 2	17.67 8202 48	2.068 7405 13	6.04744 6871
22	27	22	8.75	4	22	3.25	- 2.70 454 5	- 1.43 831 2	7.314 5661 16	2.068 7405 13	3.88997 9339
23	27	23	8.75	4	23	3.25	- 2.70 454 5	- 1.43 831 2	7.314 5661 16	2.068 7405 13	3.88997 9339
24	27	24	8.75	4	24	3.25	- 2.70 454 5	- 1.43 831 2	7.314 5661 16	2.068 7405 13	3.88997 9339
25	27	25	8.75	4	25	3.25	- 2.70 454 5	- 1.43 831 2	7.314 5661 16	2.068 7405 13	3.88997 9339
26	27	26	8.75	4	26	3.25	- 2.70 454 5	- 1.43 831 2	7.314 5661 16	2.068 7405 13	3.88997 9339
27	27	27	8.75	5	27	4.75	- 2.70 454 5	0.06 168 8	7.314 5661 16	0.003 8054 48	- 0.16683 8843
28	27	28	8.75	5	28	4.75	- 2.70 454 5	0.06 168 8	7.314 5661 16	0.003 8054 48	- 0.16683 8843
29	27	29	8.75	5	29	4.75	- 2.70 454 5	0.06 168 8	7.314 5661 16	0.003 8054 48	- 0.16683 8843
30	28	30	9.25	5	30	4.75	- 2.20 454 5	0.06 168 8	4.860 0206 61	0.003 8054 48	- 0.13599 4687
31	28	31	9.25	5	31	4.75	- 2.20 454 5	0.06 168 8	4.860 0206 61	0.003 8054 48	- 0.13599 4687

N O.	X1	Ordinal	Ranking	Y	Ordinal2	Ranking3	Rx-Rx	Ry-Ry	(Rx-Rx) ²	(Ry-Ry) ²	(Rx-Rx)(Ry-Ry)
75	39	75	21.25	9	75	8.5	9.795	3.818	95.9575	14.5279	37.3372196
76	39	76	21.25	9	76	8.5	9.795	3.818	95.9575	14.5279	37.3372196
77	42	77	22	9	77	8.5	10.545	3.818	111.206616	14.5279	40.19598583
SUM	2277	3003	882	402	3003	361	-4.01E-13	1.2E-13	1887.965909	193.2694805	579.1590909
MEAN	29.57143	39	11.45455	5.22079	39	4.688311688	-5.21E-15	1.56E-15	24.51903778	2.509993253	7.521546635

$$r_s = \frac{\frac{1}{n} \sum (Rx - \bar{Rx})(Ry - \bar{Ry})}{\sqrt{\frac{1}{n} \sum (Rx - \bar{Rx})^2} \sqrt{\frac{1}{n} \sum (Ry - \bar{Ry})^2}}$$

$$r_s = \frac{\frac{1}{73}(579,1590909)}{\sqrt{\frac{1}{73}(1887,965909)} \sqrt{\frac{1}{73}(193,2694805)}}$$

$$r_s = \frac{7,521546635}{7,844910414}$$

$$r_s = 0,958780437$$

Appendix 13b

The Hypothesis Test of Students Creative Thinking and
Students' Writing Skill

N O.	X1	Or din al	Ra nki ng	Y	Ord inal 2	Ran king 3	R _x - R _x	R _y - R _y	(R _x - R _x) 2	(R _y - R _y) 2	(R _x - R _x)(R _y -R _y)
1	32	1	1	1	1	1.5	- 9.93 831	- 3.18 831	98.7 700 4	10.1 653 3	31.6864 4
2	34	2	2	1	2	1.5	- 8.93 831	- 3.18 831	79.8 934 2	10.1 653 3	28.4981 2
3	34	3	2	3	3	2.5	- 8.93 831	- 2.18 831	79.8 934 2	4.78 870 8	19.5598 1
4	37	4	3.25	3	4	2.5	- 7.68 831	- 2.18 831	59.1 101 4	4.78 870 8	16.8244 2
5	37	5	3.25	3	5	2.5	- 7.68 831	- 2.18 831	59.1 101 4	4.78 870 8	16.8244 2
6	37	6	3.25	3	6	2.5	- 7.68 831	- 2.18 831	59.1 101 4	4.78 870 8	16.8244 2
7	38	7	4	3	7	2.5	- 6.93 831	- 2.18 831	48.1 401 7	4.78 870 8	15.1831 9
8	39	8	5.25	3	8	2.5	- 5.68 831	- 2.18 831	32.3 568 9	4.78 870 8	12.4478
9	39	9	5.25	3	9	2.5	- 5.68 831	- 2.18 831	32.3 568 9	4.78 870 8	12.4478
10	39	10	5.25	3	10	2.5	- 5.68 831	- 2.18 831	32.3 568 9	4.78 870 8	12.4478
11	40	11	6.5	4	11	3.25	- 4.43 831	- 1.43 831	19.6 986 1	2.06 874 1	6.38367 6
12	40	12	6.5	4	12	3.25	- 4.43 831	- 1.43 831	19.6 986 1	2.06 874 1	6.38367 6

N O.	X1	Ordinal	Ranking	Y	Ordinal 2	Ranking 3	Rx-Rx	Ry-Ry	(Rx - Rx) ₂	(Ry - Ry) ₂	(Rx-Rx)(Ry-Ry)
13	40	13	6.5	4	13	3.25	- 4.43 831	- 1.43 831	19.6 986 1	2.06 874 1	6.38367 6
14	40	14	6.5	4	14	3.25	- 4.43 831	- 1.43 831	19.6 986 1	2.06 874 1	6.38367 6
15	40	15	6.5	4	15	3.25	- 4.43 831	- 1.43 831	19.6 986 1	2.06 874 1	6.38367 6
16	40	16	6.5	4	16	3.25	- 4.43 831	- 1.43 831	19.6 986 1	2.06 874 1	6.38367 6
17	40	17	6.5	4	17	3.25	- 4.43 831	- 1.43 831	19.6 986 1	2.06 874 1	6.38367 6
18	41	18	7.25	4	18	3.25	- 3.68 831	- 1.43 831	13.6 036 4	2.06 874 1	5.30494 2
19	41	19	7.25	4	19	3.25	- 3.68 831	- 1.43 831	13.6 036 4	2.06 874 1	5.30494 2
20	41	20	7.25	4	20	3.25	- 3.68 831	- 1.43 831	13.6 036 4	2.06 874 1	5.30494 2
21	41	21	7.25	4	21	3.25	- 3.68 831	- 1.43 831	13.6 036 4	2.06 874 1	5.30494 2
22	41	22	7.25	4	22	3.25	- 3.68 831	- 1.43 831	13.6 036 4	2.06 874 1	5.30494 2
23	41	23	7.25	4	23	3.25	- 3.68 831	- 1.43 831	13.6 036 4	2.06 874 1	5.30494 2
24	41	24	7.25	4	24	3.25	- 3.68 831	- 1.43 831	13.6 036 4	2.06 874 1	5.30494 2
25	41	25	7.25	4	25	3.25	- 3.68 831	- 1.43 831	13.6 036 4	2.06 874 1	5.30494 2
26	41	26	7.25	4	26	3.25	- 3.68 831	- 1.43 831	13.6 036 4	2.06 874 1	5.30494 2
27	41	27	7.25	5	27	4.75	- 3.68 831	0.06 168 8	13.6 036 4	0.00 380 5	-0.22753

N O.	X1	Ordinal	Ranking	Y	Ordinal 2	Ranking 3	Rx-Rx	Ry-R \bar{y}	(Rx - Rx) ₂	(Ry - Ry) ₂	(Rx-Rx)(Ry-R \bar{y})
28	42	28	8.5	5	28	4.75	- 2.43 831	0.06 168 8	5.94 536 4	0.00 380 5	-0.15042
29	42	29	8.5	5	29	4.75	- 2.43 831	0.06 168 8	5.94 536 4	0.00 380 5	-0.15042
30	42	30	8.5	5	30	4.75	- 2.43 831	0.06 168 8	5.94 536 4	0.00 380 5	-0.15042
31	42	31	8.5	5	31	4.75	- 2.43 831	0.06 168 8	5.94 536 4	0.00 380 5	-0.15042
32	43	32	9.25	5	32	4.75	- 1.68 831	0.06 168 8	2.85 039 6	0.00 380 5	-0.10415
33	43	33	9.25	5	33	4.75	- 1.68 831	0.06 168 8	2.85 039 6	0.00 380 5	-0.10415
34	43	34	9.25	5	34	4.75	- 1.68 831	0.06 168 8	2.85 039 6	0.00 380 5	-0.10415
35	43	35	9.25	5	35	4.75	- 1.68 831	0.06 168 8	2.85 039 6	0.00 380 5	-0.10415
36	44	36	10.5	5	36	4.75	- 0.43 831	0.06 168 8	0.19 211 7	0.00 380 5	-0.02704
37	44	37	10.5	5	37	4.75	- 0.43 831	0.06 168 8	0.19 211 7	0.00 380 5	-0.02704
38	44	38	10.5	5	38	4.75	- 0.43 831	0.06 168 8	0.19 211 7	0.00 380 5	-0.02704
39	44	39	10.5	5	39	4.75	- 0.43 831	0.06 168 8	0.19 211 7	0.00 380 5	-0.02704
40	44	40	10.5	5	40	4.75	- 0.43 831	0.06 168 8	0.19 211 7	0.00 380 5	-0.02704
41	45	41	11.25	5	41	4.75	0.31 168 8	0.06 168 8	0.09 715	0.00 380 5	0.019228
42	45	42	11.25	5	42	4.75	0.31 168 8	0.06 168 8	0.09 715	0.00 380 5	0.019228

N O.	X1	Ordinal	Ranking	Y	Ordinal 2	Ranking 3	Rx-Rx	Ry-Ry	(Rx - Rx) ₂	(Ry - Ry) ₂	(Rx-Rx)(Ry-Ry)
43	45	43	11.25	5	43	4.75	0.31688	0.061688	0.09715	0.003805	0.019228
44	45	44	11.25	5	44	4.75	0.31688	0.061688	0.09715	0.003805	0.019228
45	45	45	11.25	5	45	4.75	0.31688	0.061688	0.09715	0.003805	0.019228
46	45	46	11.25	6	46	5.25	0.31688	0.561688	0.09715	0.315494	0.175072
47	45	47	11.25	6	47	5.25	0.31688	0.561688	0.09715	0.315494	0.175072
48	45	48	11.25	6	48	5.25	0.31688	0.561688	0.09715	0.315494	0.175072
49	45	49	11.25	6	49	5.25	0.31688	0.561688	0.09715	0.315494	0.175072
50	46	50	12.25	6	50	5.25	1.31688	0.561688	1.720526	0.315494	0.73676
51	46	51	12.25	6	51	5.25	1.31688	0.561688	1.720526	0.315494	0.73676
52	46	52	12.25	6	52	5.25	1.31688	0.561688	1.720526	0.315494	0.73676
53	47	53	13.75	6	53	5.25	2.81688	0.561688	7.905591	0.315494	1.579292
54	48	54	14.5	6	54	5.25	3.56688	0.561688	12.68562	0.315494	2.000559
55	48	55	14.5	6	55	5.25	3.56688	0.561688	12.68562	0.315494	2.000559
56	48	56	14.5	6	56	5.25	3.56688	0.561688	12.68562	0.315494	2.000559
57	48	57	14.5	6	57	5.25	3.56688	0.561688	12.68562	0.315494	2.000559

N O.	X1	Ordinal	Ranking	Y	Ordinal 2	Ranking 3	Rx-Rx	Ry-Ry	(Rx - Rx) ₂	(Ry - Ry) ₂	(Rx-Rx)(Ry-Ry)
58	48	58	14.5	6	58	5.25	3.56 168 8	0.56 168 8	12.6 856 2	0.31 549 4	2.00055 9
59	48	59	14.5	6	59	5.25	3.56 168 8	0.56 168 8	12.6 856 2	0.31 549 4	2.00055 9
60	49	60	15.7 5	6	60	5.25	4.81 168 8	0.56 168 8	23.1 523 4	0.31 549 4	2.70266 9
61	50	61	16.2 5	6	61	5.25	5.31 168 8	0.56 168 8	28.2 140 3	0.31 549 4	2.98351 3
62	50	62	16.2 5	6	62	5.25	5.31 168 8	0.56 168 8	28.2 140 3	0.31 549 4	2.98351 3
63	50	63	16.2 5	7	63	6.5	5.31 168 8	1.81 168 8	28.2 140 3	3.28 221 5	9.62312 4
64	50	64	16.2 5	7	64	6.5	5.31 168 8	1.81 168 8	28.2 140 3	3.28 221 5	9.62312 4
65	50	65	16.2 5	7	65	6.5	5.31 168 8	1.81 168 8	28.2 140 3	3.28 221 5	9.62312 4
66	51	66	17.5	7	66	6.5	6.56 168 8	1.81 168 8	43.0 557 5	3.28 221 5	11.8877 3
67	51	67	17.5	7	67	6.5	6.56 168 8	1.81 168 8	43.0 557 5	3.28 221 5	11.8877 3
68	52	68	18.5	7	68	6.5	7.56 168 8	1.81 168 8	57.1 791 3	3.28 221 5	13.6994 2
69	52	69	18.5	7	69	6.5	7.56 168 8	1.81 168 8	57.1 791 3	3.28 221 5	13.6994 2
70	52	70	18.5	7	70	6.5	7.56 168 8	1.81 168 8	57.1 791 3	3.28 221 5	13.6994 2
71	53	71	19.2 5	8	71	7.25	8.31 168 8	2.56 168 8	69.0 841 6	6.56 224 7	21.2919 5
72	53	72	19.2 5	8	72	7.25	8.31 168 8	2.56 168 8	69.0 841 6	6.56 224 7	21.2919 5

N O.	X1	Ordinal	Ranking	Y	Ordinal 2	Ranking 3	Rx-Rx	Ry-Ry	(Rx - Rx) ₂	(Ry - Ry) ₂	(Rx-Rx)(Ry-Ry)
73	53	73	19.25	8	73	7.25	8.31688	2.5688	69.08416	6.562247	21.29195
74	53	74	19.25	8	74	7.25	8.31688	2.5688	69.08416	6.562247	21.29195
75	54	75	20	9	75	8.5	9.061688	3.8188	82.11427	14.52897	34.54033
76	55	76	21	9	76	8.5	10.061689	3.8188	101.23766	14.52897	38.35202
77	66	77	22	9	77	8.5	11.061689	3.8188	122.36099	14.52897	42.16371
SUM	3438	3003	842.25	402	3003	361	-3.3E-13	1.2E-13	1985.1444	193.2695	593.0195
MEAN	44.64935	39	10.93831	5.220779	39	4.688312	-4.2E-15	1.56E-15	25.7811	2.509993	7.701552

$$r_s = \frac{\frac{1}{n} \sum (Rx - \bar{R}_x)(Ry - \bar{R}_y)}{\sqrt{\frac{1}{n} \sum (Rx - \bar{R}_x)^2} \sqrt{\frac{1}{n} \sum (Ry - \bar{R}_y)^2}}$$

$$r_s = \frac{\frac{1}{73}(593,0195)}{\sqrt{\frac{1}{73}(1985,144)} \sqrt{\frac{1}{73}(193,2695)}}$$

$$r_s = \frac{7,701551695}{8,044276221}$$

$$r_s = 0,957$$

Appendix 13c

The Hypothesis Test of Students Learning Using Video and Students' Creative Thinking and Students' Writing Skill

NO	x1	x2	y1	x1y	x2y	x1x2	x12	x22	y2
1	20	32	1	20	32	640	400	1024	1
2	21	34	1	21	34	714	441	1156	1
3	21	34	3	63	102	714	441	1156	9
4	22	37	3	66	111	814	484	1369	9
5	23	37	3	69	111	851	529	1369	9
6	23	37	3	69	111	851	529	1369	9
7	23	38	3	69	114	874	529	1444	9
8	23	39	3	69	117	897	529	1521	9
9	24	39	3	72	117	936	576	1521	9
10	25	39	3	75	117	975	625	1521	9
11	25	40	4	100	160	1000	625	1600	16
12	25	40	4	100	160	1000	625	1600	16
13	25	40	4	100	160	1000	625	1600	16
14	25	40	4	100	160	1000	625	1600	16
15	25	40	4	100	160	1000	625	1600	16
16	26	40	4	104	160	1040	676	1600	16
17	26	40	4	104	160	1040	676	1600	16
18	26	41	4	104	164	1066	676	1681	16
19	26	41	4	104	164	1066	676	1681	16
20	26	41	4	104	164	1066	676	1681	16
21	26	41	4	104	164	1066	676	1681	16
22	27	41	4	108	164	1107	729	1681	16
23	27	41	4	108	164	1107	729	1681	16
24	27	41	4	108	164	1107	729	1681	16
25	27	41	4	108	164	1107	729	1681	16
26	27	41	4	108	164	1107	729	1681	16
27	27	41	5	135	205	1107	729	1681	25
28	27	42	5	135	210	1134	729	1764	25
29	27	42	5	135	210	1134	729	1764	25
30	28	42	5	140	210	1176	784	1764	25
31	28	42	5	140	210	1176	784	1764	25
32	28	43	5	140	215	1204	784	1849	25

NO	x1	x2	y1	x1y	x2y	x1x2	x12	x22	y2
33	28	43	5	140	215	1204	784	1849	25
34	29	43	5	145	215	1247	841	1849	25
35	29	43	5	145	215	1247	841	1849	25
36	29	44	5	145	220	1276	841	1936	25
37	29	44	5	145	220	1276	841	1936	25
38	30	44	5	150	220	1320	900	1936	25
39	30	44	5	150	220	1320	900	1936	25
40	30	44	5	150	220	1320	900	1936	25
41	30	45	5	150	225	1350	900	2025	25
42	30	45	5	150	225	1350	900	2025	25
43	30	45	5	150	225	1350	900	2025	25
44	30	45	5	150	225	1350	900	2025	25
45	30	45	5	150	225	1350	900	2025	25
46	31	45	6	186	270	1395	961	2025	36
47	31	45	6	186	270	1395	961	2025	36
48	31	45	6	186	270	1395	961	2025	36
49	31	45	6	186	270	1395	961	2025	36
50	31	46	6	186	276	1426	961	2116	36
51	32	46	6	192	276	1472	1024	2116	36
52	32	46	6	192	276	1472	1024	2116	36
53	32	47	6	192	282	1504	1024	2209	36
54	32	48	6	192	288	1536	1024	2304	36
55	32	48	6	192	288	1536	1024	2304	36
56	32	48	6	192	288	1536	1024	2304	36
57	33	48	6	198	288	1584	1089	2304	36
58	33	48	6	198	288	1584	1089	2304	36
59	33	48	6	198	288	1584	1089	2304	36
60	33	49	6	198	294	1617	1089	2401	36
61	33	50	6	198	300	1650	1089	2500	36
62	34	50	6	204	300	1700	1156	2500	36
63	34	50	7	238	350	1700	1156	2500	49
64	34	50	7	238	350	1700	1156	2500	49
65	34	50	7	238	350	1700	1156	2500	49
66	34	51	7	238	357	1734	1156	2601	49
67	34	51	7	238	357	1734	1156	2601	49
68	35	52	7	245	364	1820	1225	2704	49
69	35	52	7	245	364	1820	1225	2704	49
70	35	52	7	245	364	1820	1225	2704	49
71	35	53	8	280	424	1855	1225	2809	64
72	36	53	8	288	424	1908	1296	2809	64

NO	x1	x2	y1	x1y	x2y	x1x2	x12	x22	y2
73	37	53	8	296	424	1961	1369	2809	64
74	38	53	8	304	424	2014	1444	2809	64
75	39	54	9	351	486	2106	1521	2916	81
76	39	55	9	351	495	2145	1521	3025	81
77	42	66	9	378	594	2772	1764	4356	81
Sum	2277	3438	402	12451	18631	103606	68941	155946	2308
	x1	x2	Y	x1y	x2y	x1x2	x12	x22	y2

$$rx1y = \frac{n\sum x1y - (\sum x1)(\sum y1)}{\sqrt{\{n\sum x1^2 - (\sum x1)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$rx1y = \frac{72.53416 - (2034)(1812)}{\sqrt{\{72.63492 - (2034)^2\}\{72.47216 - (1812)^2\}}}$$

$$rx1y = \frac{160344}{22465}$$

$$rx1y = 0,7138$$

$$rx2y = \frac{n\sum x2y - (\sum x2)(\sum y1)}{\sqrt{\{n\sum x2^2 - (\sum x2)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$rx2y = \frac{72.45853 - (1917)(1812)}{\sqrt{\{72.56499 - (1917)^2\}\{72.47216 - (1812)^2\}}}$$

$$rx2y = \frac{-172188}{64232005536}$$

$$rx2y = -2,6807$$

$$rx1x2 = \frac{n\sum x1x2 - (\sum x1)(\sum x2)}{\sqrt{\{n\sum x1^2 - (\sum x1)^2\}\{n\sum x2^2 - (\sum x2)^2\}}}$$

$$rx1x2 = \frac{72.49145 - (2034)(1917)}{\sqrt{\{72.63492 - (2034)^2\}\{72.56499 - (1917)^2\}}}$$

$$rx1x2 = \frac{-360738}{-1,7063}$$

$$rx1x2 = 2.1141$$

$$rx_1x_2y = \sqrt{\frac{(r^2x_1y + r^2x_2y) - (2rx_1y \cdot rx_2y \cdot rx_1x_2)}{1 - r^2x_1x_2}}$$

$$rx_1x_2y = \sqrt{\frac{(0,71377^2 \pm 2,68072^2) - (2 \cdot 0,71377 \cdot -2,68072 \cdot 2,1141)}{1 - 2,1141^2}}$$

$$rx_1x_2y = \sqrt{\frac{0,68513}{1}}$$

$$rx_1x_2y = 0,867$$