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**THE POWER OF
CREATIVE THINKING
AND IMAGINATION
SUGGESTION ON WRITING:
A Monograph Based on Research**

Editors

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Kata Pengantar

Rasa syukur yang teramat dalam dan tiada kata lain yang patut kami ucapkan selain mengucap rasa syukur. Karena berkat rahmat dan karunia Tuhan Yang Maha Esa, buku yang berjudul “THE POWER OF CREATIVE THINKING AND IMAGINATION SUGGESTION ON WRITING” telah selesai disusun dan berhasil diterbitkan, semoga buku ini dapat memberikan sumbangsih keilmuan dan penambah wawasan bagi siapa saja yang memiliki minat terhadap pembahasan tentang THE POWER OF CREATIVE THINKING AND IMAGINATION SUGGESTION ON WRITING.

Akan tetapi pada akhirnya kami mengakui bahwa tulisan ini terdapat beberapa kekurangan dan jauh dari kata sempurna, sebagaimana pepatah menyebutkan “*tiada gading yang tidak retak*” dan sejatinya kesempurnaan hanyalah milik Tuhan semata. Maka dari itu, kami dengan senang hati secara terbuka untuk menerima berbagai kritik dan saran dari para pembaca sekalian, hal tersebut tentu sangat diperlukan sebagai bagian dari upaya kami untuk terus melakukan perbaikan dan penyempurnaan karya selanjutnya di masa yang akan datang.

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Penulis

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INTRODUCTION

A. THE BACKGROUND

English Language learning aims to improve language and literature skills and improve thinking and reasoning abilities and the ability to broaden horizons. Besides, it is also directed to sharpen students' feelings. Students are not only expected to be able to understand information that is conveyed straightforwardly or directly, but also that which is conveyed covertly or indirectly. Students are not only good at reasoning but have skills in social interaction and can appreciate differences both in relationships between individuals and in social life set against various cultures and religions.

English Language subject competency standards are oriented to the nature of language learning and literature. Language learning is learning to communicate while studying literature is learning to respect humans and their human values. Literature is a part of English Language functions as refiners, increasing sensitivity, humanity, social care, fostering cultural appreciation and channelling ideas, imagination and expression creatively and constructively, both verbally and in writing. Through literature, students are invited to understand, enjoy, and appreciate literary works. Literary appreciation is to deal seriously with literary works so that understanding, appreciation, creative mind sensitivity, and sound sensitivity towards literary works grow.

Writing ability is one of the language skills that are very important to master. For this reason, writing skills need to get real attention from the elementary education level. Writing is a language activity that is quite complex because when writing involves several elements that are applied at once. With us can express thoughts and feelings to others by using written media. Writing is not a finished job but requires a process. The process starts from finding a topic, breaking the topic into a framework, and developing the framework into an essay. Public opinion says that writing requires talents such as a painter, singer, sculptor, and other artists. This opinion is genuine but not absolute. There are indeed talented people who write, but that does not mean to be a writer; someone must have the talent to write. Writing is tips and skills that must be learned. People who do not have the talent to write but want to learn, and practice will also probably be a good writer. Just gifted writing without trying to learn certainly does not guarantee someone will become a good writer.

Short story writing is one of the skills developed in schools. Short story activities are developed by pouring thoughts and feelings into written form so that it becomes a short story. The ability to write short stories is essential for students because through short story writing skills can tell stories in daily life or based on the writer's imagination. Teaching writing is intended so that students are able and communicate the ideas and communication of writers in written form. Writing is an activity of pouring ideas, and exoticism, helping to endure suffering, overcome problems and even make them beautiful. Writing is a creative process that involves a lot of divergent (diffuse) thinking rather than converging (centring) students. Writing skills are the ability to use written language to convey information about an event that results in communication. Students who often write will be skilled and directed towards their expression skills so that they will indirectly sharpen their thinking skills.

One of the schools that implemented the 2013 curriculum was the XYZ Junior High School. In the seventh year English Language learning to achieve necessary competencies "Writing short text both verbally and in writing", the process of learning literature is not just teaching about theory and literature. In addition to gaining knowledge about their theories, students are also required to be able to express their thoughts, ideas, opinions and feelings through a literary work in the form of short stories. Short story writing skills

are not something that can be taught through description or explanation solely. Students cannot gain writing skills just by sitting, listening to the teacher's explanation, and taking notes on the teacher's explanation. Short story writing skills can be improved through the activities of writing short stories continuously so that it will affect the results and achievements of students in writing short stories. Results and achievements can improve if there are changes in students' attitudes and behaviour, both in the aspects of knowledge, skills and psychomotor.

Table 1. Students' Language Learning Outcomes Completeness of XWY Junior High School

No	School Year	Minimum Score	Maximum Score	Mean	Completeness Percentage
1	2012 – 2013	25	82	75,7	63,5 %
2	2013 – 2014	40	80	76,9	67,35 %
3	2014 – 2015	45	88	78,7	72,6 %

Based on PP No. 19 of 2005 concerning National Education Standards Part Three Article 65 disclosed that students must obtain the same or more excellent value than the competency threshold value formulated by the BNSP, in the English Language subject group and noble character, the civic and personality subject group, aesthetic subjects, and physical, sports and health subjects. Based on PP No. 19 of 2005 above, then the percentage of completeness in Indonesian subjects should be one hundred per cent. Nevertheless, based on the data above, the percentage of mastery learning outcomes in Indonesian subjects has not reached one hundred per cent completeness as expected by the government. Even in the last three years, the percentage of mastery learning outcomes in Indonesian subjects has not reached 75% completeness.

It shows that there are problems in learning. Indicators of the existence of the problem are shown by the decreasing value of learning outcomes and incorrect application of learning methods/strategies in the delivery of teaching material. With the accuracy of the selection of learning, strategies are expected to make it easier for students to learn. In learning English so far, the source of vital problems is when junior high school students should be skilled

in communicating their thoughts verbally and in good and correct Indonesian, but in conditions that occur in the field, it is not appropriate between reality and hope. The value of Indonesian subjects in the Ujian Nasional (UN) results for the junior high school level is still the lowest value compared to the value of other subjects taught at the UN.

In learning English so far, the source of vital problems is when junior high school students should be skilled in communicating their thoughts verbally and in good and correct Indonesian, but in conditions that occur in the field, it is not appropriate between reality and hope. The value of Indonesian subjects in the UN results for the junior high school level is still the lowest value compared to the value of other subjects taught at the UN.

The gap between the perception of the ease of learning English and the poor learning outcomes of students has led to the emergence of various polemics in language teaching, especially teaching Indonesian. The fact is that the teaching of Indonesian by the teacher so far has forced students to memorize definitions, terms, elements of sentence formation and so on without giving an understanding of what they are learning. The teacher also applies a one-way learning system rather than what is expected, i.e. two directions. Besides, students in the class are also less stimulated more communicative.

The seventh-year Junior High School students generally have difficulty in writing. Several factors influence this difficulty. Based on the experience of researchers when attending English Language and literature teachers teaching writing in general their difficulties in developing their ideas into writing. It is due to the lack of student interest in learning to write and feel burdened. This condition turned out to be due to a lack of material to be written. In this case, students do not have the experience of others, so they have difficulty in developing ideas. It is a little picture obtained by researchers when conducting classroom observations. In addition, students lack the motivation and encouragement to write. The lack of a teacher's role causes the methods, techniques, and media used for learning to be less than optimal. Besides, teachers are less creative in choosing methods.

Another factor is the school infrastructure, namely the learning media for the short story writing competency is incomplete, and there is still a lack of and minimal collection of books about writing. Observing such conditions, researchers feel challenged to find a way out of the problem. One effort to be done by researchers to improve the short story writing skills of The seventh year junior high school students, namely choosing a learning method to solve the problem is the Imagination Suggestion method. The reason researchers used the Imagination Suggestion method in learning to write short stories is achieving results and achievements in writing short stories. It is necessary to have processes and activities carried out continuously by using the Imagination Suggestion method deemed suitable for learning to write short stories because the Imagination Suggestion method offers learning that emphasizes process and results. The use of the Imagination Suggestion method is directed towards the target to be achieved, namely the suggestion to build the imagination of students so that students can develop their imagination freely.

To reach the target to be achieved, namely the suggestion to build the imagination of students, researchers present media that are deemed suitable in the use of the Imagination Suggestion method, namely the presentation of the song 'Do not Give Up' the work of D'MASIV. The song is a song of motivation/enthusiasm in life and always grateful in any condition. Presentation of song media can be used as a contribution to solve the problems that become the background faced by students every time they write. The song is expected to be able to bridge the students to create a picture of other people's experiences contained in the contents of the song that has been heard so that students are able to write essays based on other people's experiences into the short story.

Song media can also arrange students 'moods, change students' mental states, and support the learning environment. Songs can help students work better. Songs can stimulate, rejuvenate and strengthen learning, both consciously and unconsciously. Besides, most students like to listen to songs, so that more enjoyable and exciting learning is created. If the classroom atmosphere is pleasant, students will be more passionate about learning and far from being bored. When listening to a song, it can be imagined by the situation in the song. For example, when listening to the song "father", it tells of a child's longing for a father. Students who hear the song will lie in the figure

of a father who is so missed, a father who really loves his child and the child's feelings can be expressed in a short story that attracts homesickness to the father.

Song learning media can be exploited to help improve short story writing skills with the Imagination Suggestion method, and the song can provide suggestions that stimulate the development of students' imagination because the method requires students to always actively imagine or create images and events based on the theme of the song being heard and the teacher also knows every the development of the ability of students to write short stories which all of them can be applied using the method of imagination media song suggestions. In addition, the use of the method of Imagination suggestion with the song as media is expected to provide a pleasant new experience for students. A more effective learning method that can make learning fun, but is more effective in providing success in learning English at the XYZ Junior High School. To improve and improve the quality of English Language learning, communicative, innovative teachers who are always oriented to improve and enhance learning in the classroom are needed.

Based on the description above, the writer will examine "The Effect of Imagination Suggestion Method Using Song Media and Creative Thinking Ability on the Short Story Writing Ability of the Seventh Year Students of the XYZ School" Method of imagination suggestion with the song as media is the independent variable, while the ability to think creatively as a moderator variable and the ability to write short stories as a dependent variable.

B. THE IDENTIFICATION OF PROBLEMS

Based on the above background, it is clear that there are several problems in the seventh year of the XYZ Junior High School related to the problem of learning to write short stories. These problems are caused by several factors as follows: First, the teacher explains a lot about theory and not provide much motivation and enthusiasm to students; second, the lessons also seem dull; third, the teacher lacks an approach and reflection in the learning process in the classroom; fourth, the teachers tend to leave the class when students are doing paperwork; fifth, students still feel that they have a gap with the teacher; sixth, students not have material to be used as a basis for writing short stories;

seventh, that is the experiences of others so that they find it difficult to express their ideas; and eight, students lack interest in learning to write.

C. THE LIMITATION OF PROBLEMS

Based on the above identification, it is necessary to limit the problem so that the discussion can be more focused. In this case, the problem is limited as follows. The learning outcomes to be assessed are the results of students learning English Language on learning the ability to write short stories of the seventh year students of the XYZ Junior High School. To overcome this problem, researchers will apply the Imagination Suggestion method with the song media " Do not Give Up " in order to improve student skills in writing short stories so that students do not feel bored, bored and fully involved in the learning process. So that there is a change in student behaviour after participating in short story writing learning through the application of song as media of imagination and the ability to think creatively. Imagination suggestion method with the song as media imagination is one of the reasonable efforts in learning to write short stories. Because the song media can provide suggestions that stimulate the development of students' imagination, so students are required to always actively imagine, or create images and events based on the theme of the song being heard and then written in the form of short stories.

D. THE FORMULATION OF PROBLEM

The formulation of the problem of this research is as follows: a) Is the ability to write short stories through the Imagination Suggestion method higher than the Inquiry method for Grade VII students of the XYZ Junior High School?; b) Is the ability to write short stories of students with the ability to think creatively higher than students with the ability to think in lower the seventh year students of The XYZ?; c) Is there an interaction between the Imagination Suggestion method and the ability to think creatively on the ability to write short stories in of the seventh year students of the XYZ Junior High School?

E. THE OBJECTIVES

Following the above problem formulation, the expected research objectives are as follows: a) Determining whether there are significant differences in the ability to write short stories between students who take learning to write short stories using the Imagination Suggestion method and students who follow learning to write short stories using the Inquiry method; b) Testing the influence of the imagination suggestion method with the song as media imagination in learning to write short stories in the seventh year students of the XYZ Junior High School; and) Knowing the influence of the method of imagination suggestion with the ability to think creatively on English Language learning outcomes in learning to write short stories at the seventh year students of the XYZ Junior High School?

F. THE SIGNIFICANCES

The significances obtained from this research are the theoretical significances and practical significances. Theoretical significances - This research produced theoretical significances that can contribute thoughts and study benchmarks in further research and add to the development of short story writing knowledge, especially the application of the Imagination Suggestion method and the ability to think creatively to improve short story writing skills. This research is expected to be useful for developing existing learning theories. The theory is expected in learning in schools as an effort to improve student achievement. The application of this theory allows new things that have not previously been revealed.

Practical significances - Practically, the research is expected to produce significances for teachers, students, schools, and researchers. For teachers, this research can be used as a reference for solving problems related to teacher efforts in improving short story writing skills. It also can be useful to renew the way of learning to write so as to improve the quality of learning, mainly writing short stories. For students, this research can provide short story writing experience that can be used by students in certain activities. Besides, it can motivate and facilitate students in writing short stories. For schools, this research also provides significances for schools in this case to the principal because this research can be taken into consideration in order to advance and improve school performance that can be conveyed in teacher formation or

other opportunities. Thus, the quality of schools will improve. For researchers, this study can enrich insights about the use of the method of Imagination media songs in learning, especially in writing short stories.



THE ORETICAL REVIEW

A. THEORETICAL REVIEW

1. The Nature of the Teaching Method

The method is one tool to achieve the goal by utilizing the method accurately; the teacher will be able to achieve the learning objectives. The method is paving the way for teaching towards the goal. "The method used must be following the objectives do not contradict means that the method must support the achievement of teaching objectives.

Methods are regulated and thoughtful ways to achieve a purpose in science. Methods mean a systematic way of working to facilitate the implementation of an activity to achieve the specified goals. Based on the above definition, the author can conclude that the method is the way or the way taken by someone to achieve the expected goals. Teaching is a very complicated endeavour, so it is difficult to determine how good teaching is. The method is one of the means to an end. While learning is an activity carried out by the teacher in such a way that the behaviour of students changes better.

The learning method is knowledge of the teaching methods used by the teacher or instructor. Another understanding says that the learning method is a presentation technique mastered by the teacher to teach or present learning material to students in the class, individually or in groups so that the lesson can be absorbed, understood and utilized by students properly. According to Law Number 20 of 2003 concerning the National Education System, learning is

a process of interaction of students with educators and learning resources in a learning environment. Learning is a series of activities designed to enable the learning process for students.

So learning is a process of student interaction with educators and learning resources in a learning environment. Learning is an aid given by educators so that the process of acquiring knowledge and knowledge can occur. So it can be said that learning theory is an attempt to describe how humans learn. Based on the description above, it can be concluded that the intended learning method is the way or path taken by the teacher to deliver learning material so that learning objectives can be achieved. It can also be concluded that the learning method is a learning strategy used by the teacher as a medium to achieve the stated learning goals. It encourages a teacher to find the right method in the delivery of material so that it can be absorbed well by students. Effective teaching is very dependent on the selection and use of teaching methods.

2. Imagination Suggestion Method

Teaching and learning process requires the teacher to have the ability to use various methods or combine several methods that are relevant if somebody wants to get some goals in learning. Teachers need variations in using the method of presentation so that teaching and learning activities that take place are not dull. One method of teaching referred to is the Imagination Suggestion method. Through suggestions given to students can influence their imagination (imagination).

This method is principally used by giving suggestions to stimulate students' imagination. Imagination Suggestion Method is a learning method that involves the imagination of students through suggestions given through mental depictions. Imagination is often seen as something that is ruled out from the core of education, something that is noticed by giving students time to express themselves. The main idea in this method is that engaging students' imaginations are essential for successful learning. This method provides a new understanding of the use of students' imagination in learning. This method also provides specific teaching techniques. This method can support teachers to plan learning that involves students' imagination and emotions.

This method can be applied to learning to write. This method uses song clip video media that can be exploited to help improve writing skills. With the method of imagination suggestion, song video clips are not only used to create a comfortable atmosphere but also provide suggestions that stimulate the development of students' imagination. In this case, the song video clip is used as a creator of a suggestive atmosphere, stimulus, and at the same time a bridge for students to imagine or create images and events based on the theme of the song. The expected response arises from the students in the form of the ability to see events that occur in real life with the imagination and logic that is owned and then put it in written form so that it becomes a short story.

Writing is the activity of the whole brain that uses the right hemisphere (emotional) and the left hemisphere (logic), and none of the hemispheres works perfectly without any stimulation or encouragement from parts another. Thus the imagination suggestion method is a method carried out by giving suggestions to stimulate the imagination of students to optimize the work of the right hemisphere so that students can develop their imagination freely.

This method of imagination suggestion requires media, that is song or music. Therefore, the researcher decided to use the video clip of the song "Do not Give Up" as a media of this imagination suggestion method because the media is an intermediary tool that delivers messages from the source to the recipient. Music media influences teachers and students. As a teacher can use music to set the mood, change the mental state of students, and support the learning environment. Song media can be used in all teaching, from the introduction or opening when introducing language topics to the final evaluation of student learning outcomes. This media can be used both for group learning and individual learning. The most important thing is that the teacher can use this song media well in learning.

By listening to the video clip of the song 'Do not Give Up' it will make it easier for students to find the chronology of the student and awaken the students' imagination following the events in the song clip video. The events obtained from watching video clips can be used as ideas in writing short stories. Students will easily associate video clip events with events that originate from students' own experiences or peer experiences as the basis for writing short stories.

The purpose of innovative education is to make students who know, who can think flexibly, creatively, and with the energy of the knowledge, they gain about the world and experience. Imagination Suggestion Method is a method that utilizes the use of songs in learning. The effectiveness of songs as media is maximized by the principles of relationships and compatibility. It shows that the song plays an essential role in this method because it helps suggest that it gives rise to the imagination of someone who listens to it. Learning activities using this method are divided into three stages, planning, implementing, evaluating. The three stages are activities that are taken by the teacher before and after learning.

3. Strengths and Weaknesses of the Imagination Suggestion Methods Application

The strengths and weaknesses of the Imagination Suggestion method are as follows:

a. The Strengths of the Method of Imagination

There some strength the makes Imagination method is categorized as a recommended method in teaching, such as:

- 1) Students are active in developing imagination based on suggestions made by the teacher.
- 2) The teacher plays an active role in attracting the imagination of students by giving suggestions that have been prepared by the teacher following the material taught.
- 3) Providing optimal opportunities for students to create imagination in learning so that students do not assume that their presence is confined in the classroom
- 4) Increasing interest and help in applying learning outcomes and increase students' imagination
- 5) Making students know they can think creatively, flexibly with the ability of the knowledge they have gained about the world and experience

Based on the above loneliness, it is clear that the Imagination Suggestion method has considerable significances both for students and for teachers themselves. It is due to the growing creativity of students through this method. The application of learning to write short stories with the Imagination Suggestion method has advantages in contributing to improving writing skills. The selection of poetic poems helps students get a model in vocabulary learning. The development of vocabulary here implies more than just the addition of new vocabulary, but rather the placement of new concepts in better order or the depth of added arrangements. Suggestions given through song playback can stimulate and condition students in such a way that students can give positive responses.

b. Weaknesses of the Imagination Suggestion Method

Besides the strengths which are possessed by the suggested method, it is also having weaknesses such as:

- 1) The use of the Imagination Suggestion method is not significant enough for groups of students with low levels of listening skills.
- 2) Oral stimulation requires good listening skills.
- 3) This method is challenging to use if students tend to be passive. The Imagination Suggestion Method requires the effectiveness of the student. Students must actively receive stimulus and response.
- 4) Learning activities require a long time and a predetermined time.

4. The song as a Media

The word media comes from the Latin “medius” which means middle, intermediary, or introduction. In Arabic, media is an intermediary that delivers the message from the sender to the recipient of the message. The use of media must be in line with the teaching objectives that have been formulated. When learning objectives are ignored in using media, they are no longer as teaching aids, but as obstacles to achieving goals effectively and efficiently. The use of media in teaching and learning can also arouse curiosity and interest, arouse motivation, and stimulus in the teaching and learning process, and can influence student psychology. Therefore, the media can be used appropriately, actually help, and facilitate the teaching and learning process. Thus, learning outcomes can be optimized. Songs are rhythmic sounds. Songs

are a part of music, and music is a part of the art. Therefore, it can be said that the song is a rhythmic sound combined with certain rhythms in the rhythm so that some types of songs will appear, such as keroncong, dangdut, pop, rock, and jazz. Learning to write short stories using song media, which highlights the song's text from the theme and plot. By highlighting these two things, song media can facilitate students in describing the experiences of others which will be used as the basis for writing short stories.

Besides, the use of song media in learning to write short stories must-have requirements. These requirements, namely (1) the suitability of the theme with age. It means that the theme was chosen must be appropriate for the age of the child based on their level of education, whether it is elementary, middle, or high school students, (2) has a clear storyline, and (3) the song lyrics must be in the form of a story making it easier for students to develop ideas, ideas or her feelings.

5. The Nature of English Language Learning Outcomes

Efforts to understand the meaning of learning will begin by presenting several definitions of learning is shown by a change in behaviour as a result of experience. Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction. From the above definition, it can be explained that learning is always a change in behaviour or appearance, with a series of activities, for example by reading, observing, listening, imitating and so forth.

Learning, according to the theory of behaviourism, is a change in behaviour potential that is relatively fixed as a result of strengthened practice. The statement above implies that changes in individual behaviour in interacting with the surrounding environment that is managed in the form of education or training by being given reinforcement in the form of reward will result in permanent change. The behaviour of students who are learning consists of various aspects, including 1) knowledge, 2) understanding, 3) habits, 4) skills, 5) appreciation, 6) emotional, 7) social relations, 8) physical, 9) ethical or manners and 10) attitude. Someone can be said to have learned if the internal conditions and cognitive processes have interacted with the stimulus of the learning environment, and ended with learning activities with changes in

behaviour. In the context of learning activities, changes in behaviour as planned, are relatively fixed, can be observed and measured.

In formal language education, Indonesian is considered a second language because most students have mastered their mother tongue as the first language before they learn Indonesian in school. So the English Language subject is one of the subjects studied, starting from primary education to tertiary education. English Language learning includes four language skills, namely listening, speaking, reading, and writing. While language communication consists of four components, namely: 1) listening skills, 2) speaking skills, 3) reading skills, 4) writing skills. The four skills are unity.

Based on the opinion above, it can be concluded that learning the English Language is learning by involving all aspects of listening, speaking, reading and writing skills. Means, assessment of English Language learning must include knowledge (cognitive), skills (psychomotor), and attitude (affective). To find out to what extent students succeed in learning can be known by providing an assessment or evaluation in the form of a test of learning outcomes. The function of the evaluation is to find out the progress and development and learning outcomes of students, diagnose learning difficulties, provide feedback to improve the learning process and determine classroom progress. Evaluation means the disclosure and measurement of learning outcomes, basically a process of preparing student descriptions, both quantitatively and qualitatively.

The level of achievement of student results can be known if the teacher uses the test of learning outcomes. Learning outcomes are usually expressed by scores obtained by students after taking a test of learning outcomes held after a learning program is completed. Indonesian learning outcomes are data about student learning outcomes in the Indonesian learning process. The national education system is the formulation of educational goals, both curricular goals and instructional objectives using three categories put forward by Bloom which includes the cognitive, affective and psychomotor domains. The cognitive domain is related to aspects of one's knowledge and intellectual abilities. The cognitive domains include knowledge, understanding, application, analysis, synthesis, and evaluation.

Based on the description above, the results of learning English are behavioural changes. Such as knowledge, understanding, application, analysis, synthesis, and evaluation that students have experienced the process of learning English in a certain period based on instructional objectives. Achievement indicators include reading, writing, and language reports, as well as the literary appreciation that reflects their abilities in the cognitive realm. In this study will be studied regarding learning to write short stories.

6. Writing

Writing is the most complex language skills. It is because to be able to write, and one must be able to master the other three language skills, namely listening, speaking, and reading. Writing is the process of expressing ideas into written form with excellent and correct language. These writing skills will not come automatically but must go through a lot of practice and practice. Writing or fabricating its essence is the transfer of thought into forms of language symbols. The ability to write requires the processing of ideas combined with diction selection, good sentence construction, and writing techniques. Based on some of the terms of writing above, it can be concluded that the ability to write is the ability to organize ideas into written form. Aside from being a process of pouring ideas and writing, ideas have a purpose. The purpose of writing is as follows.

- a. The purpose of the assignment: the writer writes because it is assigned, not because of their own volition.
- b. Altruistic purpose: writing with a view to pleasing the reader with the writing.
- c. Suggestive purpose: writing with a view to pleasing the reader to his ideas.
- d. Information/information purpose: writing to provide information to the reader.
- e. Purpose of self-expression: Writing to introduce oneself.
- f. Creative goals: writing that aims to achieve artistic values and artistic values.
- g. The purpose of solving problems: writing to solve problems faced by the writer.

After knowing the purpose of writing, the writer must distinguish the types of writing. Essays, according to their form, can be divided into narratives, expositions, descriptions, and arguments. The writer must be able to distinguish the purpose of an article when writing an article. Concerning the seven goals of writing, the writer must be able to distinguish the types of writing made so that the purpose of the writing reaches the reader.

7. Short Stories

The short story is a series of events that are intertwined one in which conflicts occur between figures or within the character itself in the setting and plot. Short stories are relatively short stories in the form of prose. Short size here can be interpreted with the story can be read once sitting also because the time is less than one hour. It is also said to be short because this story only has a single effect, characters, plots, and settings are limited, not diverse and not complicated. From the aspect of content, a short story is a fictional story whose story is condensed and focused on an event or problem or a character with a single impression. From the aspect of the short story, the form is a short fiction, which is generally written between 1 - 30 pages. Folio paper with typed spacing or consisting of between 500 - 40,000 words. Short stories are that are intended to give a single dominant impression, and it consists of less than 10,000 words. Short stories focusing on one character in a situation at a time, even though these requirements are not met, a powerful short story consists of a character or group of characters through physical or mental behaviour involved in one dramatic situation of conflict, namely the clash between opposing forces is the essence of the short story.

Based on the description of the understanding of the short story above, it can be concluded that the understanding of the short story is a relatively short form of literary work whose narrative solidifies and focuses on one event that gives a single impression.

8. Elements of Short Story Writing

a. The elements that build short stories consist of characters, settings, and plot.

1) Figure

The characters in this story refer to 'people' or 'individuals' who are present as actors in the story. Through this character, the writer conveys his ideas. However, the character is essentially a natural human being, and the character must also be allowed to act and think following the context of self and the story. If characters are forced to follow the writer's mind, the story becomes a mere sermon. Therefore, the essential thing in telling characters is the appropriateness of the actions and thoughts of the characters. The context of the story which includes the age, the role and social position, and the state and psychology of the character.

2) Background

The setting of the story is the environment, namely the world of the story as the place where events occur. It is in this setting that all events involving interpersonal relationships occur. The setting in a short story usually has two types, namely; First, the setting is told in detail, this usually happens when the short story focuses on background issues. Second, the background is not the main focus or problem; usually, the background is only referred to as the background as the place where events occur. The setting in a story usually involves three things. (1) place setting, setting suggesting the location of the event. (2) time setting, time setting, related to the 'when' problem occurring in the story. (3) the social setting is a setting that suggests the social conditions of the community as a place for stories.

3) Flowchart

The flow is the whole sequence (part) of events contained in the story, namely a series of events that are formed due to the causal process (causal) of other events. The flow in the short story has three parts: beginning, middle and end. The initial part in a short story usually contains two essential things, namely the exposition and the instability element. The middle part of the short story is a part that presents conflict and climax. While the final part is the middle part of the plot

there are complications and climax, as a result of particular conflicts, the final part consists of everything that comes from the climax to the division (denouement) or the results of the story.

- b. The elements or Elements of Short Story Builders Consist of Themes (and mandates), Plot, Characterizations, Settings, Points of View, and Style (Language)

- 1) Theme

The theme is essentially the meaning contained in the story, or in short, it can be said that the theme is the meaning of the story. The theme is also the subject of discourse, general topic or main problem as outlined in the story. The theme is a central idea which forms the basis for the composition of the essay, and it is at the same time the target of the essay. The theme is also the purpose or mandate of the author to be achieved by the reader. A message is a message the author wants to convey through his story or a message that can be captured by the reader from the literary work he is reading. There are two mandates in literary work, which are the mandate of the letter and the mandate of the letter. An explicit message is a message that is clearly written in a literary work. The implied mandate is a message that is not directly written in a literary work but a message that can be concluded by the reader from the literary work that he reads. The form of an implied message is very dependent on the ability, intelligence, and sensitivity of the reader. Based on the description above, what is meant by the theme is the meaning of the story, the subject of discourse, general topics, which form the basis of the essay that has the message to be conveyed by the author.

- 2) Plot

The plot is the structure of a series of events in a logically arranged story. In this sense, the plot is a path through which a series of events is unbroken. Therefore, an event in the story becomes the cause or effect of another event. The plot as story events that have an emphasis on the existence of a problematic relationship. A plot must consist of two stages, namely the initial stage (beginning), the middle stage (middle), the final stage (end). The initial stage of a story is usually referred to as the introductory stage. This stage generally contains

several important information relating to various matters which will be told in the following stages, for example, in the form of background descriptions and the introduction of story characters. The primary function of the initial stage of a story is to provide information and explanations as necessary, especially those relating to the setting and characterizations. The middle stage of the story, which is commonly referred to as the stage of contention, displays disagreements and or conflicts that have begun to appear in the previous stage, becoming more increasing, tenser. It is at this stage that the climax is displayed, that is when the (central) conflict has reached the highest intensity point. The middle part of the story is the longest and most important part of the fiction prose concerned. In this section the core of the story is presented, characters play a role, important functional events are told, conflicts develop increasingly tapered, tense and reach climax, and in general, the central theme, the central meaning of the story is expressed. The final stage of a story or it can also be called the divorce stage, displays with inevitable climactic consequences. Based on the understanding of the experts about the plot, it can be concluded that plot is la series of events that are displayed in a story that has a causal relationship.

3) Figure and Characterization

The term character refers to the person, the actor of the story, character. Besides, the character is also referred to as nature, personal qualities, and attitude of the actors. Character is figures of people who are displayed in a narrative work, or drama, which the reader interprets as having certain moral qualities and tendencies as expressed in words and what is done in action. Simple figures are often called simple characters, flat characters, and flat characters. A simple figure is a character who is less representative of a complete human personality and only one side is included in this category are all figures who are familiar, or who are stereotyped in fiction. The term characterization is broader in meaning than character and character. Because the term also includes who is the character of the story, how the characterization, and how its placement, as well as its depiction in a story so that it is able to provide a clear picture to the reader. In that

term at once contained two aspects, namely aspects of the content and aspects of the form. The character and all emotions possessed by the actor including the content aspect and the technique of its manifestation are aspects of form. Several experts have explained the understanding of character and characterization, so it can be concluded that the character and characterization are the actors of the story displayed in work, which have a particular character so that they can provide a clear picture to the reader.

4) Setting

The setting is the time, place or environment of the event. The setting which is also referred to as the foothold, suggests the understanding of the place, the relationship of time, and the social environment in which the event that is displayed. The setting can be divided into three main elements, namely place, time and social. The place to suggest at the location of the event told in a short story. The place element used may be certain places and names, individual initials, maybe specific locations without an exact name. Time setting relates to the problem of "when" events occur that are told in a short story. The problem of "when" is usually associated with real time, time that is related or can be associated with historical events. The social background suggests things related to social life behaviour in a place that is told in a short story. The procedures for the social life of the community encompass various problems in a complex scope, which can be in the form of living habits, the adaptation of traditions, traditions, beliefs, outlook on life, ways of thinking, behaving and others that are classified as spiritual backgrounds. The social setting is also related to the social status of the figures concerned, for example, low, middle and upper.

5) Viewpoints

Viewpoint or Point of View - The centre of narration is the translation of the focus of narration. Viewpoints suggest the way a story is told. It is a method or perspective used by the author of a suggestion to present characters, actions, settings, and various events that form a story in a work of fiction. There are two kinds of viewpoints, they are 1) the point of view of the author of the observer, and 2) the point of view of the author of all-knowing. In the author's point of view, the

author only expresses all the physical actions and words of the characters. While in the perspective of the all-knowing author, the author describes the physical actions and words and everything in the thoughts and feelings of the figure. The centre of narration refers to the centre or point used by the author to tell his story. In essence, there are two kinds of narration centre. The centre of the narration of a single third person, or often referred to as "he". Propose to stories that feature characters by naming names, or substitutes (he, she, them), and the narrator outside the story. The first person singular or often referred to as "confession" suggests in the story that shows the character I was involved in the story. Character in the story can function as (1) the main character, or (2) additional characters.

6) Style

Style or style is a typical way of expressing an author. The way an author chooses a theme, issues, reviews the problem, and expresses it in the story, is the area of the author's style. Every author has his style. Great authors are sure to have a distinctive style. The author's style in literary works is manifested through language. The author's style can be seen from certain aspects, including (1) the use of sentences, which include (a) lexical, (b) grammatical, (c) rhetoric, and (d) cohesion, (2) use of dialogue, (3) use of detail, and (4) how to view the problem. Style and tone have a close relationship. Style is a characteristic of an author or a typical way of expressing an author. Some say that style is the person of the author himself. From the above description can be concluded that what is meant by style is the specific style of an author in choosing a theme, problem, reviewing the problem, and how to express it in the story. The style has a relationship with tone. Style is used as a means, while the tone is the goal.

9. Short Story Writing Learning through Song as Media Imagination Suggestion Method

Writing essays based on other people's experiences is one of the essential competencies that apply in the 2013 curriculum. In this case, students as research subjects are required to be able to write short stories based on other people's experiences. The things that need to be considered in writing a short

story are determining the theme, making the outline, determining the character, setting, point of view, and developing the framework into essays. Writing is an activity that uses all parts of the brain. Both the right brain and the left hemisphere that none of the hemispheres works perfectly without any stimulation or encouragement from other parts. Therefore, it is necessary to have good writing learning from the teacher in order to achieve the expected goals.

Learning using the Imagination Suggestion method is learning where students are placed in a comfortable, relaxed, and exhilarating atmosphere, suggestion through songs to stimulate the imagination of students when writing short stories. So basically learning using the Imagination Suggestion method seeks to strengthen and facilitate the stimulus and response of students in learning. So the learning process becomes a fun thing, not a boring thing for students. The use of song media in learning to write short stories is an effective media to provide stimulus to students so that it can easily arouse the imagination of students. The song is used as an inspiration for students to write short stories because the song is a portrait of human life presented in different forms. Most of the contents of the song contained in the song cannot be separated from the events and events that are experienced by the songwriter. By highlighting this song media can facilitate students develop ideas, ideas, or feelings into a literary work in the form of short stories. Besides, song media can create a comfortable, relaxed, and uplifting atmosphere, so students are far from stressful and quickly tired. Early learning in writing this short story, the teacher does the introduction by giving apperception and motivation to students.

Apperception is done by giving questions that can build student interest in short stories. Then the new teacher explains to students about the essential competencies and the significances obtained by students after participating in short story learning activities. The core activity is the main activity of learning short story writing material. In this core activity, the teacher explains the process of learning to write a short story with the method of imagination media song suggestion.

In the learning process, students are asked to listen to two songs, and students are asked to enjoy and absorb the contents of the song presented. When students do the Imagination Suggestion process, the teacher gives guidance and direction to students, and students are always asked actively to write down any ideas that come up. After students have finished the process of suggesting imagination, students study and group their ideas. Students determine the intrinsic elements of the short story that will be used as a framework of writing. Then the new teacher asks students to practise writing short stories when students write, and the teacher plays the song back to build students' imagination. After all, students have finished, the song played by the teacher is stopped. Then students and teachers discuss to express their opinions about the significances of learning to write short stories. The teacher concludes learning to write a short story at the meeting that day and evaluate it.

10. Creative Thinking Ability

Thinking in English is called "Thinking". Thinking is a particular character/trait for humans because thinking distinguishes between humans and other creatures. Although research shows that animals also experience thought processes, but it is only capable of the initial stages of the thought process. For the ideology of association, thinking is a series and the relationship between stimulus responses. In everyday use, thinking is related to reflection or meditation (mediation), opinions, judgments, or scenes. From this definition does not only involve the types of information stored wherein the information is a process of remembering and the process of conceptualizing and the process of acting. Then the definition emphasizes the reordering of information where actions must be taken into account over and over again, and emotional and emotional factors influence them. Finally, the "current situation" as part of the definition contributes to new information and relationships that are important to the goal. So thinking is a series of internal processes that are influenced by external circumstances to act and achieve a goal.

Creative (creativity) is defined as thinking that produces something new and is useful for solving problems. Psychologists define meaning as a combination of responses or ideas in dealing with the present situation to obtain something new or unusual so that a creative person is capable of producing something new or unusual. The notion of creativity which is well-known and widely used and shown that in general creativity is formulated in terms of personal (person), process and product, creativity can also be viewed from personal conditions and the environment that encourages (press). A creative person is a person who has the thoughts and actions of changing a dominant or building a new dominant.

Ten personal characteristics that are relatively 1) imaginative; 2) initiative; 3) have broad interests; 4) independent and thinking; 5) literate; 6) happy to travel; 7) full of energy; 8) confident; 9) willing to take risks; 10) be brave in your convictions and convictions. Thus creative in terms of personal, namely a creative action that arises from the personality of a person in him that produces something new. Creativity in terms of products related to the discovery of something; produce something, rather than accumulating skills or practising knowledge and studying books. The criteria for an innovative product are first that the product must be real. Secondly, the product must be new and third, and the product results from the unique qualities of the individual in interaction with the environment.

Creativity does not only depend on the ability of the field and in creative thinking but also intrinsic motivation (internal driving) for activities in the field of work and on a conducive environment (external driving). Creative thinking is divided into three parts, namely, fluency, flexibility, and originality. Furthermore, he added the elaboration aspect as an aspect to measure the ability to think creatively like just writing short stories is a process of creative thinking that involves a lot of divergent (diffuse) thinking rather than convergent (centring).

Divergent thinking as follows: Flexibility is the ability to distinguish several approaches to a problem, think of ideas in different categories, originality uniqueness and unusual in thought and action, fluency is the ability to generate many ideas both verbal and non-verbal. Elaboration is a critical ability to add detail to an idea that includes developing, adding, refining, and implementing the idea.

Based on the description above, it can be said that the ability to think creatively means the ability to think to create or produce something new that is different from what already exists. The ability to think creatively is the ability to elaborate an idea divergently based on fluency, fading, and originality. With a more straightforward understanding, the ability to think creatively is a series of abilities from within oneself which includes the ability to distinguish, to give ideas to produce something new.

Writing is like a painting. The author has many ideas in writing it. Although technically, there are criteria that can be followed, the form that will be produced depends on the writer's expertise in expressing ideas. Many people have good ideas in their minds as a result of observing, researching, discussing, or reading. However, once the idea was reported in writing, the report felt very dry, less biting, and dull. The focus of the writing is unclear, the style of language used is monotonous, the choice of words (diction) is inaccurate, and does not hit the target, and variations of words and sentences are dry.

As a creative thinking process that takes place cognitively, the preparation of an article contains four stages, namely 1) the preparation stage, 2) the incubation stage, 3) the illumination stage, and 4) the verification stage. These four processes are not always realized by English Language learners as a foreign language. However, if traced further, almost all writing processes (essays, opinions/articles, scientific work, artistic, or even political problems) through these four stages.

First, the preparation or pre-writing stage is when the learner prepares himself, collects information, formulates problems, determines focus, processes information, draws in interpretations and inferences about the reality he faces. Second, the incubation stage is when the learner processes the information he has in such a way that leads to problem-solving. This process often goes unnoticed and indeed takes place in the subconscious region, which consciously involves the process of expanding the mind. This process can last for a few seconds to years. Usually, when a writer goes through this process, it is as if he is experiencing a scam and does not know what to do. Therefore, it is not uncommon for writers who are impatient to experience frustration because they do not find a solution to the problem they are thinking about. As if he forgets what is in our minds.

Nevertheless, in fact, our subconscious is undergoing a process of incubation that awaits the time to immediately "hatch". Third, the stage of illumination is when inspiration comes; that is, the idea comes as if it arrives in someone's mind. At this moment, what had long thought of was finding a solution or a solution. Illumination does not know the place or time. It can come when we sit in a chair while driving a car, shopping at the market, eating, and others. If these things happen, if the ideas that emerge and are eagerly awaited are immediately noted, do not let them disappear again because the momentum usually does not last long. Of course for specific events, someone writes it down after finishing work so that ideas do not just evaporate, a good writing student always provides a ballpoint or pencil and paper nearby even in his bag wherever he goes. Often people regard this illumination as inspiration. When in fact he had long or ever thought about it. Cognitively, what inspiration says is nothing more than a creative thought process. Inspiration does not come from a vacuum but effort, and there is prior input on one's cognitive references.

Fourth, the last step is verification, what is written as a result of the illumination stage is reviewed, selected and arranged according to the focus of the writing. Maybe there are parts that do not need to be written down or things that need to be added, and so on. So, at this stage, we use and confront what we write with social reality, culture, and norms that apply in society. In general, tools for measuring creativity or creative thinking consist of two tests, verbal and nonverbal. Abroad, many creative thinking tests refer to the Guilford test and the Torrance model test, which refers to the four characteristics (fluency, flexibility, authenticity, and detail) of thinking.

Meanwhile, in Indonesia, the creative thinking test also refers to the Guilford model, which all measures the dimensions of the divergent thinking operation. The verbal form test is operationally formulated as fluency, flexibility, and originality consisting of six subjects namely the beginning of a word, the arrangement of words, forming three words, the same traits, unusual usage, and what the consequences are. Furthermore, the nonverbal form test consists of four aspects of creative thinking (fluency, flexibility, originality, and elaboration) also measure creativity as the ability to make combinations of given elements.

Based on the explanations above, it can be concluded that creative thinking is an effort to involve oneself in the creative process based on intelligence, cognitive style, and personality/motivation, it is also the ability to produce or create something new. The 4P strategy is personal, motivating, process and product which, according to experts, can help develop creativity properly. It requires the role of parents in developing creativity. The theory of creative personal formation is based on three theories, namely psychoanalysis, humanistic and press. Psychoanalysis views creativity as the result of overcoming a problem that usually starts in the days of childhood. Humanistic emphasizes creativity as a result of high levels of psychological health, and creativity press requires an internal impulse within the individual (intrinsic motivation) and encouragement from the environment (extrinsic motivation).

In this study to measure students' creative thinking abilities based on the theory also refers to the Guilford model, which all measures the dimensions of the operation of divergent thinking. The verbal form test is operationally formulated as fluency, flexibility, and originality consisting of six subjects namely the beginning of a word, the arrangement of words, forming three words, the same properties, unusual usage, and what the consequences are. Furthermore, the nonverbal test of the four aspects of creative thinking (fluency, flexibility, originality, and elaboration) also measures creativity as the ability to make combinations of given elements. Based on the explanation above, it can be concluded that the nature of students' creative thinking abilities in this study is the overall skills possessed by students who demand a certain amount of knowledge. Skills in developing a series of processes that include differentiating processes, obtaining an unusual idea in thinking, generate lots of ideas, and add detail to an idea to produce something new, good, varied (artistic value) and innovative. The ability to think creatively owned by the seventh year students of the XYZ Junior High School in Medan is what will be measured in this study. Therefore, it is expected that students can improve their creative abilities to make writing short stories easier.

11. Previous Relevant Research

This research is relevant to the research conducted by Isroyati with the title "Application of the Imagination-Imagination Method by Using Photographic Image Media to Improve the Ability to Write Descriptions". This

study shows that the application of the Imagination Suggestion method in learning to write descriptions is made using quasi-experiments, while the technique used to obtain the conclusions of research results is by providing tests, observations, and filling out questionnaires. This method was declared effective with the t-test statistical analysis which showed that the tcount was 9.38 and used a significance level of 0.05 (95% confidence level) and 58 degrees of freedom obtained from the table of 2.00 proved to be tcount (9.38) > ttable (2.00). Therefore tcount > ttable, it can be concluded that the innovative suggestion method by using photographic image media is proven effective in learning to write descriptions. The results of another study by Herza Alwany with the title "The Effect of the Use of Imagination Suggestion Methods on Poetry Writing Ability of the seventh year Students of Tanjung Morawa State Junior High School 2013/2014 Academic Year". increase student activity and learning outcomes. The results of data analysis showed that the average score of the experimental group was 75.89 while the control group was 64.05. Based on the results of data analysis, it can be concluded that the application of the Imagination Suggestion method has a positive effect on the ability to write poetry for The seventh year students of Junior High School 1 Tanjung Morawa in the 2013/2014 Academic Year. In contrast to the above research, this study tried the Imagination Suggestion method in learning to write short stories. The purpose of this study was to determine differences in the ability to write short stories significantly between students who participated in learning to write short stories using the Imagination Suggestion method and students who took learning to write short stories without using the Imagination Suggestion method. This study also aims to test the Imagination Suggestion method in learning to write short stories in the seventh year students of the XYZ Junior High School in Medan.

B. CONCEPTUAL FRAMEWORK

1. The Differences in the Effects of Imagination Suggestion Methods and Inquiry Methods on Students' Short Story Writing Ability at the XWZ Junior High School

The learning method is a pattern used by teachers to form a curriculum, meaning that teachers can choose appropriate and efficient learning methods to achieve their learning goals. Thus the learning method is a general pattern

of behaviour to achieve learning goals. It is because the learning method will be helped in solving problems and understanding the learning outcomes learned. The imaginary suggestion learning method is a form of a student-oriented learning approach (student-centred Approach). It is said so because, in this strategy, students hold a very dominant role in the learning process. This method of imagination suggestion is driven by students' curiosity and students' desire to understand something or create something.

Relation to improving the ability to write short stories - It is with the imagination suggestion method that students are expected to be inspired in making short stories because students will be invited to view video clip songs so students can make short stories based on the contents of the video clip of the song. The imagination suggestion learning method will make students more creative when making a short story based on the video clip of the song displayed by the teacher in front of the class.

2. The Difference between the Influence of High Creative Thinking Ability and Low Creative Thinking Ability on Students' Short Story Writing at the XWZ Junior High School

Creative thinking is one form of characteristics that is a person's ability to give birth to something good. The ability to think creatively will be useful as a basis for determining appropriate learning methods so that it can help to improve learning outcomes. Besides, the ability to think creatively will be beneficial in the process of writing a short story because the process of thinking creative abilities will provide broad horizons and more in-depth understanding of students to determine their ideas and imagination in writing short stories.

Students with high creative thinking will be able to create creativity in using various types of written discourse to express their thoughts, feelings, and information in the form of short stories and be able to express their ideas in their writing activities. Students who think highly creative can easily express their ideas and imagination when writing short stories, quickly adjusting what is known to what is taught to students so that students quickly complete their assignments.

Based on this description, it can be assumed that being able to write short stories of students with high creative thinking skills is better than students with low creative thinking abilities.

3. The Interaction between Imagination Suggestion Method and Creative Thinking Ability to Students' Short Story Writing Ability

A teacher has a dominant role in shaping improving student learning outcomes because the teacher is the person who has the most role as the director, guide, and class manager as a team that works together to achieve their goals. Indonesian learning will provide better learning outcomes through meaningful learning, namely learning that prioritizes the readiness of cognitive structures or learning experiences by creating a learning environment to stimulate creative learning. Indonesian is a fundamental subject because it contains essential as a standard of learning by listening, reading, listening and writing.

Imagination Suggestion Method is a learning method that involves the imagination of students through suggestions given through mental depictions. To improve the ability to write short stories, the teacher must prepare the Imagination Suggestion method according to the students' abilities and subject matter. If the Imagination Suggestion method is applied correctly, then the ability of students in writing short stories can be further improved. However, if the Imagination Suggestion method is not properly implemented, then being able to write a short story is only a theoretical discourse without any real action. In addition to the method of imagination suggestion, the students' character also affects the ability to write short stories that have been owned by students.

In the learning method activities carried out by the teacher in the classroom with the method of Suggestion Imagery students are taught by involving them optimally in learning activities rangincorrectly implemented problem to be solved to evaluating the activities that have been carried out. In the English language taught by the method of imagination suggestion, learning begins with the orientation of the problem conveyed by the teacher. Then the teacher plays the song and then asks students to make a short story from the song. Students with high creative thinking ability will be separated from students with low creative thinking ability. Students with high creative thinking

ability will make their own groups and so are students with low creative thinking ability. It is done to be able to distinguish ways in solving problems offered by the teacher to them.

The teacher does this way to require each student to be actively involved in solving problems offered by the teacher. The implementation of the Imagination Suggestion method activities in the English Language lesson is carried out by analyzing the ability to write short stories of students. In this case, students are required to analyze the problem until the evaluation/reflection personally. Students with high creative thinking skills will be able to write short stories better than students with low creative thinking skills. It is because students with high creative thinking skills are better at analyzing the problems faced than students with low creative thinking abilities. This situation makes students with high creative thinking skills more motivated in short stories. At the same time, students with low creative thinking skills tend to see being able to write short stories as mere theories.

While in the English language taught by the Inquiry method, learning emphasizes the role of the teacher with the lecture method about the short story material. As a result, students only receive information about the short story material by the teacher. In the English Language lesson with this Inquiry Method, students with low creative thinking skills will prefer this Inquiry method because it does not require high creative thinking power. At the same time, students with high creative thinking ability will find it more difficult to appreciate their opinions about short stories. From the description above, it can be concluded that there is an interaction between the Imagination Suggestion method and the ability to think creatively towards being able to write short stories for students.

C. HYPOTHESIS

Based on a theoretical study, a study of relevant research results, and a theoretical framework above, the hypotheses proposed in this study are as follows. Based on the framework of thinking outlined above, the hypotheses in this study can be proposed as follows:

1. The ability to write short stories of students taught by the Imagination Suggestion method using song media is higher than students who use the

Inquiry learning method in the seventh year students of the XYZ Junior High School.

2. The ability to write short stories that have high creative thinking ability is higher than students with low creative thinking ability of the seventh year students of the XYZ Junior High School.
3. There is an interaction between the method of Imagination Suggestion using song media and the ability to think creatively on the learning outcomes of English language writing short stories in the ability of of the seventh year students of the XYZ Junior High School.



RESEARCH METHOD

A. PLACE AND TIME OF RESEARCH

The place of research is planned at the XYZ Junior High School and the research time is planned in the 2016/2017 school year of the odd semester.

B. POPULATION AND SAMPLES

1. Research Population

The population is the whole subject of research. The population in the study were the seventh year students of the XYZ Junior High School, consists of seven classes with the amount of 440 students. The selection of the XYZ Junior High School as a population because the school still uses the education unit level curriculum in which there are essential competencies of writing short stories as part of the narrative for the seventh year students in the first and second semester. Besides, in learning to write short stories at the XYZ Junior High School, they have not used the Imagination Suggestion method.

2. Research Samples

The sample is part or representative of the population studied. The sampling technique used was random sampling. Random sampling is a sampling that is done by mixing subjects in the population so that all subjects are considered equal. By using random sampling, one class was selected as the experimental group, and one other class as the control group. The seventh

year-A was selected as the control group, and the seventh year-B was selected as the experimental group. The experimental group was 40 students, and the control group was 40 students.

Table 2. Research Samples

Class	Number	Explanation
VII- A	40	The class which was threatened using imagination suggestion method
VII- B	40	The class which was treated using the Inquiry Method

C. VARIABLES AND OPERATIONAL DEFINITIONS OF RESEARCH VARIABLES

Variables in this research consisted of short story writing ability, imagination suggestion method and creative thinking ability. Imagination Suggestion Method and the ability to think creatively as an independent variable is a factor variable that is made free and varied. This variable affects the observed phenomenon. The ability of students to write short stories as the dependent variable is the variable that arises due to the presence of independent variables. Writing short stories in question is writing short stories as part of writing short stories in the seventh semester of English Language learning class.

D. RESEARCH DESIGN

This study uses a quasi-experimental method (quasi-experimental) with a 2 x 2 factorial design through this design will be compared to the influence of the method of imagination and inquiry suggestion learning on the ability to write short stories. The imagination suggestion method and the inquiry learning method are treated to the experimental group with the ability to think creatively, which varies according to high and low. In this case, the teaching method of imagination suggestion and inquiry method as independent variables, the ability to think creatively as a moderator, and the ability to write short stories as the dependent variable. These variables are then included in the research design, as in the following table.

Table 3. Factorial 2 x 2 Research Design

Creative Thinking Ability \ Learning Method	Imagination Suggestion Method using Song as Media (A1)	Inquiry Method (A2)
High (B1)	A1 B1	A2 B1
Low (B2)	A1 B2	A2 B2

Explanation:

- A : Learning Method
- A1 : Method of Imagination suggestion using Song as Media
- A2 : Inquiry Learning Method
- B : The ability to think creatively
- B1 : High creative thinking ability
- B2 : Low creative thinking ability
- A1 B1: Average short story writing ability of the students using imagination Suggestion method with the song as media with high creative thinking ability
- A1 B2: Average ability to write short stories for students using imagination Suggestion Method with the song as media low creative thinking ability
- A2 B1: Average Students' Short Story Writing Ability using Inquiry Learning Method class with high creative thinking ability
- A2 B2: Average Students' Short Story Writing Ability in Inquiry Learning Method class with low creative thinking ability

E. RESEARCH PROCEDURE

The research procedure is the stages carried out during the research process. The stages are as follows.

1. Initial Test

In the stage before the experiment, researchers need two classes, namely the experimental group and the control group. Both classes were given a preliminary test to determine the initial condition of the group before being given treatment. The experimental group and the control group depart from

the same starting point. The initial test calculation at this stage uses the t-test formula.

2. Experimentation Stage

The experimental stage involves the method, the teacher, and students. The treatment of the experimental group was conducted six times. One meeting for the initial test, four meetings for treatment, and one meeting for the final test. Each meeting lasts 2 x 40 minutes. The days and hours of research are adjusted to the class schedule of the English Language in question.

3. Experiment Group

The experimental group was given treatment using the Imagination Suggestion method. The learning steps are as follows.

- a. The teacher provides motivation in writing short stories and explanations about short stories.
- b. The teacher gives an explanation of the Imagination Suggestion method in learning to write essays.
- c. The teacher gives treatment using the Imagination Suggestion method in learning to write short stories.
- d. The results of the writing are collected to the teacher.

4. Control Group

In the control group, students followed the learning without using the Imagination suggestion method. The learning steps are as follows.

- a. The teacher motivates to write short stories and explanations about short stories.
- b. The teacher provides learning to write short stories without the imagination suggestion method.
- c. The results of the writing are collected to the teacher.

5. Final Test

After the treatment was completed, both groups were given a final test. The final test aims to see differences in students' short story writing skills after being given treatment. Final test results were analyzed using the t-test.

F. RESEARCH INSTRUMENTS

Research instruments include the development of instruments and test instruments. The development of instruments and test instruments are as follows.

1. Developing the Instrument

The instrument used in this study was a short story writing test instrument. The function of this writing test instrument is to measure students' initial and final writing abilities. After learning to write short stories using the Imagination Suggestion method, the results of student essays are assessed using the short story assessment guidelines. Guidelines for the evaluation of short stories based on the characteristics of a short story are as follows.

This test is done after students get an explanation from the teacher about the various elements of the short story builder, the steps to write a short story, and after students understand the application of the Imagination suggestion method with the song as media imagination. The final value of students writing short stories is the overall score of each aspect assessed.

Table 4. Short Story Writing Test Rating Scores

No	Scoring Aspects	Maximum Score
1	Theme and Mandate	10
2	Figure and Character	20
3	Plot	20
4	Background	10
5	Language and diction	10
6	Viewpoint	10
7	Integration of Short Story Development Elements	20
Total		100

Researchers can assess and know the results of student writing tests through aspects of the assessment. Each aspect of the assessment has elements and criteria for further explanation in the following table.

Table 5. Aspects of Rating for Short Story Writing Tests

Aspek	Criteria	Skor
Theme and Mandate	The theme and message are very relevant to the short story	9-10
	The theme and message are quite relevant to the short story	6-8
	The theme and message are quite relevant to the short story	3-5
	The theme and the message are not relevant to the short story	0-2
Figure and Character	The portrayal of figures and characterizations is clear	16-20
	The portrayal of figures and characterizations is quite clear	11-15
	The portrayal of characters and characterizations is unclear	6-10
	The portrayal of figures and characterizations is unclear	0-5
Plot	The series of events in the short story is arranged logically and in accordance with the song lyrics	16-20
	The series of events in the short story is arranged logically and exceptionally in accordance with the song lyrics	11-15
	The series of events in the short story is arranged logically and not in accordance with the song lyrics	6-10
	The series of events in the short story is arranged logically and does not match the song lyrics	0-5
Background	The choice of place, time and atmosphere that illustrates the event is very appropriate	9-10
	The choice of place, time and atmosphere that describes the	6-8

	occurrence of events is entirely appropriate	
	The choice of place, time and atmosphere that describes the occurrence of events is not right	3-5
	The choice of place, time and atmosphere that describes the occurrence of events is not appropriate	0-2
Language and diction	Use diction and language style according to the situation	9-10
	The use of diction and language style is entirely appropriate to the situation	6-8
	The use of diction and language style is not appropriate to the situation	3-5
	The use of diction and language style is not appropriate to the situation	0-2
Point of View	The point of view used can explain the characters	9-10
	The point of view used is enough to explain the characters	6-8
	The point of view used is not enough to explain the figure	3-5
	The point of view used cannot explain the character	0-2
Integration of Short Story Development Elements	The combination of the elements of the short story builder is right	16-20
	The combination of the elements to build a short story is quite right	11-15
	The combination of the elements of the short story builder	6-10
	The combination of the elements of the short story builder is not right	0-5

Based on the guidelines for evaluating the short story writing skills, it can be seen that the students' skill in writing short stories is outstanding, works well, works quite well, and works well. Students who succeed very well are students who score 85-100, students who succeed well are students who score 75-84, students who succeed in the moderate category are students who score 60-69, and students who succeed in the category less good are students who score 0.

The instrument of creative thinking ability uses a test in the form of a limited description test. With this form of test, each student test item is instructed to give as many answers as possible according to the instructions or conditions within the given time. The assessment criteria in this test are the scores obtained by students for each test item depending on the number of responses or correct answers according to the instructions given has been established.

The assessment criteria in this test depend on the answers given by respondents where each item is instructed to provide answers of 4 responses. The following are the criteria and time allocation for each sub-test.

Table 6. Description of Criteria and Timing for Creative Thinking Ability Test

No	Criteria	The Number of Correct Answers (Score)	Timing (Minutes) per Items
1	Word start		2
2	Construct words		2
3	Three-word sentence		2
4	The same properties		2
5	Unusual use		3
6	What are the consequences?		3

In measuring tests, the description of students' creative thinking abilities is determined based on Bloom's taxonomy in the cognitive domain. The cognitive domain is interpreted as a form of the domain that includes mental activities. In the cognitive domain, six levels of thought are chosen, from the lowest level to the highest level, namely 1) knowledge, 2) understanding, 3) application, 4) analysis, 5) synthesis, 6) evaluation.

Based on the cognitive domain of students' ability in terms of fluency is measured by the questions beginning sub-test questions and form a three-word sentence, student ability in terms of flexibility is measured by sub-test questions of the same properties. Students' ability in terms of originality is measured by unusual usage subtest questions. Then students in terms of elaboration are measured by a sub-test what the test results are. The instrument grid for creative thinking skills is further presented in the table.

Table 7. The Description Tests Grid on Creative Thinking Ability

No	Indicator	Criteria	Items' Number
1	Smoothness; put forward many ideas, answers from different classes by generating more than one answer that varies from different points of view and alternatives	Word start	1,2,3,4,5,6,7
2	Flexibility; generate ideas for ways, answers that vary from different points of view and alternatives	Construct words	8,9,10,11
3	Originality; produce expressions, new ways, not unusual, and make combinations that cannot be expressed	Three-word sentence The same properties	12,13,14,15 16,17,18
4	Elaboration; enrich and develop an idea, add or detail the details of an object of ideas becomes more and more clear	Unusual word use What are the consequences?	19,20,21,22,23 24,25,26,27,28,29,30
Total			30

2. Testing the Instrument

Arikunto (2008: 151) stated that research instruments are tools or facilities used by researchers in collecting data so that their work is more manageable and the results are better in the sense of being more accurate, complete and systematic so that it is easy to process. Before being used, the observation sheet was able to write a short story first tested to determine its reliability.

The reliability testing of the Indonesian learning outcomes assessment instrument was carried out with the agreement of two observers/assessors. The magnitude of F_{count} was consulted on F_{table} at a significance level of 5%. If $F_{count} < F_{table}$, it can be concluded that there is no difference between the observations of the two assessors (observers) and this proves that the observation sheet can be used.

G. DATA COLLECTING TECHNIQUES

The technique of data collection is done by writing a short story test. "The test is a systematic instrument or procedure for measuring a sample of behaviour" (Nurgiyantoro, 2012: 144). The thing measured in this study is the ability to write short stories of students.

H. DATA ANALYSIS TECHNIQUES

Data analysis was performed after all data used in this study were collected. The data analysis technique used is the t-test. A T-test is used to test the differences between the initial test and the final test on the experimental group that follows learning using the Imagination Suggestion method and the control group which follows the learning without using the Imagination Suggestion method.

1. Data Analysis Requirements

The data analysis requirements include the test data normality test and the data homogeneity test. Test data normality and homogeneity variance test.

a. Test Normality Distribution

Data normality test is conducted to assess whether the research data is standard or not. Normality test is performed on the initial writing score and the final writing score. Testing the normality of data distribution using the Kolmogorov Smirnov normality test by conducting the p rule. If the value of $p > 0.05$, the data is normally distributed.

b. Variance Homogeneity Test

Homogeneity variance test is performed to determine whether the variance of samples from the same population is uniform or not. Homogeneity test of variance in this study using SPSS 16.0 computer program. By utilizing the SPSS calculation results, the homogeneity of the

variance has no variance or homogeneous difference if the significance score is more excellent than 5% (0.05).

2. Application of Data Analysis Techniques

This data analysis aims to test the research hypothesis, which is to find out significant differences in short story writing ability between the experimental group using the Imagination Suggestion method and the control group who do not use the Imagination Suggestion method. In addition, to determine the effectiveness of the Imagination Suggestion method in learning to write short stories. The following are the results of data analysis using t-test.

a. Free Sample T-Test

The t-test for free samples in this study was used to test the significant short story writing ability differences between the control group and the experimental group.

b. T-Test Sample Related

The related sample t-test in this study was used to test the effectiveness of the Imagination Suggestion method in learning to write short stories for the seventh year Junior High School of XYZ

I. STATISTICAL HYPOTHESIS

The statistical hypothesis is also called the null hypothesis. The null hypothesis (H₀) statistically is stated by the statement that there is no relationship between variable X and variable Y. The hypothesis is tested in the following formula.

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

1. First Hypothesis

Information:

- H₀: There is no significant difference in the ability to write short stories Between students who take learning to write short stories using the Imagination Suggestion method and students who take learning to write short stories without using the imagination suggestion method.
- H_a: There is a significant difference in the ability to write short stories between students who take learning to write short stories using the

Imagination Suggestion method and students who take learning to write short stories without using the imagination suggestion method.

- μ_1 : Use of the Imagination Suggestion method in learning to write short stories.
- μ_2 : Learning to write short stories without using the Imagination Suggestion the method in learning to write short stories.

2. **Second Hypothesis**

Information:

- H_0 : Imagination Suggestion Method is not effective in learning to write short stories for the seventh year students of the XYZ Junior High School.
- H_a : Imagination Suggestion Method is not effective in learning to write short stories for the seventh year students of the XYZ Junior High School.
- μ_1 : Use of the Imagination Suggestion method in learning to write short stories.
- μ_2 : Learning to write short stories without using the Imagination Suggestion method in learning to write short stories.



RESULT AND DISCUSSION

A. DATA DESCRIPTION

The description of the data is intended to provide a general description of the data collected in accordance with the objectives of this study. The description of the data is divided into eight parts, namely the ability to write short stories of students taught with the imagination suggestion method using the median song (A1), the ability to write short stories of students taught with inquiry (A2), the ability to write short stories of students with high creative thinking abilities (B1), writing ability of students with low creative thinking ability (B2), students' Short Story Writing Ability with high creative thinking ability with song media imagination suggestion method (A1B1), students' Short Story Writing Ability with low creative thinking ability with song media imagination suggestion method (A1B2), the ability to write short stories of students with high creative thinking ability with the inquiry method (A2B1), the ability to write short stories of students with low creative thinking ability with the inquiry method (A2B2).

The process of obtaining data is done by giving a score on each item in the short answer of ability writing test sheet that has been filled out by students who are the research subjects. The numbers presented are processed from raw data using descriptive statistics, illustrating the average value, standard deviation, median, and frequency distributed data accompanied by the figure

in the form of a histogram. A description of the data for each of the research variables is presented as follows:

1. Students Short Story Writing Skills Taught Using Imagination Suggestion Method with Song as the Media

Data on the ability to write short stories of students taught using the media imagination suggestion method numbered 40 pieces with a total score of 3239. Based on descriptive statistical data, obtained an average value of 80.645 modes of 80 medians 80, and a standard deviation of 7.82. Empirically the lowest score 60 and the highest score is 90. The distribution of short-story variable score ability in the form of the frequency distribution is presented in the following table.

Table 8. Frequency Distribution of Students' Short Story Writing Ability Scores Taught Using Imagination Suggestion with Song as Media

No	Interval Class	Frequency	Cumulative Frequency	Relative frequency (%)
1	60 – 66	3	3	7,5
2	67 – 73	2	5	5
3	74 – 80	16	21	40
4	81 – 87	10	31	25
5	88 – 94	7	38	17,5
6	95 – 101	2	40	5
Total		40		100

From the table above, it can be seen that there are about 12.5 of the value of the ability to write treatment of suggestion methods below the average, 40% equal to the average, and 47% above the average. The distribution (distribution) of the ability to write short stories visually is considered in the form of a histogram in the following figure.

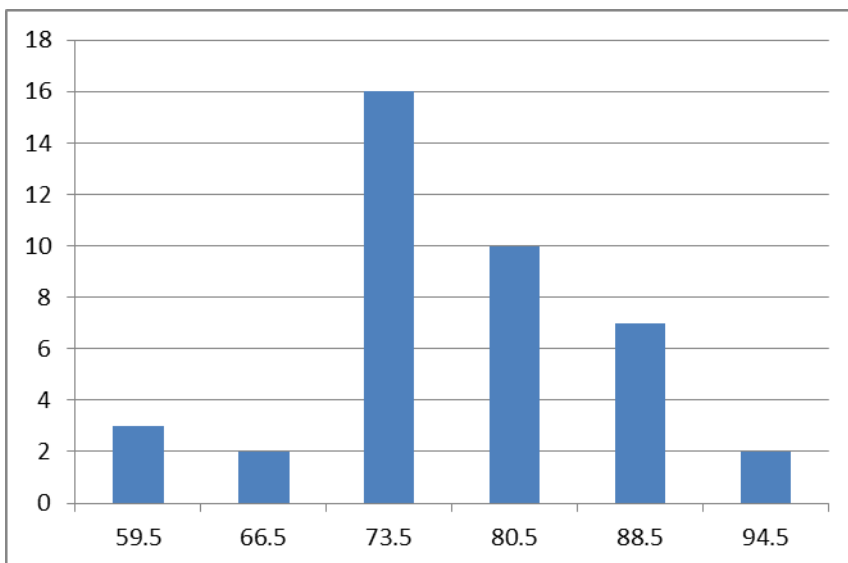


Figure 1. Histogram of Students' Short Story Writing Ability Taught Using the Imagination Suggestion Method.

2. The Students' Short Stories Writing Ability Taught Using Inquiry Method

The data of students' short story writing skills taught using the inquiry method totalled 40 pieces with a total score of 2743. Based on the calculation results, an average grade of 80 modes was obtained by 60 medians 67, and a standard deviation of 80 empirically the lowest score of 50 and the highest score of 85. The distribution of the score data of the short story writing ability variable in the form of a frequency distribution is presented in the following table.

Table 9. Frequency Distribution of Students' Short Story Writing Ability Taught Using the Inquiry Method

No	Interval Class	Frequency	Cumulative Frequency	Relative frequency (%)
1	50 – 56	4	4	10
2	57 – 63	9	13	22,5
3	64 – 70	10	23	25
4	71– 77	7	30	17,5

5	78 – 84	9	39	22,5
6	85 – 91	1	40	2,5
Total		40		100

From the table above, it can be seen that there are about 32.5% of the ability to write the inquiry treatment method is below average, 25% is equal to average, and 42.5% is above average. The distribution (distribution) of the ability to write short stories visually is considered in the form of a histogram in the following figure.

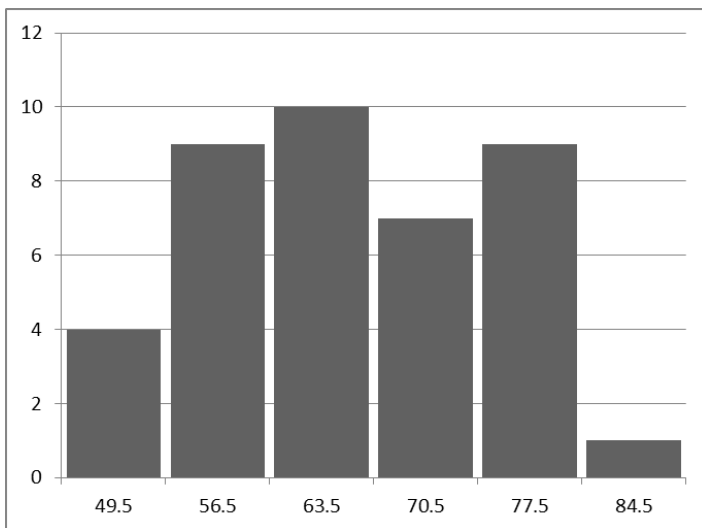


Figure 2. Histograms of Students' Short Story Writing Capabilities Taught Using the Inquiry Method

3. Students' Short Story Writing Ability with High Creative Thinking Ability

Data on the ability to write short stories of students taught using the method of suggestion and inquiry that have high thinking abilities amounted to 45 with a total score of 3440. Based on the calculation results, an average score of 76.44 modes is 80 median 78, and the standard deviation is 9, 156. Empirically, the lowest score is 60, and the highest score is 95. The distribution of the score data of the ability to write short stories in the form of the frequency distribution is presented in the following table.

Table 10. Frequency Distribution of Students' Short Story Writing Ability Scores with High Creative Thinking

No	Interval Class	Frequency	Cumulative Frequency	Relative frequency (%)
1	60 – 66	13	13	28,8
2	67 – 73	3	16	6
3	74 – 80	14	30	31
4	81 – 87	9	39	20
5	88 – 94	4	43	8
6	95 – 101	2	45	4
Total		45		100

From the table above, it can be seen that there are around 34.8% of the ability to write treatment suggestions for methods that have the high ability are below average, 31% are equal to average, and 32% are above average. The distribution (distribution) of the ability to write short stories visually is considered in the form of a histogram in the following figure.

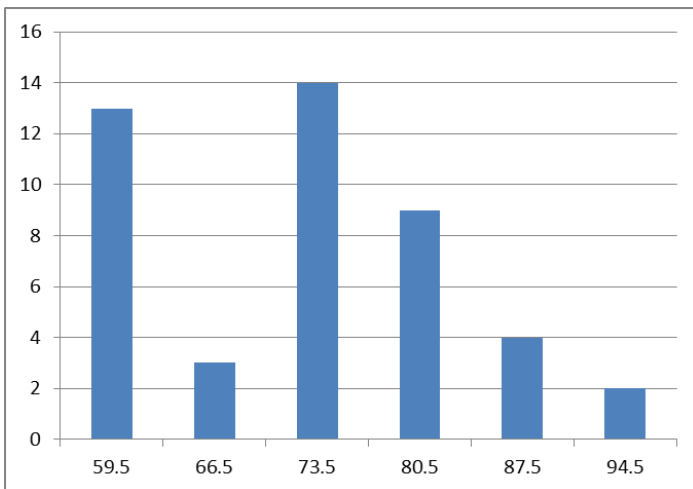


Figure 3. Histogram of Students' Short Story Writing Ability with High Creative Thinking Ability

4. Students' Short Story Writing Ability With Low Creative Thinking Abilities

Data on the ability to write short stories of students taught using the method of suggestion and inquiry that have low thinking ability, amounting to 35 people with a total score of 2542. Based on the calculation results, an average score of 76.44 was obtained. The mode is 78, the median is 75, and the standard deviation is 10.808. Empirically the lowest score is 50, and the highest score is 90. The distribution of the score data of the ability to write short stories in the form of the frequency distribution is presented in the following table.

Table 11. Frequency Distribution of Students' Short Story Writing Ability Scores with Low Creative Thinking

No	Interval Class	Frequency	Cumulative Frequency	Relative frequency (%)
1	50 – 57	4	4	8,57
2	58 – 65	5	9	25,71
3	66 – 73	7	16	20
4	74 – 81	13	29	37,14
5	82 – 89	5	34	11,42
6	90 – 97	1	35	2,85
Total		35		100

From the table above, it can be seen that there are around 54.28% of the value of the ability to write the treatment of suggestion and inquiry methods that have high ability below the average, 37.14% the same as the average, and 14.27% above average. The distribution (distribution) of the ability to write short stories visually is considered in the form of a histogram in the following figure.

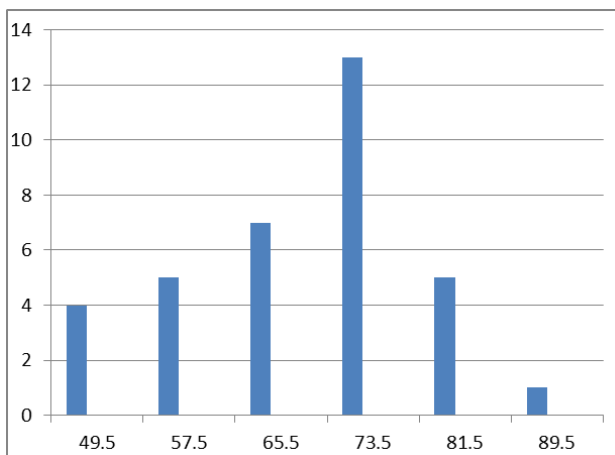


Figure 4. Histogram of Students' Short Story Writing Ability with Low Creative Thinking Ability

5. Short Story Writing Ability Students With High Creative Thinking Abilities Using the Song Media Imagination Suggestion Method

Data on the ability to write short stories of students taught using the suggested method that can think positively, totalling 24 people with a total score of 1975. Based on the calculation results, an average score of 82.29 was obtained. The mode is 80, the median is 83, and the standard deviation is 7.849. Empirically the lowest score is 65, and the highest score is 95. The distribution of the score data of the ability to write short stories in the form of the frequency distribution is presented in the following table.

Table 12. Frequency Distribution of Students' Short Story Writing Ability Scores with High Creative Thinking Abilities Taught Using Imagination Suggestion Method with Song as Media

No	Interval Class	Frequency	Cumulative Frequency	Relative frequency (%)
1	65 – 70	2	2	8,33
2	71 – 76	3	5	20,83
3	77 – 82	6	11	25
4	83 – 88	8	19	33,33
5	89 – 94	3	22	12,5

6	95 – 100	2	24	8,33
Total		24		100

From the table above, it can be seen that there are about 40.16% of the value of the ability to write the suggested treatment method that has a high ability below the average, 33.33% the same as the average, and 20.83% above the average flat. The distribution (distribution) of the ability to write short stories visually is considered in the form of a histogram in the following figure.

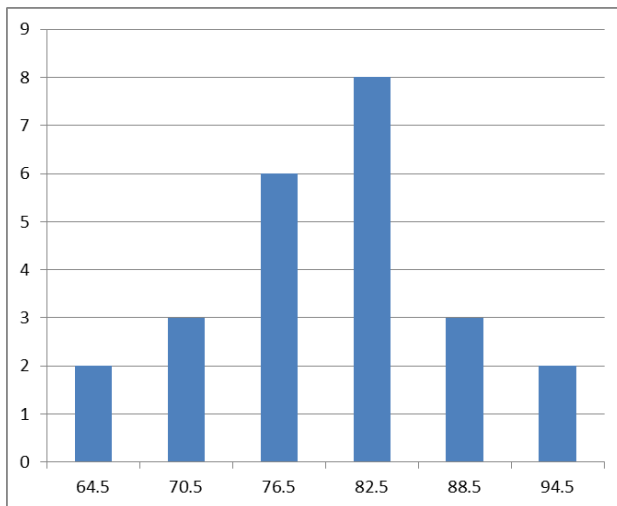


Figure 5. Histogram of Students' Short Story Writing Ability Taught Using Imagination Suggestion Method with High Creative Thinking

6. Students' Short Story Writing Ability with Low Creative Thinking Abilities Taught Using Imagination Suggestion Method with Song as the Media

The data of students' short story writing skills taught using the suggested method that has low thinking ability, amounted to 16 people with a total score of 1264. Based on the calculation results, an average score of 79 was obtained. The mode was 78, the median was 79, and the standard deviation was 7,607. Empirically the lowest score is 60, and the highest score is 90. The distribution of the score data of the ability to write short stories in the form of the frequency distribution is presented in the following table.

Table 13. Frequency Distribution of Students' Short Story Writing Ability Scores with Low Creative Thinking Abilities Taught Using Imagination Suggestion Method with Song as Media

No	Interval Class	Frequency	Cumulative Frequency	Relative frequency (%)
1	60 – 66	1	1	6,25
2	67 – 73	2	3	12,5
3	74 – 80	7	10	62,5
4	81 – 87	3	13	18,75
5	88 – 94	3	'16	18,75
Total		16		100

From the above table, it can be seen that there are about 18.75% of the value of the ability to write the suggested treatment method that has a high ability below the average, 62.5% equal to the average, and 37.5% above the average flat. The distribution (distribution) of the ability to write short stories visually is considered in the form of a histogram in the following figure.

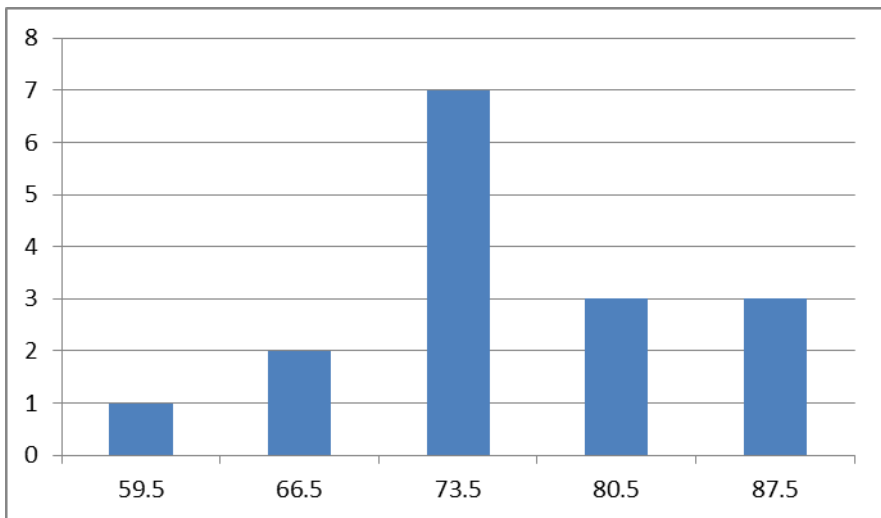


Figure 6. Histogram of Students' Short Story Writing Ability with Low Creative Thinking Taught Using Imagination Suggestion Methods

7. Students' Short Story Writing Ability with High Creative Thinking Abilities Taught Using the Inquiry Method

The data of the ability to write short stories of students who were taught using the suggested method that has low thinking ability, totalling 21 people with a total score of 1465. Based on the calculation results, the average value of 69.76 was obtained. The mode is 60, the median is 66, and the standard deviation is 8.061. Empirically the lowest score is 60, and the highest score is 85. The distribution of the score data of the short story writing ability in the form of the frequency distribution is presented in the following table.

Table 14. Frequency Distribution of Students' Short Story Writing Ability Scores with High Creative Thinking Abilities Taught Using Inquiry Methods

No	Interval Class	Frequency	Cumulative Frequency	Relative frequency (%)
1	60 – 65	10	10	47,61
2	66 – 71	2	12	9,52
3	72 – 77	4	16	19,04
4	78 – 83	4	20	19,04
5	84 – 89	1	21	4,76
Total		21		100

From the table above, it can be seen that there are about 47.61% of the value of the ability to write suggestion treatment methods that have the high ability are below the average, 9.52% are the same as the average, and 42.82% above the average flat. The distribution (distribution) of the ability to write short stories visually is considered in the form of a histogram in the following figure.

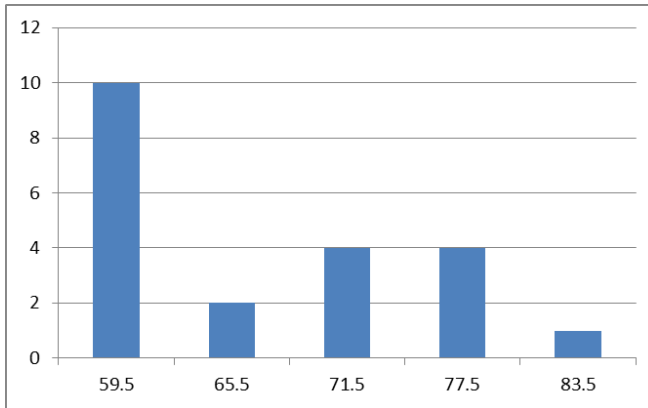


Figure 7. Histogram of Students' Short Story Writing Ability with High Creative Thinking Taught Using Inquiry Methods

8. Short Story Writing Ability Students With Low Creative Thinking Abilities Using Inquiry Methods

Data on the ability to write short stories of students taught using inquiry methods that have low thinking abilities, amounting to 19 people with a total score of 1278. Based on the calculation results, the average value of 67.23 was obtained. The mode is 50, the median is 68, and the standard deviation is 10.294. Empirically the lowest score is 50, and the highest score is 81. The distribution of the score data of the short story writing ability in the form of the frequency distribution is presented in the following table.

Table 15. Frequency Distribution of Students' Short Story Writing Ability Scores with Low Creative Thinking Abilities Taught Using Inquiry Methods

No	Interval Class	Frequency	Cumulative Frequency	Relative frequency (%)
1	50 – 56	4	4	21,05
2	57 – 63	4	8	21,05
3	64 – 70	3	11	15,78
4	71 – 77	3	14	15,78
5	78 – 84	5	19	26,31
Total		19		100

From the table above, it can be seen that there are about 42.1% of the ability to write the suggested treatment method that has a high ability below the average, 15.78% is the average, and 42.09% above the average flat. The distribution (distribution) of the ability to write short stories visually is considered in the form of a histogram in the following figure.

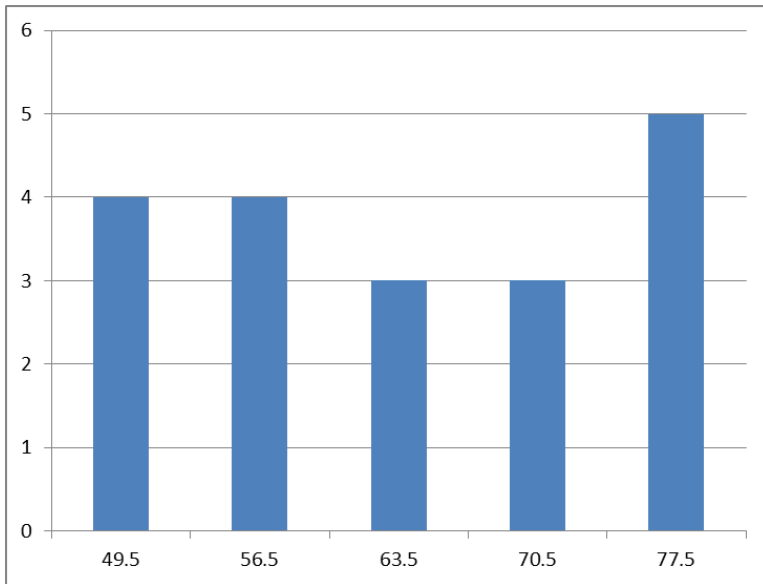


Figure 8. Histogram of Students' Short Story Writing Ability Taught Using Inquiry Methods with Low Creative Thinking Ability

B. TESTING REQUIREMENTS ANALYSIS

Testing requirements analysis aims to determine whether the data distribution is normal and homogeneous. Therefore, the requirements analysis test is carried out by the liliforts method for the normality test and the Barlett test for testing the hypothesis.

1. Data Normality Test

Data normality test is done by using the Lililefort test with a null hypothesis (H_0) which states that the sample comes from a normally distributed population. Acceptance or rejection (H_0) based on a comparison of the price of Lhitung (L_h) < L_{table} (L_t) at a significant level α of 0.05, then the

data is a normal distribution. Normality test was conducted for two treatments, namely learning groups taught using the song media suggestion method and the inquiry method.

- a. The Data Normality Test of Students' Short Story Writing Ability Taught Using Imagination Suggestion Method with Song as Media (A1) and the Inquiry method (A2)

Table 16. The Results of Data Normality Test for Students' Short Story Writing Abilities with Song as Media (A1) and the Inquiry method (A2) Taught Using Imagination Suggestion Method

Data Group	N	L_h	L_t	Conclusion
A ₁	40	0,031	0,140	Normal
A ₂	40	0,111	0,140	Normal

This table shows that from the two data groups (A1 and A2) obtained at the price of $L_{count} (L_c) < L_{table} (L_t)$. Therefore, it can be stated that the data of students' short story writing ability taught by the method of song media imagination suggestion and those taught by inquiry methods are normally distributed. The Data Normality Test for Students' Short Story Writing Ability with High Creative Thinking Ability (B1) and Low Thinking Ability (B2)

Table 17. The Result of the Data Normality Test for Students' Short Story Writing Ability (B1) and (B2)

Data Group	N	L_h	L_t	Conclusion
B ₁	45	0,0432	0,132	Normal
B ₂	35	0,115	0,149	Normal

This table shows that from the two data groups (B1 and B2) obtained at the price of $L_{hitung} (L_h) < L_{table} (L_t)$. Therefore, it can be stated that the Students' Short Story Writing Ability with high creative thinking ability and with low creative thinking ability is normally distributed (the calculations are in Appendix 11)

- b. Data Normality Test for Students' Short Story Writing Ability A1b1, A1b2, A2b1, and A2b2

Table 18. The Data Normality Test Results for Students' Short Story Writing Abilities A1b1, A1b2, A2b1, and A2b2

Data Group	N	L_h	L_t	Conclusion
A ₁ B ₁	24	0,0178	0,173	Normal
A ₁ B ₂	16	0,0724	0,213	Normal
A ₂ B ₁	21	0.0663	0,190	Normal
A ₂ B ₂	19	0,0912	0,195	Normal

This table shows that from the two data groups (A1b1, A1b2, A2b1, and A2b2) obtained at the price of Lcount (Lc) <Ltable (Lt). Therefore, it can be stated that the data of the ability to write short stories of students with high creative thinking abilities are taught by the method of suggesting song media imagination and those with low creative thinking abilities are taught by the method of song media imagination suggestion. The ability to write short stories of students with the ability to think high creative taught by the inquiry method and the ability to write short stories of students with low creative thinking abilities taught by the inquiry method are normally distributed.

2. Variance Homogeneity Test

Homogeneity test of variance data on students' ability to write comprehension taught by the song media imagination suggestion method (A1) and inquiry method (A2) data on the ability to write short stories of students with high creative thinking ability (B1) and low creative thinking ability (B2) are performed using tests Fisher (Test F). Then the fourth set of homogeneity tests (A1B1, A1B2, A2B1, and A2B2) were carried out using the Bartleft test.

- a. Homogeneity Test of Students Short Story Writing Ability Using the Song Media Imagination Suggestion Method (A1) and Inquiry Method (A2)

Table 19. The Homogeneous Test Results of Students Short Story Writing Ability Data (A1) (A2)

Data Group	N	Dk	S_t^2	F_h	F_t	Conclusion
A ₁	40	39	62,25	1,34	1,69	Homogeneous
A ₂	40	39	83,84			

This table shows that from the two data groups (A1 and A2) obtained at the Lcount price <Ltable (1.34 <1.69). Therefore, it can be stated that the data of students' short story writing ability taught by the method of Imagination, song media imagination, and those taught by the inquiry method are homogeneously distributed.

- b. Homogeneity Test of Data Variance Short Story Writing Ability Students With High Creative Thinking Ability (B1) and Low Thinking Ability (B2)

Table 20. The Results of Data Homogeneity Test in Students' Short Story Writing Ability (B1) (B2)

Data Group	N	Dk	S _t ²	F _h	F _t	Conclusion
B ₁	45	44	101,687	1,148	1,72	Homogeneous
B ₂	35	34	116,812			

This table shows that from the two group data (B1 and B2) obtained at the Lcount price <Ltable (1.148 <1.72). Therefore, it can be stated that the data of the ability to write short stories of students with high creative thinking ability and with low creative thinking ability is the homogeneous distribution (calculations are in Appendix 12)

- c. The Data Homogeneity Variance Test of the Students' Short Story Writing Ability A1b1, A1b2, A2b1, and A2b2

Table 21. The Data Homogeneity Variance Test of the Students' Short Story Writing Ability A1b1, A1b2, A2b1, and A2b2

Sample	Varian	F _{count}	F _{Table}	Conclusion
High SIBK	7,849	4,403	7,814	Homogeneous
Low SIBK	7,067			
High IBK	8,061			
Low IBK	10,294			

From the table above we get 4,403 and = 7,814 at a significant level $\alpha = 0.05$ $df = 3$. The calculation results state that = 7,814, so it can be concluded that the samples come from populations that have homogeneous variances. Based on the student short story writing ability score data, the next step is to calculate the total score and the average score of each treatment group according to the ANAVA table which can then be used as a basis for statistical decisions for hypothesis testing, as in the following table as follows:

Table 22. Testing the Research Hypothesis by Using Anava 2 x 2

Variable		Learning Method		Total
Creative Thinking	High	Imagination Suggestion Method	Inquiry Method	
		N = 24 $\bar{X} = 82,29$ $\Sigma X = 1975$ $\Sigma X^2 = 163943$ S = 7,849	N = 21 $\bar{X} = 69,76$ $\Sigma X = 1465$ $\Sigma X^2 = 103501$ S = 8,061	N = 45 $\bar{X} = 76,025$ $\Sigma X = 3440$ $\Sigma X^2 = 267444$ S = 10,084
	Low	N = 16 $\bar{x} = 79$ $\Sigma X = 1264$ $\Sigma X^2 = 100724$ S = 7,607	N = 19 $\bar{X} = 67,26$ $\Sigma X = 1278$ $\Sigma X^2 = 87870$ S = 10,294	N = 35 $\bar{X} = 73,13$ $\Sigma X = 2542$ $\Sigma X^2 = 188594$ S = 10,808
Total		N = 40 $\bar{X} = 80,645$ $\Sigma X = 3239$ $\Sigma X^2 = 264667$ S = 7,826	N = 40 $\bar{X} = 68,51$ $\Sigma X = 2743$ $\Sigma X^2 = 191371$ S = 9.15	N = 80 $\bar{X} = 74,577$ $\Sigma X = 5982$ $\Sigma X^2 = 456038$ S = 10,514

Both requirements of the analysis turned out to be fulfilled. Therefore, hypothesis testing can be done.

3. Hypothesis Testing

Submission of hypotheses is made to prove the truth of hypotheses that have been established so that obtained in the design of research accepted or rejected. Submitting hypotheses using a 2 x 2 factorial variance analysis (Anava) technique.

Table 23. Summary of Factorial Anava 2 x 2

Varian Source	Dk	JK	RJK	F _{count}	F _{table (1.76) (α = 0.05)}
Learning Method	1	44026,578	44026,578	3,566	
Creative Thinking	1	80377,175	80377,175	6,510	3,97
Interaction	1	822577,737	822577,737	66,630	
Error	76	85947,54	80377,175		
Total	79	1032929,03			

- a. The Difference in Ability to Write Short Stories Taught by the Imagination Suggestion Method with Song as Media Imagination and Inquiry Method
The statistical hypothesis that the school tested was as follows.

Ho : $\mu A1 = \mu A2$

Ha : $\mu A1 > \mu A2$

The table above shows that from Anava learning method data obtained Fcount = 3.566 and at a significance level $\alpha = 0.005$ Ftable = 3.97. So, Fcount > Ftable (3,566 > 3.97) so that Ho (Hypothesis zero) is rejected and Ha (Alternative Hypothesis) is accepted. Thus the research hypothesis which states that the ability to write short stories students who are taught with the method of Imagination suggest song media is higher than the ability to write short stories of students who are taught by using the inquiry method, tested for truth.

- b. Differences in the ability to write short stories students with the ability to think creatively The statistical hypothesis that the school tested was as follows.

Ho : $\mu_{B1} = \mu_{B2}$

Ha : $\mu_{B1} > \mu_{B2}$

The table above shows that from ANOVA learning method data obtained $F_{count} = 6.50$ and at a significance level $\alpha = 0.005$ $F_{table} = 3.97$. So, $F_{count} > F_{table}$ so that H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. Thus the research hypothesis which states that the ability to write students with high creative thinking ability is higher than the ability to write short stories of students with low creative thinking ability tested the truth.

c. Interaction between Learning Methods and Creative Thinking Ability to Influence Short Story Writing Ability

The statistical hypothesis that the school tested was as follows.

Ho : $A > B = 0$

Ha : $A > B \neq 0$

The above table shows that from Anava data about the interaction of learning methods and the ability to think creatively in influencing the ability to write short stories obtained $F_{Count} = 66.630$ and at a significance level $\alpha = 0.005$ $F_{table} = 3.97$. So, $F_{Count} > F_{table}$ so that H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. Thus the research hypothesis which states that there is an interaction between learning methods and the ability to think creatively in influencing the ability to write short stories is verified.

The interaction of learning methods and the ability to think creatively in influencing the ability to write short stories students, it is necessary to do further tests (point hoc test) to determine the average value of the ability to write a short story sample which is different. To find out the form of interaction between learning methods and the ability to think creatively in influencing the ability to write short stories, a Scheffe test was carried out.

Table 24. The Summary of Scheff Test Calculation Results

Compared Group Score	F_{Count}	$F_{table (3,76)}$ $\alpha = 0,05$	Ket
$\mu_{A_1B_1}$ with A_2B_1	12,94	2,72	Significant
$\mu_{A_1B_1}$ with A_2B_2	13,095	2,72	Significant
$\mu_{A_1B_1}$ with A_1B_2	3,145	2,72	Significant

$\mu_{A_2B_1}$ with A_2B_2	0,772	2,72	Insignificant
$\mu_{A_2B_1}$ with A_1B_2	8,395	2,72	Significant
$\mu_{A_2B_2}$ with A_1B_2	10,670	2,72	Significant

In the table above contains a summary description of the results of the Scheff test calculation, it can be concluded that there are six pairs of statistical hypotheses which can be stated individually as follows:

- From the calculation using the Scheffe test in the table above shows that $F_{Count} = 12.94 > F_{table} = 2.72$, thus giving a decision to reject H_0 . Thus the results of research that states that the ability to write short stories if taught by using the suggestion of Imagination is higher compared to the inquiry method for students with high creative thinking abilities tested truth.
- From the calculation using the Scheffe test in the table above shows that $F_{Count} = 13,095 > F_{table} = 2.72$, thus giving a decision to accept H_0 . Thus the results of research that states that the ability to write short stories of students with low creative thinking abilities when taught using inquiry learning methods is higher than the learning outcomes of students with low creative thinking abilities when taught with imaginative suggestion learning methods whose truth is tested. Thus the ability to write short stories students who are taught by using the method of inquiry learning there is a difference compared to the ability to write short stories students who are taught using the imagination suggestion learning method for students with low creative thinking abilities.
- From the calculation using the Scheffe test in the table above shows that $F_{count} = 3.145 > F_{table} = 2.7$, thus giving a decision to reject H_0 . Thus the research hypothesis which states that the ability to write short stories of students with high creative thinking abilities when taught using inquiry learning methods is higher compared to students with low creative thinking abilities tested for truth.
- From the calculation using the Scheffe test in the table above shows that $F_{count} = 0.772 < F_{table} = 2.75$, thus giving a decision to accept H_0 . Thus the research hypothesis which states that the ability to write short stories of students with high creative thinking abilities if taught by using imaginative learning methods is higher than the learning outcomes of students with

low creative thinking abilities if taught with imaginative suggestion learning methods. Thus there is no difference between the ability to write short stories students who are taught by using the method of imagination suggestion learning both with high and low creative thinking abilities with low creative thinking abilities.

- From the calculation using the Scheffe test in the table above shows that $F_{count} = 8.339 > F_{table} = 2.75$, thus giving a decision to reject H_0 . Thus the research hypothesis which states that the ability to write short stories of students with high creative thinking abilities when taught using the inquiry learning method is higher compared to students with low creative thinking abilities who are taught by using imagined suggestion learning methods whose truth is tested.
- From the calculation using the Scheffe test in the table above shows that $F_{count} = 10.670 > F_{table} = 2.75$, thus giving the decision to accept H_0 . Thus the research hypothesis which states that the ability to write short stories of students with high creative thinking abilities if taught by using the method of imagination suggestion learning is higher than using inquiry learning methods for low creative thinking abilities tested for truth. Thus there is a difference between the learning outcomes of students who are taught with the teaching methods of imagination suggestion and have high creative thinking abilities with the learning outcomes of students who are taught with inquiry learning methods and have low creative thinking abilities.

C. DISCUSSION OF RESEARCH RESULTS

The data obtained in this study turned out to show that all hypotheses were accepted; each hypothesis of the study stated as follows.

1. The Ability to Write Short Stories of Students who are Taught Using the Method of Media Imagination: Imagination Is Higher than the Ability to Write Short Stories of Students who are Taught Using the Inquiry Method

The results of this study indicate that the average value of students' short story writing ability taught using the imagination suggestion method is higher than the average value of students' short story writing ability taught using the inquiry method. It shows that the ability to write short stories of students

taught by the method of suggestion of song media imagination is higher than the ability to write short stories taught by using inquiry methods.

Imagination Suggestion Method is a learning method that involves the Imagination of students through suggestions given through mental depictions. "Imagination is often seen as something that is set aside from the core of education, something that is noticed by giving students time to express themselves. Imagination Suggestion Method is a method that utilizes the use of songs in learning. The principles of relationships and compatibility maximize the effectiveness of songs as media. It shows that the song plays an important role in this method because it helps suggest that it gives rise to the Imagination of someone who listens to it. This method uses song clip video media that can be exploited to help improve writing skills. With the method of imagination suggestion, song video clips are not only used to create a comfortable atmosphere but also provide suggestions that stimulate the development of students' Imagination.

The purpose of imaginative education is to make students who know, who are able to think flexibly, creatively, and with the energy of the knowledge, they gain about the world and experience. The method of imagination suggestion through song media is an activity of giving shadows present and appearing before the eyes of the mind but not consciously concentrating the contents of the shadows. In contrast, students look at the shadows carefully described the external focus (recording or listening device) the contents of the shadows in detail.

Learning through the Imagination Suggestion method can be done by having the type of experience that has been experienced directly or indirectly by students. Thus students are invited to recall events in the past and then recount them. Students must recall things that have been experienced based on the power of Imagination with the help of all five senses. What he feels, he hears, he sees, he kisses, he touches, and he experiences it as the main object of his writing.

The imagination suggestion method through song has the following steps: (1) find whatever Imagination happens to be in your mind, (2) do not decide consciously what you want to see, (3) close your eyes to see with a free imagination, (4) whatever impression you want to find, even if it is trivial, superficial, and unrelated, express the Imagination, (-) tell it quickly and flow,

even if only just, briefly, and concisely, (6) let ourselves be surprised by the expression of our Imagination to ourselves.

While the inquiry method is a way of conveying lessons by examining something critical, analyst, and argumentative by using specific steps to conclusions, the inquiry method gives attention to encouraging students to develop problems. Efforts to develop the discipline and skills students need to help solve problems with curiosity. The steps of the inquiry method process are as follows: (1) make students aware that they have something curious. (2) a mass formulation which must be solved by students. (3) establishing temporary or hypothetical answers. (4) searching for information, data, facts needed to answer a problem or hypothesis. Draw conclusions on the answers, apply conclusions or generalizations. Inquiry method is a discovery method that is often used in solving a problem.

In general, learning methods that enable students to learn to produce better learning outcomes. Based on the results of research, the average student learning outcomes taught using the imagination suggestion method are higher than the learning outcomes taught using the inquiry method. That is, the imagination suggestion method through mental songs, students are more active in writing short stories when compared to the inquiry method.

So, it can be concluded that the ability to write short stories of students taught by using the method of imagination suggestion through songs is higher than the ability to write short stories of students who are taught using the inquiry method.

2. The Ability to Write Short Stories that Have High Creative Thinking Abilities is Higher than the Ability to Write Short Stories that Have Low Creative Thinking Skills

The results of this study indicate that the average Students' Short Story Writing Ability with high creative thinking ability is higher than the average value of short story writing ability that has low cognitive thinking ability. It indicates that students with high creative thinking ability are more able to write short stories compared to students with low creative thinking ability. The creative process with creative thinking is a process of seeing or creating relationships both consciously and unconsciously in the process of operation. It is due to creative thinking having single traits, being free to look for different

directions, rejecting old social attitudes, trying to find something new if necessary.

The ability to think creatively is the ability to elaborate on ideas divergent based on fluency, flexibility, and originality. In this case, the ability to elaborate an idea is the ability to develop, detail, respond to, and enrich or expand an idea. Every child has created; it is just that not all children develop their creativity correctly. Creative thinking is one of a series of processes that includes the process of distinguishing, obtaining an unusual idea (unique) in thinking, producing multiple ideas, and adding details to an idea so that it produces something new, good, varied (artistic value), and innovative.

One factor that causes differences in the ability to think creatively in the method of imagination suggestion and inquiry methods in the teaching and learning process wherein the method of Imagination suggestion used in writing short stories using songs so that students are more interested and more creative in writing short stories.

Therefore, the ability to write short stories that have high creative thinking ability is higher than the ability to write students with low creative thinking ability because the positive influence of creative thinking ability on students with high creative thinking ability is more significant than students with low creative thinking ability, in the implementation of learning to write short stories. This conclusion can be supported by research which states that the ability to write narratives of students with high creative thinking abilities obtain better results when compared to students with low creative thinking abilities.

3. Interaction between Imagination Suggestion Method Using Song and the Ability to Think Creatively in Influencing the Ability to Write Short Stories

The results showed that there was an interaction between learning methods and the ability to think creatively in influencing the ability to write short stories. The existence of the interaction in question can be known from the following matters.

- a. The average value of the ability to write short stories of students of low creative thinking groups taught using the imagination suggestion method through songs is higher than the average value of the ability to write short stories of low creative thinking ability groups taught by using inquiry

methods. It means that the interaction of imagination suggestion methods through songs and the low creative thinking ability of students has a more significant positive influence than the positive influence of the inquiry method interaction and the low creative thinking ability of students on the ability to write short stories. This condition is mainly due to the method of imagination suggestion that is more effective in training students to utilize their cognitive functions to understand the language symbols that are contained in the correct reading both express and implied. In other words, it can also be said that the treatment with the imagination suggestion method is more effective than the treatment with the inquiry method in activating students in learning, especially in training students to write short stories creatively.

- b. The results of this study note that the average value of the ability to write short stories of high creative thinking groups taught using the inquiry method is not significantly different from the average value of students' ability to write high creative thinking abilities taught by the method of imagination suggestion. It means that the interaction between the inquiry method with the ability to think highly creative and the interaction between the method of imagination suggestion and the ability to think highly has a relatively similar positive effect on students' short story writing abilities.
- c. Further research results show that the average value of the ability to write short stories students of high creative thinking groups taught with the imagination suggestion method is higher than the average value of the ability to write short stories of creative thinking low groups taught by the imagination suggestion method. It means that the interaction of the imagination suggestion method with high creative thinking ability has a more significant positive influence than the positive influence of the interaction of the imagination suggestion method with the low creative thinking ability students have on the ability to write short stories. This condition is mainly due to differences in students' creative thinking abilities. Students with high creative thinking ability and are taught with the method of imagination suggestion will undoubtedly be more capable and more fluent in following short story writing exercises creatively when compared to students with low creative thinking abilities.

- d. From the results of this study, it is known that the average value of Students' Short Story Writing Ability of high thinking groups who are taught with the inquiry method is higher than the average value of Students' Short Story Writing Ability of low creative thinking ability groups who are taught by inquiry method. It means that the interaction of inquiry methods with high creative thinking ability has a more significant positive influence than the positive effect of inquiry method interaction with students' low creative thinking ability on the ability to write short stories. This condition is mainly due to differences in students' creative thinking abilities. Students with high creative thinking abilities and are taught with inquiry methods will undoubtedly be more capable and more fluent in writing short stories creatively when compared to students with low creative thinking abilities.
- e. The results of the study have stated that the average value of the ability to write short stories of high creative thinking group students taught by the imagination suggestion method is higher than the average value of the ability to write short stories of creative low thought groups taught by the inquiry method. It means that the interaction of the imagination suggestion method with high creative thinking ability has a more significant positive influence than the positive effect of the interaction of inquiry method with the low creative thinking ability students have on the ability to write short stories. This condition is mainly due to the effectiveness of the learning methods used. Students with high creative thinking skills are more capable and more fluent in the following short story writing exercises creatively. Besides, the treatment of imagination suggestion method is more useful to enable students to learn and more effective to train students in creative short story writing exercises.
- f. The average value of the ability to write short stories of high creative thinking group students taught by the inquiry method is higher than the average value of the ability to write short stories of low creative thinking groups who are taught by the method of imagination suggestion. It means that the positive effect of the interaction of inquiry methods with the ability to think highly creative is greater than the positive influence of the interaction of the method of Imagination suggestion with the ability of students to think creatively low on the ability to write short stories. The

effect of the interaction between the inquiry method and the more extraordinary high creative thinking ability, mainly due to the inquiry method provides a relatively more significant opportunity for students who take advantage of their high creative thinking abilities in writing exercises.

Of the six comparisons of average writing skills discussed above, only one comparison does not show a significant difference. From the whole, it can be concluded that there is an interaction between learning methods and the ability to think creatively in influencing students' short story writing abilities.

D. THE LIMITATIONS OF THE RESEARCH

This research still has many limitations despite various efforts that have been made so that this study obtain maximum results, limitations of the study include:

1. This Research is Limited to the Treatment of Imagination Suggestion Method through Song and Inquiry Method as well as the Ability to Think Creatively as a Moderator Variable. Even though there are many other factors that affect the ability to write short stories, such as motivation to learn, interest in learning, level of intelligence, and so on, so, various factors and conditions affect the ability to write short stories so that the ability to write short stories is not merely influenced by the method of imagination suggestion, inquiry method, and the ability to think creatively.
2. Education and Training Received Outside the Home or Outside the School can Affect Students' Writing Abilities. It is difficult to be controlled by the teacher or researcher.
3. The study was conducted in Learning Time, following the Applicable Schedule At Junior High School The XYZ. This time is minimal, so it does not allow the ability to write short stories obtained by students optimally. It needs to be considered for further research,
4. The effect of other learning activities that can disturb students to concentrate on carrying out the treatment, for example, homework that must be done or to be accounted for cannot be controlled Therefore research results need to be interpreted with caution.



CONCLUSION, IMPLICATION, AND SUGGESTION

A. CONCLUSIONS

Based on the study of the theory and the researcher's findings as presented in the previous chapters, there are three main conclusions that can be expressed in this study, namely a) the ability to write short stories taught by the method of imagination suggestion through songs is higher than the ability to write short stories that are taught using the inquiry method; b) the ability to write short stories that have high creative thinking ability is higher than the ability to write short stories that have low creative thinking ability; and c) there is an interaction between the method of imagination suggestion through song and the ability to think creatively in giving different influences on the ability to write short stories of students, the difference in influence given is the difference between:

- a. The ability to write short stories students group high creative thinking skills taught by using the inquiry method is higher than those taught by the method of imagination suggestion through songs.
- b. The ability to write short stories that have low creative thinking ability taught by the method of imagination suggestion through songs is higher than taught by using the inquiry method.

- c. The ability to write short stories that have high creative thinking skills taught by the method of imagination suggestion through songs is higher than the ability of low creative thinking taught by the method of imagination suggestion through songs.
- d. The ability to write short stories that have high creative thinking skills taught by using the inquiry method is higher than the ability of low creative thinking taught by using inquiry methods.
- e. The ability to write short stories that have high creative thinking skills taught by the method of suggesting Imagination through songs is higher than the ability of low creative thinking taught by using inquiry methods.
- f. The ability to write short stories that have high creative thinking skills that are taught by using the inquiry method is higher than the ability of low creative thinking that is taught by the method of imagination suggestion through songs.

B. IMPLICATIONS

Based on the first conclusion that the ability to write short stories taught by the method of imagination suggestion through songs is higher than the ability to write short stories taught by using the inquiry method, it can be stated that in order to improve the ability to write short stories for students, the XYZ Junior High School teacher is deemed necessary to understand the learning objectives writing short stories, how to choose materials, various methods, and how to develop tools and evaluations. By understanding the learning objectives of short story writing, you can choose relevant learning materials and methods. Then by understanding the objectives and learning materials set by the teacher will be able to develop relevant evaluation tools.

The implementation of the learning method is a concept of learning and teaching that helps teachers link the writing abilities of students taught with real-world situations and encourages students to make connections between the knowledge they have and their application in real life.

The results showed that creative thinking has a close relationship with the ability to write short stories. Someone who has a high level of creative thinking will have the ability to write short stories better. The person is also able to express his ideas uniquely or unusual, and he will also be able to resolve an unexpected problem in his essay. The fluency in using words, the flexibility in

making words, and the originality of the ideas he poured in his writings and the addition of details of a story so that it contains better essays and this is the dream of the readers. Readers will feel happy when reading the results of a unique essay, other than usual. Therefore, there needs to be an effort to improve the ability to write short stories through increasing creative thinking.

C. SUGGESTIONS

Based on the conclusions and implications that have been put forward, it is suggested several things, viz.

- a. English Language teachers should be able to choose and use the method of imagination suggestion through song as a method of learning to write short stories in school. Because when compared with the inquiry learning method that is used in schools, imagination suggestion methods are more effective in improving the ability to write short stories.
- b. English Language teachers should consider the ability to think creatively in the selection and use of learning methods. Students' creative thinking skills also affect the ability to write short stories. The teacher must choose and use the method of imagination suggestion learning that interacts with the creative thinking ability of students to have an enormous positive influence on the ability to write short stories.
- c. English Language teachers should use learning methods that are appropriate to the characteristics of students and the characteristics of learning outcomes (learning ability) influence the learning outcomes, for this reason, it is suggested to school owners to provide training to teachers in an effort to improve the quality of learning implementation.
- d. Based on the limitations of the study, this research needs to be followed upon. Therefore, other interested researchers should conduct further research on the same topic, but in a larger population and sample, research locations that are not only in one school, and can also be supplemented with other variables, such as learning invasion, learning interest, etc.

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APPENDICES

Data of Students' Creative Thinking Abilities Score Taught Using the Imagination Suggestion Method

No	Attendance No	Items' Number														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	10	4	4	4	3	3	3	2	2	2	2	1	1	3	3	4
2	31	4	4	3	3	3	3	3	2	2	2	2	4	4	3	3
3	1	4	3	1	2	4	2	1	4	4	1	3	1	4	1	1
4	25	4	4	4	4	4	4	2	2	2	4	1	1	1	4	2
5	7	3	3	3	3	2	2	2	2	2	4	4	4	2	2	1
6	17	4	4	4	4	4	4	4	3	3	4	4	3	4	4	4
7	12	3	3	3	3	3	3	4	4	4	4	4	4	3	2	2
8	2	2	3	4	4	3	3	4	4	3	4	4	3	3	2	4
9	23	3	3	3	4	4	4	4	4	4	4	4		4	4	4
10	37	4	4	4	4	4	4	3	3	3	4	4	4	4	4	1
11	35	4	4	3	3	4	3	4	3	3	4	1	4	4	4	3
12	9	4	4	4	4	4	2	2	2	2	2	2	2	4	4	4
13	3	4	4	4	3	3	3	3	3	4	4	4	4	3	3	3
14	8	4	4	4	4	4	4	4	4	4	4	2	2	3	4	4
15	16	4	4	4	4	4	4	4	3	3	3	4	3	2	4	3
16	36	4	3	4	4	4	4	4	4	4	4	4	4	3	3	3
17	14	4	4	4	2	2	4	3	2	3	4	2	3	3	3	3
18	22	4	3	3	3	3	4	4	4	3	3	3	2	2	2	4
19	30	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3
20	34	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4
21	18	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3
22	24	3	3	3	2	2	2	4	4	4	4	4	4	4	4	4
23	28	4	4	4	4	4	4	3	3	3	3	4	1	4	4	2

24	6	4	4	4	3	3	4	4	4	4	4	4	3	3	3	4
25	39	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3
26	21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2
27	40	4	4	4	4	4	3	3	3	3	4	4	4	4	4	4
28	20	4	4	4	4	4	4	4	4	3	4	3	3	3	3	3
29	5	4	4	4	3	3	3	3	4	4	4	4	4	3	3	4
30	32	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
31	19	4	4	4	4	4	4	4	4	3	3	3	3	3	3	4
32	4	4	4	3	4	4	4	3	3	3	3	4	4	4	4	4
33	29	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3
34	11	4	4	4	4	2	2	4	4	4	4	4	4	4	4	4
35	26	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4
36	27	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
37	13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
38	15	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
39	33	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
40	38	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total		15 4	15 2	14 9	14 5	14 4	14 2	13 7	14 0	13 8	14 5	13 7	12 7	13 6	13 6	13 2

Items' Number															Total
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
4	1	1	4	1	1	4	2	2	2	4	2	2	1	1	73
3	2	2	1	1	1	1	3	3	3	3	2	2	1	1	74
3	3	4	3	2	3	3	4	4	2	4	3	1	2	1	78
2	4	2	4	2	2	4	2	2	1	1	3	3	2	2	79
4	1	4	3	4	3	2	2	2	4	2	1	4	4	1	80
2	3	1	1	1	1	2	2	2	1	1	2	2	1	1	80
2	1	1	1	2	2	2	1	1	2	2	4	3	4	4	81
4	3	3	2	4	4	3	3	3	2	2	2	3	3	3	94

4	4	1	1	3	3	3	4	4	4	2	2	2	2	2	94
1	4	4	1	4	4	4	4	4	4	1	1	1	1	2	94
3	3	2	2	2	4	4	2	4	2	2	2	4	4	4	95
4	3	3	4	4	4	4	4	3	3	3	3	3	3	3	97
4	4	4	2	2	2	2	1	3	3	3	4	4	4	4	98
3	2	3	3	3	3	2	3	2	4	2	3	3	4	3	98
4	3	3	3	3	2	1	3	3	2	4	4	4	3	3	98
3	3	2	2	4	4	4	4	1	1	4	4	4	1	1	98
3	4	4	4	4	4	4	3	4	4	4	2	4	3	4	101
4	4	4	3	3	3	3	4	4	4	4	4	4	4	4	103
3	3	3	3	3	4	4	4	3	4	3	2	2	3	3	103
4	4	4	4	4		4	3	3		3	3	3	3	3	104
3	3	4	4	4	4	4	4	2	2	2	2	2	4	4	105
4	4	4	2	2	2	4	4	4	4	4	4	4	4	4	105
2	2	2	4	4	4	4	4	4	4	4	4	4	4	4	105
3	3	4	4	2	4	4	4	3	3	2	4	3	4	4	106
3	3	3	4	4	3	3	3	2	4	4	4	3	4	4	106
3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	107
4	3	4	3	3	3	3	4	4	4	2	4	4	3	3	107
4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	108
4	3	3	3	4	4	4	4	4	4	4	4	4	4	3	110
4	4	4	4	4	4	3	3	3	3	3	3	3	3	2	110
4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	111
3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	112
3	3	4	4	4	4	4	4	4	4	4	4	4	3	3	112
4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	115
4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	115
4	4	4	4	4	4	4	4	4	4	4	4	2	2	3	115
4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	118
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	119
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	119

4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	120
13	12	13	12	13	12	135	13	13	12	12	12	13	12	12	404
5	9	0	7	1	9		4	0	3	3	7	0	7	3	7

Data of Students Creative Thinking Abilities Score Taught Using the Inquiry Method

No	Attendance No	Items' Number														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	10	4	4	4	3	3	3	2	2	2	2	1	1	3	3	4
2	25	4	4	4	4	4	4	2	2	2	4	1	1	1	4	2
3	31	4	4	3	3	3	3	3	2	3	3	3	4	4	3	4
4	21	3	4	4	3	3	2	4	4	3	4	4	3	4	2	1
5	14	4	4	2	2	2	1	1	2	2	2	3	3	3	3	4
6	32	4	4	4	4	4	4	1	2	1	4	4	4	3	1	3
7	2	3	4	4	4	3	3	3	3	4	4	4	3	3	2	4
8	6	4	4	4	3	3	4	4	4	4	4	4	3	3	3	3
9	18	4	4	4	4	4	3	3	3	3	3	3	4	3	3	3
10	37	4	4	4	4	4	4	3	3	4	4	3	4	4	4	1
11	33	4	4	4	4	4	4	3	4	3	3	4	4	2	2	2
12	1	4	4	4	3	4	2	4	4	4	3	3	3	2	4	4
13	9	4	4	4	4	4	2	2	2	2	2	2	2	4	4	4
14	23	3	3	3	4	4	4	4	4	4	4	4	3	4	4	4
15	16	4	4	4	4	4	4	4	3	3	3	4	4	2	3	4
16	17	4	4	4	3	3	4	4	4	4	4	4	2	3	4	2
17	22	4	3	3	3	3	2	2	2	2	3	3	3	3	2	4
18	24	3	3	3	2	2	3	3	3	3	4	4	4	3	3	3
19	34	4	4	4	4	4	3	4	3	4	4	3	4	3	4	4
20	28	4	3	4	4	4	4	3	3	3	3	4	1	4	4	2
21	35	4	4	3	3	4	3	4	3	3	4	1	4	3	4	3

22	3	4	4	4	3	3	3	3	4	4	4	4	4	4	3	3
23	36	4	3	4	4	4	4	4	4	4	4	4	4	3	3	3
24	38	4	4	4	3	4	4	4	3	4	4	3	3	4	3	3
25	39	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4
26	30	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3
27	12	4	4	4	4	3	3	4	4	2	4	4	2	3	4	2
28	27	4	3	4	4	4	4	4	4	2	2	2	4	4	4	4
29	7	4	4	3	3	2	2	2	2	2	4	4	4	4	4	4
30	5	4	4	4	3	3	3	4	4	4	4	4	3	3	3	4
31	20	4	4	4	4	4	4	4	4	4	3	4	3	3	3	3
32	15	4	4	4	4	4	4	4	3	3	4	4	4	3	3	3
33	4	4	4	3	4	4	4	3	3	3	3	4	4	4	4	4
34	13	4	4	4	4	4	4	4	4	2	2	2	4	4	4	4
35	19	4	4	4	4	4	4	4	4	3	3	3	3	3	3	4
36	26	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4
37	40	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4
38	11	4	4	4	4	2	2	4	4	4	4	4	4	4	4	4
39	29	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4
40	8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		5	5	5	4	4	3	2	3	2	3	3	3	3	3	3
		6	4	1	4	2	5	9	1	6	9	4	0	1	4	3

Items' Number															Total
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
4	1	1	4	1	1	4	2	2	2	4	2	2	1	1	73
2	4	2	4	2	2	4	2	2	1	1	3	3	2	2	79
4	4	2	1	1	1	1	3	3	3	3	2	2	1	1	81
1	1	4	4	4	4	3	3	3	1	2	3	0	1	2	84
4	4	4	4	4	4	3	3	4	2	2	2	4	3	1	86
2	2	3	4	3	4	3	3	3	3	1	3	1	3	2	87

4	3	3	2	4	4	3	3	3	2	2	2	3	3	3	95
3	3	4	4	4	4	4	2	2	2	2	2	2	2	1	95
3	3	4	2	3	3	4	4	2	2	2	2	2	4	4	95
1	4	4	1	4	3	4	4	4	4	3	1	1	1	2	95
3	4	3	4	3	4	4	2	2	2	4	3	3	1	3	96
3	3	2	4	3	3	3	3	4	2	4	3	4	2	2	97
4	3	3	4	4	4	4	4	3	3	3	3	3	3	3	97
4	4	1	1	3	3	3	4	4	4	2	2	2	2	2	97
3	2	2	3	3	3	2	4	2	4	3	3	4	3	3	98
3	3	3	2	4	3	4	2	3	2	2	2	4	4	4	98
4	4	4	3	3	3	3	4	4	4	4	4	4	4	4	98
2	2	4	2	4	2	4	4	4	4	4	4	4	4	4	98
4	3	3	3	3	1	2	3	3	2	3	3	3	3	3	98
2	2	2	4	4	4	4	4	2	4	4	4	3	4	3	100
4	4	4	2	4	4	4	2	4	2	2	2	4	4	4	100
4	4	4	4	2	2	4	1	3	3	3	4	4	4	2	102
3	3	2	2	4	4	4	4	3	3	4	4	4	1	1	102
3	3	3	4	3	3	4	2	4	4	4	3	2	3	3	102
4	4	3	2	2	3	2	2	2	4	4	4	3	3	3	102
3	3	3	3	3	4	4	4	3	4	3	2	2	3	3	103
4	3	4	3	3	4	3	4	4	4	4	2	4	4	4	105
4	4	4	4	4	4	3	3	3	4	4	4	2	2	3	105
4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	106
4	3	3	3	4	4	4	4	2	4	4	4	4	4	3	108
4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	108
4	2	2	2	4	4	4	4	4	4	4	4	4	4	4	109
3	3	3	4	4	4	4	2	4	4	4	4	4	4	4	110
4	4	4	4	4	4	4	4	3	3	3	4	4	4	4	111
4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	111
4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	111
4	4	4	4	3	3	2	4	4	4	4	4	4	3	3	111

4	4	4	4	4	4	4	3	4	3	4	4	4	3	3	112
4	4	4	4	4	4	4	3	4	4	4	4	4	3	3	115
4	4	4	4	4	4	4	4	2	4	4	3	3	4	4	116
13 6	13 1	12 9	12 9	13 5	13 3	13 9	12 8	12 8	12 5	12 8	12 3	12 6	12 0	11 7	3996

Data of Students' Short Story Writing Skill Score Taught Using Imagination Suggestion Method

No	Attendance Number	Score							Total
		Theme	Figure/character	Plot	Background	Diction	Point of View	Element Integration	
1	1	8	10	10	7	5	10	10	60
3	15	10	8	8	7	10	7	15	65
2	4	10	8	7	8	7	10	15	65
4	7	18	7	10	10	8	7	10	70
5	31	15	15	5	10	5	8	15	73
6	2	15	10	8	7	10	10	15	75
7	3	15	10	10	10	8	7	15	75
8	12	15	10	10	10	10	10	10	75
9	33	15	10	10	10	5	10	15	75
10	29	15	15	8	8	5	10	15	76
11	20	15	15	7	10	5	10	15	77
15	11	15	15	8	10	7	8	15	78
13	25	15	15	8	10	5	10	15	78
12	17	20	15	8	10	5	5	15	78
14	5	20	10	10	10	5	8	15	78
16	8	20	10	10	8	7	10	15	80
18	16	15	15	10	10	5	10	15	80
20	28	20	15	7	10	5	8	15	80

21	32	20	15	10	7	5	8	15	80
19	19	20	15	8	7	5	10	15	80
17	14	20	15	10	10	8	7	10	80
22	35	20	15	10	7	7	8	15	82
24	30	20	15	8	10	5	10	15	83
23	27	20	15	8	10	5	10	15	83
25	23	20	15	8	10	8	8	15	84
26	13	20	15	10	10	7	8	15	85
27	22	20	15	7	10	8	10	15	85
28	18	20	15	8	10	8	10	15	86
29	26	20	15	8	10	8	10	15	86
30	38	20	15	10	10	8	8	15	86
31	21	20	15	7	10	10	10	15	87
34	37	20	15	10	10	8	10	15	88
33	36	20	15	10	10	8	10	15	88
32	15	20	15	8	10	10	10	15	88
36	10	20	15	10	10	10	10	15	90
37	24	20	15	10	10	10	10	15	90
35	6	20	12	10	10	10	10	18	90
38	40	20	15	10	10	5	10	20	90
39	34	20	20	10	10	10	10	15	95
40	39	20	15	10	10	10	10	20	95
Total									3239

Data of Students' Students' Short Story Writing Skill Score Taught Using Inquiry Method

No	Attendance Number	Score							Total
		Theme	Figure/ Character	Plot	Background	Diction	Point of View	Element Integrati on	
1	1	5	10	10	5	5	5	10	50
2	16	10	10	5	5	5	5	10	50
3	14	10	15	5	5	5	5	10	55
4	9	5	8	8	8	10	7	10	56
5	2	5	10	8	7	10	10	10	60
9	17	15	10	8	5	5	5	12	60
6	3	8	7	10	10	8	7	10	60
8	7	8	7	10	10	8	7	10	60
7	5	10	10	10	5	5	5	15	60
10	15	10	5	8	8	10	10	10	61
13	31	15	10	5	10	5	8	10	63
11	6	10	10	8	7	8	8	12	63
12	19	15	10	8	5	5	10	10	63
15	27	10	10	8	8	5	8	15	64
14	20	10	12	7	5	5	10	15	64
16	4	10	8	7	8	7	10	15	65
18	29	12	12	8	8	5	10	10	65
17	8	10	8	7	8	7	10	15	65
19	10	12	15	7	7	5	5	15	66
20	28	10	12	8	8	5	8	15	66
21	18	15	10	8	5	8	10	12	68
22	22	12	12	7	10	8	10	10	69
23	13	10	10	8	10	7	10	15	70
24	25	15	12	8	8	5	8	15	71

25	38	10	12	10	7	8	10	15	72
27	34	10	15	10	8	5	10	15	73
26	30	12	15	8	8	5	10	15	73
28	26	15	15	8	7	8	8	15	76
30	21	12	15	7	10	10	8	15	77
29	11	15	15	8	8	8	8	15	77
31	32	12	18	10	10	5	8	15	78
32	33	10	18	10	10	5	10	15	78
33	39	15	20	10	5	5	8	15	78
34	24	18	10	10	8	8	10	15	79
35	35	20	15	10	8	7	8	12	80
36	40	20	15	10	8	5	7	15	80
39	37	20	10	10	8	8	10	15	81
37	23	15	15	8	10	8	10	15	81
38	36	15	15	10	8	8	10	15	81
40	12	15	15	10	10	10	10	15	85
Total									2743

Short Story Writing Ability Taught Using Imagination Suggestion

Method Through Song

No	Attendance Number	Students' Score
1	1	60
2	15	65
3	4	65
4	7	70
5	31	73
6	2	75
7	3	75
8	12	75
9	33	75

10	29	76
11	20	77
12	11	78
13	25	78
14	17	78
15	5	78
16	8	80
17	16	80
18	28	80
19	32	80
20	19	80
21	14	80
22	35	82
23	30	83
24	27	83
25	23	84
26	13	85
27	22	85
28	18	86
29	26	86
30	38	86
31	21	87
32	37	88
33	36	88
34	15	88
35	10	90
36	24	90
37	6	90
38	40	90
39	34	95
40	39	95

Short Story Writing Ability Taught Using Inquiry Method

No	Attendance Number	Students' Score
1	1	50
2	16	50
3	14	55
4	9	56
5	2	60
6	17	60
7	3	60
8	7	60
9	5	60
10	15	61
11	31	63
12	6	63
13	19	63
14	27	64
15	20	64
16	4	65
17	29	65
18	8	65
19	10	66
20	28	66
21	18	68
22	22	69
23	13	70
24	25	71
25	38	72
26	34	73
27	30	73
28	26	76
29	21	77
30	11	77
31	32	78

32	33	78
33	39	78
34	24	79
35	35	80
36	40	80
37	37	81
38	23	81
39	36	81
40	12	85

**Students' Short Stories Writing Ability Taught Using Learning Methods
Based on Creative Thinking Ability**

No	Suggestion Imagination Method		Inquiry Method	
	High Creative Thinking	Low Creative Thinking	High Creative Thinking	Low Creative Thinking
1	65	60	60	50
2	65	70	60	50
3	75	73	60	55
4	75	75	61	56
5	76	75	63	60
6	77	78	64	60
7	78	78	64	63
8	80	78	65	63
9	80	80	65	66
10	80	80	65	68
11	80	82	66	69
12	83	84	70	71
13	83	85	72	73
14	85	88	73	77
15	86	88	76	78
16	86	90	77	78

17	86		78	79
18	87		80	81
19	88		80	81
20	90		81	
21	90		85	
22	90			
23	95			
24	95			
n	24	16	21	19
$\sum X$	1975	1264	1465	1278
$\sum X^2$	163943	100724	103501	87870
\bar{x}	82,29	79	69,76	67,26
S^2	61,60	57,86	64,19	105,88
S	7,84	7,60	8,06	10,29
max	95	90	85	81
min	65	60	60	50

Research Data Frequency Distribution

Create a frequency distribution list, follow the steps below:

- a. Data of students' short story writing ability taught using imagination suggestion method
 - 1) Sort the data from the smallest to the largest, look at the following table!

No	Xi
1	60
2	65
3	65
4	70

No	Xi
22	82
23	83
24	83
25	84

5	73
6	75
7	75
8	75
9	75
10	76
11	77
12	78
13	78
14	78
15	78
16	80
17	80
18	80
19	80
20	80
21	80

26	85
27	85
28	86
29	86
30	86
31	87
32	88
33	88
34	88
35	90
36	90
37	90
38	90
39	95
40	95

2) Determining the range

Range = biggest data - smallest data.

From the table above, the largest data = 95 and the smallest data = 60
so the range = $95 - 60 = 35$

3) Defining the number of classes!

In this case, Sturgeon rules are carried out, namely:

The number of the class = $1 + (3,3) * \log n$, with $n =$ lots of data. From the Learning Outcome Table above, there is a lot of data $n = 40$, so:

$$\begin{aligned} \text{Many classes} &= 1 + 3.3 \log 40 \\ &= 6.28 \end{aligned}$$

The number of classes taken is 6.

4) Determining the interval class.

The formula used is:

$$\text{Length of class} = (\text{range}) / (\text{many classes}).$$

$$= 35/6$$

$$= 5.83 \text{ rounded up to } 6$$

- 5) Selecting the lower end of the interval class. For this purpose, it can be taken the same as the smallest data from the score or the data value that is smaller than the smallest score.
- 6) From the description a, b, c and d above, the ability to write short stories taught by the imagination suggestion method can be estimated in the Frequency distribution table as follows:

No	Interval Class	Frequency
1	60 – 66	3
2	67 – 73	2
3	74 – 80	16
4	81 – 87	10
5	88 – 94	7
6	95 – 101	2
Total		40

In the same way, other scores can be determined so that the frequency distribution table can be made.

- b. Data of students' short story writing ability taught using the Inquiry method

- 1) Sort the data from the smallest to the largest, look at the following table!

No	X_i
1	50
2	50
3	55
4	56
5	60
6	60

No	X_i
21	68
22	69
23	70
24	71
25	72
26	73

7	60
8	60
9	60
10	61
11	63
12	63
13	63
14	64
15	64
16	65
17	65
18	65
19	66
20	66

27	73
28	76
29	77
30	77
31	78
32	78
33	78
34	79
35	80
36	80
37	81
38	81
39	81
40	85

2) Determining the range

Range = biggest data - smallest data.

From the table above, the largest data = 85 and the smallest data = 50
so the range = $85 - 60 = 35$

3) Defining the number of classes!

In this case, Sturgeon rules are carried out, namely:

The number of the class = $1 + (3,3) * \log n$, with $n =$ lots of data. From the Learning Outcome Table above, there is a lot of data $n = 40$, so:

Many classes = $1 + 3.3 \log 40$
= 6.28 The number of classes taken is 6.

4) Determining the interval class.

The formula used is:

Length of class = $(\text{range}) / (\text{many classes})$.
= $35/6$
= 5.83 rounded up to 6

- 5) Selecting the lower end of the interval class. For this purpose, it can be taken the same as the smallest data from the score or the data value that is smaller than the smallest score.
- 6) From the description a, b, c and d above, the ability to write short stories taught by the imagination suggestion method can be estimated in the Frequency distribution table as follows:

No	Interval Class	Frequency
1	50 – 56	4
2	57 – 63	9
3	64 – 70	10
4	71– 77	7
5	78 – 84	9
6	85 – 91	1
Total		40

In the same way, other scores can be determined so that the frequency distribution table can be made.

- c. Data of students' short story writing ability which has high creative thinking ability
 - 1) Sort the data from the smallest to the largest, look at the following table!

No	X_i
1	60
2	60
3	60
4	61
5	63
6	64
7	64
8	65

No	X_i
24	78
25	80
26	80
27	80
28	80
29	80
30	80
31	81

9	65
10	65
11	65
12	65
13	66
14	70
15	72
16	73
17	75
18	75
19	76
20	76
21	77
22	77
23	78

32	83
33	83
34	85
35	85
36	86
37	86
38	86
39	87
40	88
41	90
42	90
43	90
44	95
45	95

2) Determining the range

Range = biggest data - smallest data.

From the table above, the largest data = 95 and the smallest data = 60
so the range = $95 - 60 = 35$

3) Defining the number of classes!

In this case Sturgen rules are carried out, namely:

The number of the class = $1 + (3,3) * \log n$, with n = lots of data. From the Learning Outcome Table above, there is a lot of data $n = 45$, so:

$$\begin{aligned} \text{Many classes} &= 1 + 3.3 \log 45 \\ &= 6.45 \end{aligned}$$

The number of classes taken is 6.

4) Determining the interval class.

The formula used is:

$$\begin{aligned} \text{Length of class} &= (\text{range}) / (\text{many classes}). \\ &= 35/6 \end{aligned}$$

= 5.83 rounded up to 6

- 5) Selecting the lower end of the interval class. For this purpose, it can be taken the same as the smallest data from the score or the data value that is smaller than the smallest score.
- 6) From the description a, b, c and d above, the ability to write short stories taught by the imagination suggestion method can be estimated in the Frequency distribution table as follows:

No	Interval Class	Frequency
1	60 – 66	13
2	67 – 73	3
3	74 – 80	14
4	81 – 87	9
5	88 – 94	4
6	95 – 101	2
Total		45

In the same way, other scores can be determined so that the frequency distribution table can be made.

- d. Data of students' short story writing ability which has low creative thinking ability
 - 1) Sort the data from the smallest to the largest, look at the following table!

No	Xi
1	50
2	50
3	55
4	56
5	60
6	60

7	60
8	63
9	63
10	66
11	68
12	69
13	70
14	71
15	73
16	73
17	75
18	75
19	77
20	78
21	78
22	78
23	78
24	78
25	79
26	80
27	80
28	81
29	81
30	82
31	84
32	85
33	88
34	88
35	90

2) Determining the range

Range = biggest data - smallest data.

From the table above, the largest data = 90 and the smallest data = 50
so the range = 90 - 50 = 40

3) Defining the number of classes!

In this case Sturgen rules are carried out, namely:

The number of the class = $1 + (3,3) * \log n$, with n = lots of data. From the Learning Outcome Table above, there is a lot of data $n = 45$, so:

Many classes = $1 + 3.3 \log 45$
= 6.09 The number of classes taken is 6.

4) Determining the interval class.

The formula used is:

Length of class = (range) / (many classes).
= $35/6$
= 5.83 rounded up to 6

5) Selecting the lower end of the interval class. For this purpose, it can be taken the same as the smallest data from the score or the data value that is smaller than the smallest score.

6) From the description a, b, c and d above, the ability to write short stories taught by the imagination suggestion method can be estimated in the Frequency distribution table as follows:

No	Interval Class	Frequency
1	50 – 57	4
2	58 – 65	5
3	66 – 73	7
4	74 – 81	13
5	82 – 89	5
6	90 – 97	1
Total		45

In the same way, other scores can be determined so that the frequency distribution table can be made.

- e. Data of students' short story writing ability taught using imagination suggestion method with high creative thinking ability
- 1) Sort the data from the smallest to the largest, look at the following table!

No	Xi
1	65
2	65
3	75
4	75
5	76
6	77
7	78
8	80
9	80
10	80
11	80
12	83
13	83
14	85
15	86
16	86
17	86
18	87
19	88
20	90
21	90
22	90

23	95
24	95

2) Determining the range

Range = biggest data - smallest data.

From the table above, the largest data = 95 and the smallest data = 60
so the range = $95 - 60 = 35$

3) Defining the number of classes!

In this case Sturgen rules are carried out, namely:

The number of the class = $1 + (3,3) * \log n$, with $n =$ lots of data. From the Learning Outcome Table above, there is a lot of data $n = 24$, so:

Many classes = $1 + 3.3 \log 24$
= 5.55 The number of classes taken is 6.

4) Determining the interval class.

The formula used is:

Length of class = $(\text{range}) / (\text{many classes})$.
= $30/6$
= 5 rounded up to 6

5) Selecting the lower end of the interval class. For this purpose, it can be taken the same as the smallest data from the score or the data value that is smaller than the smallest score.

6) From the description a, b, c and d above, the ability to write short stories taught by the imagination suggestion method can be estimated in the Frequency distribution table as follows:

No	Interval Class	Frequency
1	65 – 70	2
2	71 – 76	3
3	77 – 82	6
4	83 – 88	8
5	89 – 94	3
6	95 – 100	2
Total		24

In the same way, other scores can be determined so that the frequency distribution table can be made.

- f. Data of Students' short story writing ability taught Using imagination suggestion with Low Creative Thinking Ability
- 1) Sort the data from the smallest to the largest, look at the following table!

No	Xi
1	60
2	70
3	73
4	75
5	75
6	78
7	78
8	78
9	80
10	80
11	82
12	84
13	85
14	88
15	88
16	90

- 2) Determining the range

Range = biggest data - smallest data.

From the table above, the largest data = 90 and the smallest data = 60
so the range = $90 - 60 = 30$

- 3) Defining the number of classes!

In this case, Sturgen rules are carried out, namely:

The number of the class = $1 + (3,3) * \log n$, with $n =$ lots of data. From the Learning Outcome Table above, there is a lot of data $n = 16$, so:

$$\begin{aligned} \text{Many classes} &= 1 + 3.3 \log 16 \\ &= 4,97 \end{aligned}$$

The number of classes taken is 5.

- 4) Determining the interval class.

The formula used is:

$$\begin{aligned} \text{Length of class} &= (\text{range}) / (\text{many classes}). \\ &= 30/5 \\ &= 6 \end{aligned}$$

- 5) Selecting the lower end of the interval class. For this purpose, it can be taken the same as the smallest data from the score or the data value that is smaller than the smallest score.

- 6) From the description a, b, c and d above, the ability to write short stories taught by the imagination suggestion method can be estimated in the Frequency distribution table as follows:

No	Interval Class	Frequency
1	60 – 66	1
2	67 – 73	2
3	74 – 80	7
4	81 – 87	3
5	88 – 94	3
6	60 – 66	1
Total		16

In the same way, other scores can be determined so that the frequency distribution table can be made.

- g. Data of students' short story writing ability taught using inquiry method with high creative thinking ability

- 1) Sort the data from the smallest to the largest, look at the following table!

No	Xi
1	60
2	60
3	60
4	61
5	63
6	64
7	64
8	65
9	65
10	65
11	66
12	70
13	72
14	73
15	76
16	77
17	78
18	80
19	80
20	81
21	85

2) Determining the range

Range = biggest data - smallest data.

From the table above, the largest data = 85 and the smallest data = 60
so the range = $85 - 60 = 25$

3) Defining the number of classes!

In this case, Sturgen rules are carried out, namely:

The number of the class = $1 = (3,3) * \log n$, with n = lots of data. From the

Learning Outcome Table above, there is a lot of data $n = 21$, so:

$$\begin{aligned}\text{Many classes} &= 1 + 3.3 \log 21 \\ &= 5,36 \text{ The number of classes taken is 5.}\end{aligned}$$

4) Determining the interval class.

The formula used is:

$$\begin{aligned}\text{Length of class} &= (\text{range}) / (\text{many classes}). \\ &= 25/5 \\ &= 5\end{aligned}$$

5) Selecting the lower end of the interval class. For this purpose, it can be taken the same as the smallest data from the score or the data value that is smaller than the smallest score.

6) From the description a, b, c and d above, the ability to write short stories taught by the imagination suggestion method can be estimated in the Frequency distribution table as follows:

No	Interval Class	Frequency
1	60 – 65	10
2	66 – 71	2
3	72 – 77	4
4	78 – 83	4
5	84 – 89	1
6	60 – 65	10
Total		16

In the same way, other scores can be determined so that the frequency distribution table can be made.

h. Data of students' short story writing ability taught using inquiry method with low creative thinking ability

1) Sort the data from the smallest to the largest, look at the following table!

No	Xi
1	50
2	50
3	55
4	56
5	60
6	60
7	63
8	63
9	66
10	68
11	69
12	71
13	73
14	77
15	78
16	78
17	79
18	81
19	81

2) Determining the range

Range = biggest data - smallest data.

From the table above, the largest data = 81 and the smallest data = 50
so the range = $81 - 50 = 31$

3) Defining the number of classes!

In this case, Sturgeon rules are carried out, namely:

The number of the class = $1 + (3,3) * \log n$, with n = lots of data. From the Learning Outcome Table above there is a lot of data $n = 19$, so:

Many classes = $1 + 3.3 \log 19$

= 5,21 The number of classes taken are 5.

4) Determining the interval class.

The formula used is:

$$\begin{aligned} \text{Length of class} &= (\text{range}) / (\text{many classes}). \\ &= 31/5 \\ &= 6,2 \end{aligned}$$

5) Selecting the lower end of the interval class. For this purpose, it can be taken the same as the smallest data from the score or the data value that is smaller than the smallest score.

6) From the description a, b, c and d above, the ability to write short stories taught by the imagination suggestion method can be estimated in the Frequency distribution table as follows:

No	Interval Class	Frequency
1	50 – 56	4
2	57 – 63	4
3	64 – 70	3
4	71 – 77	3
5	78 – 84	5
6	50 – 56	4
Total		19

In the same way, other scores can be determined so that the frequency distribution table can be made.

Basic Statistics Calculations

Basic statistics include average value, standard deviation (s), variance or square of standard deviation (s²), median or middle value (Me), and mode or frequently occurring values (Mo). For basic statistics, a table is needed to give more explanation.

Table of Frequency Distribution and Relative Frequency of Students' Short Story Writing Ability Score Taught Using Imagination Suggestion Method through Song Media

No	Interval Class	Fi	Xi	fiXi	Xi ²	fiXi ²	f Relative
1	60 – 66	3	63	189	3969	11907	7,5
2	67 – 73	2	70	140	4900	9800	5
3	74 – 80	16	77	1232	5929	94864	40
4	81 – 87	10	84	840	7056	70560	25
5	88 – 94	7	91	637	8281	57967	17,5
6	95 – 101	2	98	196	9604	19208	5
Total		40	483	3234	39739	264306	100

- a. Determining Xi can be done by taking the lower middle and upper end scores. For first class intervals $(60 + 66) / 2 = 63$
- b. Determining the average (to determine the average calculation formula is used

$$\bar{x} = \frac{\sum fxi}{\sum fi} = \frac{3234}{40} = 80,85$$

- c. Determining standard deviations

$$s^2 = \frac{n\sum fxi^2 - (\sum fxi)^2}{n(n-1)}$$

$$s^2 = \frac{40.264306 - (3234)^2}{40(40-1)}$$

$$s^2 = \frac{10572240 - 10458756}{1560}$$

$$s^2 = 72,746$$

$$s = 8,52$$

- d. Determining the Median (Me)

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

Explanation:

- B = lower limit of the median class, where the median will be located
- p = length of the median class

- n = sample size
- F = the sum of all frequencies with class marks smaller than the median class frequency
- F = median class frequency

To determine the median class, it is done by counting $(1/2)n$, n = number of data. Number of data (n) = 40, the median class limit is (74 - 80), so the median class is located at the 3rd interval

1. To determine b , the lower end of the median class is reduced by 0.5 so that $b = 74 - 0.5 = 73.5$
2. To determine p , calculated by finding the difference in the upper limit of the median class $80 + 0.5$ the lower limit minus 0.5, which is $74 - 0.5 = 73.5$; then $p = 80.5 - 73.5 = 7$
3. F is determined from the number of class interval frequencies before the media class = 5
4. f is the frequency of the median class, namely the frequency of the 3rd class; $f = 16$

So the median value can be calculated as follows:

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = 73,5 + 7 \left(\frac{\frac{1}{2}40 - 5}{16} \right) = 73,5 + 7 \left(\frac{15}{16} \right)$$

$$Me = 73,5 + 6,56 = 80,06$$

e. Determining the Mode (Mo)

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

From the above table, then the 3rd class with a frequency of 16

1. To determine b is the lower end of the mode class minus 0.5 median class, so $b = 74 - 0.5 = 73.5$
2. p , calculated by finding the difference in the upper limit of the median class $80 + 0.5$ the lower limit minus 0.5, which is $74 - 0.5 = 73.5$; then $p = 80.5 - 73.5 = 7$

3. b_1 is determined by calculating the difference in mode class frequency with the previous class frequency, i.e. $b_1 = 16 - 2 = 14$
4. b_2 is determined by calculating the difference between the mode class frequency and the final frequency, $b_2 = 16 - 10 = 6$

Then the mode value can be calculated as follows:

$$Mo = 73,5 + 7 \left(\frac{14}{14+6} \right) = 73,5 + 7(0,7)$$

$$Mo = 78,4$$

For other frequency distributions, it can be determined by the same formula.

The Calculation of Data Normality Test with Liliefors Test

To determine the normality test Liliefors test is used. Before conducting the normality test, the average and standard deviation for grouped data are calculated first. The steps taken are as below:

Example: Data on students' short story writing skills taught by the method of imagination suggestion

- a. Sort the data from the smallest to the largest, then determine the fabs and cumulative frequencies (fkum).
- b. Changing the scores into standard numbers (z_i).

Example: Score 60 is changed to standard number $z_i = -2.44$ to change it use the formula:

$$z_i = \frac{x_i - \bar{x}}{s}$$

Example calculation:

known $x_i = 60$ and $s = 8.52$, for

$$z_i = \frac{x_i - \bar{x}}{s}$$

$$z_i = -2.44$$

Then, in the same way for the other scores.

- c. To determine $F(z_i)$, the common area of the normal curve is used. Example for $F(-2.44) = 0.5 - 0.4495 = 0.0505$. To determine this value, look at the Sudjana Table page 490 (Area under the Normal Normal Curve from 0 to z)
- d. To determine $s(z_i)$ formula is used

$$S(z_i) = \frac{f_{kum}}{\Sigma f}$$

Example calculations for $F(-2.44) = 0.0505$, $f_{kum} = 1$ and $\Sigma f = 40$, then $S(z_i) = 0.025$

- e. To determine the absolute price of Lhitung = $F(z_i) - S(z_i) = 0.0505 - 0.025 = 0.0255$
- f. After calculating Lhitung entirely, the highest Lhitung is determined and is called L_o . Obtained L_o value = 0.0879
- g. L_o value compared to L_{table} . For $n = 40$, $\alpha = 0.05$, obtained $L_{table} = 0.1505$. $L_o = 0.0879 < L_{table} = 0.1505$ so that it can be concluded that the data has a normal distribution
- h. A summary of the calculations can be seen as the table below.

Table 1. Data of Students' Short Story Writing Capability Taught Using Imagination Suggestion Method

No	X_i	Z_i	F	F(z _i)	S(z _i)	F(z _i)-S(z _i)
1	60	-2,682	1	0,0037	0,025	-0,021
2	65	-2,042	2	0,0206	0,050	-0,029
3	65	-2,042	2	0,0206	0,050	-0,029
4	70	-1,403	4	0,0803	0,100	-0,020
5	73	-1,019	5	0,1541	0,125	0,029
6	75	-0,763	9	0,2226	0,225	-0,002
7	75	-0,763	9	0,2226	0,225	-0,002
8	75	-0,763	9	0,2226	0,225	-0,002
9	75	-0,763	9	0,2226	0,225	-0,002
10	76	-0,636	10	0,2625	0,250	0,013
11	77	-0,508	11	0,3058	0,275	0,031
12	78	-0,380	15	0,3520	0,375	-0,023
13	78	-0,380	15	0,3520	0,375	-0,023
14	78	-0,380	15	0,3520	0,375	-0,023
15	78	-0,380	15	0,3520	0,375	-0,023
16	80	-0,124	21	0,4506	0,525	-0,074
17	80	-0,124	21	0,4506	0,525	-0,074
18	80	-0,124	21	0,4506	0,525	-0,074
19	80	-0,124	21	0,4506	0,525	-0,074
20	80	-0,124	21	0,4506	0,525	-0,074
21	80	-0,124	21	0,4506	0,525	-0,074

22	82	0,132	22	0,5524	0,550	0,002
23	83	0,260	24	0,6024	0,600	0,002
24	83	0,260	24	0,6024	0,600	0,002
25	84	0,387	25	0,6508	0,625	0,026
26	85	0,515	27	0,6968	0,675	0,022
27	85	0,515	27	0,6968	0,675	0,022
28	86	0,643	30	0,7400	0,750	-0,010
29	86	0,643	30	0,7400	0,750	-0,010
30	86	0,643	30	0,7400	0,750	-0,010
31	87	0,771	31	0,7797	0,775	0,005
32	88	0,899	34	0,8157	0,850	-0,034
33	88	0,899	34	0,8157	0,850	-0,034
34	88	0,899	34	0,8157	0,850	-0,034
35	90	1,155	38	0,8759	0,950	-0,074
36	90	1,155	38	0,8759	0,950	-0,074
37	90	1,155	38	0,8759	0,950	-0,074
38	90	1,155	38	0,8759	0,950	-0,074
39	95	1,794	40	0,9636	1,000	-0,036
40	95	1,794	40	0,9636	1,000	-0,036

Mean = 80,975
Deviation Standard = 7,826606
 L_o 0,031
 L_t 0,140

Distribution data is Normal

Tabel 2. Data of Students' Short Story Writing Ability Taught Using Inquiry Method

No	X_i	Z_i	F	F(Z_i)	S(z_i)	F(z_i)-S(z_i)
1	50	-2,030	2	0,0212	0,050	-0,029
2	50	-2,030	2	0,0212	0,050	-0,029
3	55	-1,483	3	0,0690	0,075	-0,006
4	56	-1,374	4	0,0848	0,100	-0,015

5	60	-0,937	9	0,1745	0,225	-0,051
6	60	-0,937	9	0,1745	0,225	-0,051
7	60	-0,937	9	0,1745	0,225	-0,051
8	60	-0,937	9	0,1745	0,225	-0,051
9	60	-0,937	9	0,1745	0,225	-0,051
10	61	-0,827	10	0,2040	0,250	-0,046
11	63	-0,609	13	0,2713	0,325	-0,054
12	63	-0,609	13	0,2713	0,325	-0,054
13	63	-0,609	13	0,2713	0,325	-0,054
14	64	-0,499	15	0,3087	0,375	-0,066
15	64	-0,499	15	0,3087	0,375	-0,066
16	65	-0,390	18	0,3482	0,450	-0,102
17	65	-0,390	18	0,3482	0,450	-0,102
18	65	-0,390	18	0,3482	0,450	-0,102
19	66	-0,281	20	0,3894	0,500	-0,111
20	66	-0,281	20	0,3894	0,500	-0,111
21	68	-0,062	21	0,4752	0,525	-0,050
22	69	0,047	22	0,5187	0,550	-0,031
23	70	0,156	23	0,5621	0,575	-0,013
24	71	0,266	24	0,6047	0,600	0,005
25	72	0,375	25	0,6461	0,625	0,021
26	73	0,484	27	0,6859	0,675	0,011
27	73	0,484	27	0,6859	0,675	0,011
28	76	0,812	28	0,7916	0,700	0,092
29	77	0,921	30	0,8216	0,750	0,072
30	77	0,921	30	0,8216	0,750	0,072
31	78	1,031	33	0,8486	0,825	0,024
32	78	1,031	33	0,8486	0,825	0,024
33	78	1,031	33	0,8486	0,825	0,024
34	79	1,140	34	0,8728	0,850	0,023
35	80	1,249	36	0,8942	0,900	-0,006

36	80	1,249	36	0,8942	0,900	-0,006
37	81	1,358	39	0,9128	0,975	-0,062
38	81	1,358	39	0,9128	0,975	-0,062
39	81	1,358	39	0,9128	0,975	-0,062
40	85	1,796	40	0,9637	1,000	-0,036

Mean = 68,575
 Deviation Standard = 9,15644
 L_o 0,111
 L_t 0,140

Distribution data is Normal

Table 3. Data of Students' Short Story Writing Ability Taught Using Suggestion Imagination with Low Creative Thinking

No	X_i	Z_i	F	F(Z_i)	S (z_i)	F(z_i)-S(z_i)
1	60	-1,63095	3	0,0515	0,066667	-0,0152
2	60	-1,63095	3	0,0515	0,066667	-0,0152
3	60	-1,63095	3	0,0515	0,066667	-0,0152
4	61	-1,53175	4	0,0628	0,088889	-0,0261
5	63	-1,33333	5	0,0912	0,111111	-0,0199
6	64	-1,23413	7	0,1086	0,155556	-0,0470
7	64	-1,23413	7	0,1086	0,155556	-0,0470
8	65	-1,13492	12	0,1282	0,266667	-0,1385
9	65	-1,13492	12	0,1282	0,266667	-0,1385
10	65	-1,13492	12	0,1282	0,266667	-0,1385
11	65	-1,13492	12	0,1282	0,266667	-0,1385
12	65	-1,13492	12	0,1282	0,266667	-0,1385
13	66	-1,03571	13	0,1502	0,288889	-0,1387
14	70	-0,63889	14	0,2614	0,311111	-0,0497
15	72	-0,44048	15	0,3298	0,333333	-0,0035
16	73	-0,34127	16	0,3665	0,355556	0,0109
17	75	-0,14286	18	0,4432	0,4	0,0432
18	75	-0,14286	18	0,4432	0,4	0,0432
19	76	-0,04365	20	0,4826	0,444444	0,0381

20	76	-0,04365	20	0,4826	0,444444	0,0381
21	77	0,055556	22	0,5222	0,488889	0,0333
22	77	0,055556	22	0,5222	0,488889	0,0333
23	78	0,154762	24	0,5615	0,533333	0,0282
24	78	0,154762	24	0,5615	0,533333	0,0282
25	80	0,353175	30	0,6380	0,666667	-0,0286
26	80	0,353175	30	0,6380	0,666667	-0,0286
27	80	0,353175	30	0,6380	0,666667	-0,0286
28	80	0,353175	30	0,6380	0,666667	-0,0286
29	80	0,353175	30	0,6380	0,666667	-0,0286
30	80	0,353175	30	0,6380	0,666667	-0,0286
31	81	0,452381	31	0,6745	0,688889	-0,0144
32	83	0,650794	33	0,7424	0,733333	0,0091
33	83	0,650794	33	0,7424	0,733333	0,0091
34	85	0,849206	35	0,8021	0,777778	0,0243
35	85	0,849206	35	0,8021	0,777778	0,0243
36	86	0,948413	38	0,8285	0,844444	-0,0159
37	86	0,948413	38	0,8285	0,844444	-0,0159
38	86	0,948413	38	0,8285	0,844444	-0,0159
39	87	1,047619	39	0,8526	0,866667	-0,0141
40	88	1,146825	40	0,8743	0,888889	-0,0146
41	90	1,345238	43	0,9107	0,955556	-0,0448
42	90	1,345238	43	0,9107	0,955556	-0,0448
43	90	1,345238	43	0,9107	0,955556	-0,0448
44	95	1,84127	45	0,9672	1	-0,0328
45	95	1,84127	45	0,9672	1	-0,0328

Mean = 76,44444

Deviation Standard = 10,08499

L_o 0,0432

L_t 0,132

Distribution data is Normal

Table 4. Data of Students' Short Story Writing Ability Taught Using Suggestion Imagination with High Creative Thinking

No	Xi	Zi	F	F(Zi)	S (zi)	F(zi)-S(zi)
1	50	-2,09444	2	0,0181	0,057	-0,039
2	50	-2,09444	2	0,0181	0,057	-0,039
3	55	-1,63148	3	0,0514	0,086	-0,034
4	56	-1,53889	4	0,0619	0,114	-0,052
5	60	-1,16852	7	0,1213	0,200	-0,079
6	60	-1,16852	7	0,1213	0,200	-0,079
7	60	-1,16852	7	0,1213	0,200	-0,079
8	63	-0,89074	9	0,1865	0,257	-0,071
9	63	-0,89074	9	0,1865	0,257	-0,071
10	66	-0,61296	10	0,2700	0,286	-0,016
11	68	-0,42778	11	0,3344	0,314	0,020
12	69	-0,33519	12	0,3687	0,343	0,026
13	70	-0,24259	13	0,4042	0,371	0,033
14	71	-0,15	14	0,4404	0,400	0,040
15	73	0,035185	16	0,5140	0,457	0,057
16	73	0,035185	16	0,5140	0,457	0,057
17	75	0,22037	18	0,5872	0,514	0,073
18	75	0,22037	18	0,5872	0,514	0,073
19	77	0,405556	19	0,6575	0,543	0,115
20	78	0,498148	24	0,6908	0,686	0,005
21	78	0,498148	24	0,6908	0,686	0,005
22	78	0,498148	24	0,6908	0,686	0,005
23	78	0,498148	24	0,6908	0,686	0,005
24	78	0,498148	24	0,6908	0,686	0,005

25	79	0,590741	25	0,7227	0,714	0,008
26	80	0,683333	27	0,7528	0,771	-0,019
27	80	0,683333	27	0,7528	0,771	-0,019
28	81	0,775926	29	0,7811	0,829	-0,047
29	81	0,775926	29	0,7811	0,829	-0,047
30	82	0,868519	30	0,8074	0,857	-0,050
31	84	1,053704	31	0,8540	0,886	-0,032
32	85	1,146296	32	0,8742	0,914	-0,040
33	88	1,424074	34	0,9228	0,971	-0,049
34	88	1,424074	34	0,9228	0,971	-0,049
35	90	1,609259	35	0,9462	1,000	-0,054

Mean = 72,62857

Deviation Standard = 10,80873

L_o 0,115

L_t 0,149

Distribution data is Normal

Table 5. Students' Short Story Writing Ability Taught Using Imagination Suggestion with High Creative Thinking

No	X_i	Z_i	F	F(Z_i)	S (z_i)	F(z_i)-S(z_i)
1	65	-2,39973	2	0,0082	0,083333	-0,0751
2	65	-2,39973	2	0,0082	0,083333	-0,0751
3	75	-1,07171	4	0,1419	0,166667	-0,0247
4	75	-1,07171	4	0,1419	0,166667	-0,0247
5	76	-0,93891	5	0,1739	0,208333	-0,0344
6	77	-0,80611	6	0,2101	0,25	-0,0399
7	78	-0,67331	7	0,2504	0,291667	-0,0413
8	80	-0,4077	11	0,3417	0,458333	-0,1166

9	80	-0,4077	11	0,3417	0,458333	-0,1166
10	80	-0,4077	11	0,3417	0,458333	-0,1166
11	80	-0,4077	11	0,3417	0,458333	-0,1166
12	83	-0,0093	13	0,4963	0,541667	-0,0454
13	83	-0,0093	13	0,4963	0,541667	-0,0454
14	85	0,256308	14	0,6011	0,583333	0,0178
15	86	0,38911	17	0,6514	0,708333	-0,0569
16	86	0,38911	17	0,6514	0,708333	-0,0569
17	86	0,38911	17	0,6514	0,708333	-0,0569
18	87	0,521912	18	0,6991	0,75	-0,0509
19	88	0,654714	19	0,7437	0,791667	-0,0480
20	90	0,920319	22	0,8213	0,916667	-0,0954
21	90	0,920319	22	0,8213	0,916667	-0,0954
22	90	0,920319	22	0,8213	0,916667	-0,0954
23	95	1,584329	24	0,9434	1	-0,0566
24	95	1,584329	24	0,9434	1	-0,0566

Mean = 83,07143

Deviation Standard = 7,532294

L_0 0,0178

L_t 0,173

Distribution data is Normal

Table 6. Students' Short Story Writing Ability Taught Using Suggestion Imagination with Low Creative Thinking

No	X_i	Z_i	F	F(Z_i)	S (z_i)	F(z_i)-S(z_i)
1	60	-2,5	1	0,0062	0,0625	-0,0563
2	70	-1,18421	2	0,1182	0,125	-0,0068
3	73	-0,78947	3	0,2149	0,1875	0,0274

4	75	-0,52632	5	0,2993	0,3125	-0,0132
5	75	-0,52632	5	0,2993	0,3125	-0,0132
6	78	-0,13158	8	0,4477	0,5	-0,0523
7	78	-0,13158	8	0,4477	0,5	-0,0523
8	78	-0,13158	8	0,4477	0,5	-0,0523
9	80	0,131579	10	0,5523	0,625	-0,0727
10	80	0,131579	10	0,5523	0,625	-0,0727
11	82	0,394737	11	0,6535	0,6875	-0,0340
12	84	0,657895	12	0,7447	0,75	-0,0053
13	85	0,789474	13	0,7851	0,8125	-0,0274
14	88	1,184211	15	0,8818	0,9375	-0,0557
15	88	1,184211	15	0,8818	0,9375	-0,0557
16	90	0,920319	16	0,8213	1	-0,1787

Mean = 79
 Deviation Standard = 7,607014
 L_0 0,0274
 L_t 0,213
 Distribution data is Normal

Table 7. Students' Short Story Writing Ability Taught Using Inquiry Method with High Creative Thinking

No	X_i	Z_i	F	F(Z_i)	S (z_i)	F(z_i)-S(z_i)
1	60	-1,211	3	0,1130	0,143	-0,0299
2	60	-1,211	3	0,1130	0,143	-0,0299
3	60	-1,211	3	0,1130	0,143	-0,0299
4	61	-1,087	4	0,1386	0,190	-0,0519
5	63	-0,839	5	0,2008	0,238	-0,0373

6	64	-0,715	7	0,2374	0,333	-0,0959
7	64	-0,715	7	0,2374	0,333	-0,0959
8	65	-0,591	9	0,2774	0,429	-0,1512
9	65	-0,591	9	0,2774	0,429	-0,1512
10	65	-0,591	10	0,2774	0,476	-0,1988
11	66	-0,467	11	0,3204	0,524	-0,2034
12	70	0,030	12	0,5119	0,571	-0,0596
13	72	0,278	13	0,6095	0,619	-0,0096
14	73	0,402	14	0,6562	0,667	-0,0105
15	76	0,774	15	0,7806	0,714	0,0663
16	77	0,898	16	0,8155	0,762	0,0536
17	78	1,022	17	0,8467	0,810	0,0372
18	80	1,270	19	0,8980	0,905	-0,0067
19	80	1,270	19	0,8980	0,905	-0,0067
20	81	1,395	20	0,9184	0,952	-0,0340
21	85	1,891	21	0,9707	1,000	-0,0293

Mean = 69,7619
Deviation Standard = 8,061667
 L_0 0,0663
 L_t 0,190

Distribution data is Normal

Table 7. Students' Short Story Writing Ability Taught Using Inquiry Method with Low Creative Thinking

No	X_i	Z_i	F	F(Z_i)	S (z_i)	F(z_i)-S(z_i)
1	50	-1,677	2	0,0467	0,105	-0,0585
2	50	-1,677	2	0,0467	0,105	-0,0585
3	55	-1,191	3	0,1167	0,158	-0,0412

4	56	-1,094	4	0,1369	0,211	-0,0736
5	60	-0,706	6	0,2402	0,316	-0,0756
6	60	-0,706	6	0,2402	0,316	-0,0756
7	63	-0,414	8	0,3394	0,421	-0,0816
8	63	-0,414	8	0,3394	0,421	-0,0816
9	66	-0,122	9	0,4513	0,474	-0,0224
10	68	0,072	10	0,5287	0,526	0,0023
11	69	0,169	11	0,5671	0,579	-0,0118
12	71	0,363	12	0,6419	0,632	0,0103
13	73	0,558	13	0,7115	0,684	0,0273
14	77	0,947	14	0,8281	0,737	0,0912
15	78	1,044	16	0,8517	0,842	0,0096
16	78	1,044	16	0,8517	0,842	0,0096
17	79	1,141	17	0,8730	0,895	-0,0217
18	81	1,335	19	0,9091	1,000	-0,0909
19	81	1,335	19	0,9091	1,000	-0,0909

Mean = 67,26316

Deviation Standard = 10,29478

L_o 0,0912

L_t 0,195

Distribution data is Normal

The Homogeneity Test of Sample Variance

Homogeneity test of variance is intended to see whether the variation of data between samples has the same degree. To test the homogeneity of variance, it is performed using Test Fisher and Barlet Test.

- a. Homogeneity Test Sample Group Results from Short Story Writing Ability taught by Imagination Suggestion Method through song and inquiry.

From the results of calculations in appendix 10, a summary of the calculation results is obtained, as shown in the following table: Homogeneity Variance Test helper table for Treatment using Fisher's exact test (F test):

Sample	N	Dk	Si ²
Suggestion Imagination method	40	39	61,25
Inquiry Method	40	39	83,84
		78	

Based on the summary of the Homogeneity Test summary above, the combined variance is then calculated:

$$1) F = \frac{\text{Varians terbesar}}{\text{Varians Terkecil}}$$

$$F = \frac{83,84}{61,25} \\ = 1.368$$

2) Comparing the f_{count} prices with f_{tabel} prices

The price of $f_{\text{count}} = 1,368$, the price of f_{tabel} at the significance of 0.05 and the numerator $dk = 39$ and the denominator $dk = 39$ i.e. $F_{\text{count}} \text{ price} < f_{\text{tabel}} \text{ price}$.

In conclusion, the sample variance is homogeneous

b. Homogeneity Test of Sample Group of the Students' Short Story Writing Ability Result with High Creative Thinking Ability and Low Creative Thinking Ability

Homogeneity Variance Test Table for Treatment using Fisher's exact test (F test):

Sample	N	Dk	Si ²
High Creative Thinking	45	44	101,707
Low Creative Thinking	35	34	116,828
		78	

$$1) F = \frac{\text{Varians terbesar}}{\text{Varians Terkecil}}$$

$$F = \frac{116,828}{101,707} = 1.148$$

- 2) Comparing the price of the f_{count} with the price of f_{tabel}
 The price of $f_{\text{count}} = 1,148$, the price of f_{tabel} at the significance of 0.05 and the numerator $dk = 44$ and the denominator $dk = 34$, i.e. $F_{\text{count}} \text{ price} < f_{\text{tabel}} \text{ price}$. In conclusion, the sample variance is homogeneous
- c. Homogeneity Test Sample Group Interaction Learning Method and Critical Thinking Ability

Homogeneity test table for homogeneity of inter-cell treatment variance

Sample	Dk	1/dk	Si ²	Log Si ²	dk Log Si ²	dk Si ²
High SIBK	24	0,043	61,606	1,789	42,936	1478,544
Low SIBK	16	0,04	57,866	1,762	28,192	925,856
High IBK	21	0,05	64,99	1,812	38,052	1364,79
Low IBK	19	0,055	105,982	2,025	38,475	2013,658
Total	80	0,188	290,444	7,388	147,655	5782,848

Based on the Homogeneity Test summary table above, the combined variance is then calculated:

$$s^2 = \frac{\sum dk s^2}{\sum dk}$$

$$s^2 = \frac{5782,848}{80}$$

$$s^2 = 72,2856$$

$$\text{So that } \log s^2 = \log 72,2856 = 1.859$$

To calculate the value of B as follows:

$$B = (\log s^2) \sum (dk)$$

$$B = 1,859 \times 80$$

$$B = 148.72$$

To calculate the value of chi squared (2) as follows:

$$x^2 = (\ln 10) (B - \sum(dk) \log si^2)$$

$$x^2 = (2,302) (148,72 - 147,655)$$

$$x^2 = (2,302) (1.065)$$

$$x^2 = 2,4516$$

Then compared with x^2_{counts} with x^2_{tables} for the level $\alpha = 0.05$ and $dk = 3$, we get $x^2_{\text{tables}} = 7.814$, then $x^2_{\text{count}} = 2.451 < x^2_{\text{tables}} = 7.814$. In conclusion, the sample variance is homogeneous.

Testing Research Hypothesis

The research hypothesis testing is carried out using ANOVA 2 x 2. For the purposes of studying the hypothesis, a calculation helper table is needed as below:

Variable		Learning Method		Total
Creative Thinking Ability	High	Imagination Suggestion	Inquiry	
		N = 24	N = 21	N = 45
		$\bar{X} = 82,29$	$\bar{X} = 69,76$	$\bar{X} = 76,025$
$\Sigma X = 1975$	$\Sigma X = 1465$	$\Sigma X = 3440$		
$\Sigma X^2 = 163943$	$\Sigma X^2 = 103501$	$\Sigma X^2 = 267444$		
S = 7,849	S = 8,061	S = 10,084		
Creative Thinking Ability	Low	N = 16	N = 19	N = 35
		$\bar{x} = 79$	$\bar{X} = 67,26$	$\bar{X} = 73,13$
		$\Sigma X = 1264$	$\Sigma X = 1278$	$\Sigma X = 2542$
$\Sigma X^2 = 100724$	$\Sigma X^2 = 87870$	$\Sigma X^2 = 188594$		
S = 7,607	S = 10,294	S = 10,808		
Total		N = 40	N = 40	N = 80
		$\bar{X} = 80,645$	$\bar{X} = 68,51$	$\bar{X} = 74,577$
		$\Sigma X = 3239$	$\Sigma X = 2743$	$\Sigma X = 5982$
		$\Sigma X^2 = 264667$	$\Sigma X^2 = 191371$	$\Sigma X^2 = 456038$
		S = 7,826	S = 9.15	S = 10,514

a. For the purposes of hypothesis testing, the steps completed are:

1) Number of Squares (NS)

$$\begin{aligned}
 NS_{(T)} &= \sum X^2 - \frac{(\sum X)^2}{N} \\
 &= 456038 - \frac{(5982)^2}{80} \\
 &= 456038 - 447304,05 \\
 &= 8733,95
 \end{aligned}$$

2) Number of Squares between groups

$NS_{\text{between groups}}$

$$\begin{aligned}
 &= \frac{(\sum Xi)^2}{ni} - \frac{(Xt)^2}{nt} \\
 &= \frac{(1975)^2}{24} + \frac{(1264)^2}{16} + \frac{(1465)^2}{21} + \frac{(1278)^2}{19} - \frac{(5682)^2}{80} \\
 &= 162526,04 + 99856 + 1002201,19 + 85962,31 - 403564,05 \\
 &= 1350545,54 - 403564,05 \\
 &= 946981,49
 \end{aligned}$$

1. Number of Squares in groups

$$\begin{aligned}
 NS_{\text{in groups}} &= JK_{(T)} - JK_{\text{antar kelompok}} \\
 &= 8733,95 - 946981,49 \\
 &= -938247,54
 \end{aligned}$$

2. Number of Squares between Line

$$NS_{\text{between line}} = \frac{(3440)^2}{45} + \frac{(2542)^2}{35} - \frac{(5982)^2}{80}$$

$$= 262968,8 + 184621,828 - 403564,05$$

$$= 44026,578$$

3. Number of Squares between Column

$$NS_{\text{between column}} = \frac{(3239)^2}{40} + \frac{(2743)^2}{40} - \frac{(5982)^2}{80}$$

$$= 295840 + 188101,225 - 403564,05$$

$$= 80377,175$$

4. Number of Interaction Square

$$NS_{\text{interaction}} = JK_{\text{antar kelompok r}} - JK_{\text{antar baris}} - JK_{\text{antar kolom}}$$

$$= 946981,49 - 44026,578 - 80377,175$$

$$= 822577,737$$

b. Calculating Degrees of Freedom

1. Counting the df between groups = number of groups - 1 = 4 - 1 = 3
2. Counting the df in groups = nt - number of groups = 80 - 4 = 76
3. Counting the df between lines = number of lines - 1 = 2 - 1 = 1
4. Counting the df between columns = number columns - 1 = 2 - 1 = 1
5. Counting the interactions = (number rows - 1) (number of columns - 1)
= (2 - 1) (2 - 1) = 1

c. Calculate the average number of squares (ANS)

$$ANS_{\text{between groups}} = \frac{NS_{\text{between groups}}}{\text{between groups}}$$

$$= \frac{946981,49}{3}$$

$$= 315660,496$$

$$ANS_{\text{in groups}} = \frac{NS_{\text{in groups}}}{df_{\text{in groups}}}$$

$$= \frac{938247,54}{76}$$

$$= -12345,362$$

$$ANS_{\text{between lines}} = \frac{\text{NS between lines}}{\text{df between lines}}$$

$$= \frac{44026,578}{1}$$

$$= 44026,578$$

$$ANS_{\text{between column}} = \frac{\text{NS between column}}{\text{df between column}}$$

$$= \frac{80377,175}{1}$$

$$= 80377,175$$

$$ANS_{\text{interaction}} = \frac{\text{NSinteraction}}{\text{df interaction}}$$

$$= \frac{822577,737}{1}$$

$$= 822577,737$$

d. Calculating F_{count} dan F_{table}

$$1. F_{\text{count between lines}} = \frac{\text{ANS between lines}}{\text{ANSin groups}}$$

$$= \frac{44026,578}{-12345,362}$$

$$= -3,566$$

$$2. F_{\text{count between columns}} = \frac{\text{ANSbetween column}}{\text{ANSin groups}}$$

$$= \frac{80377,175}{-12345,362}$$

$$= -6,510$$

$$\begin{aligned}
 3. F_{\text{count interaction}} &= \frac{ANS_{\text{interaction}}}{ANS_{\text{in groups}}} \\
 &= \frac{822577,737}{-12345,362} \\
 &= -66,630
 \end{aligned}$$

2 x 2 Factorial Anava Summary

Variance Source	Df	NS	ANS	F _{count}	F _{table (1.76)} (α = 0.05)
Learning model	1	44026,578	44026,578	-3,566	3,97
Creative thinking	1	80377,175	80377,175	-6,510	
Interaction	1	822577,737	822577,737	-66,630	
Error	76	85947,54	80377,175		
Total	79	1032929,03			

It can be seen that $F_{\text{count}} > F_{\text{table}}$, thus the first, second and third hypotheses can be accepted.

From the hypothesis test it can be understood that there is an interaction between the learning model and interpersonal intelligence so that the test is done using the Scheffe advanced test because many data for each cell is not the same.

The formula used is:

$$F = \frac{\bar{X}_{\text{maks}} - \bar{X}_{\text{min}}}{\sqrt{S_w^2 \left(\frac{1}{n1} + \frac{1}{n2} \right)}}$$

Explanation

X1 = average cell value 1

X2 = average value of cell 2

n1 = lots of cell 1 data

n2 = lots of cell 2 data

= Error Variance

a. For statistical hypothesis pairs

$$H_0 : \mu_{A_1B_1} = \mu_{A_2B_1}$$

$$H_a : \mu_{A_1B_1} > \mu_{A_2B_1}$$

$$F = \frac{82,29 - 69,76}{\sqrt{10,514 \left(\frac{1}{24} + \frac{1}{21} \right)}}$$

$$= 12,94$$

b. For statistical hypothesis pairs

$$H_0 : \mu_{A_1B_1} = \mu_{A_2B_2}$$

$$H_a : \mu_{A_1B_1} > \mu_{A_2B_2}$$

$$F = \frac{82,29 - 67,26}{\sqrt{10,514 \left(\frac{1}{24} + \frac{1}{19} \right)}}$$

$$= 13,095$$

c. For statistical hypothesis pairs

$$H_0 : \mu_{A_1B_1} = \mu_{A_1B_2}$$

$$H_a : \mu_{A_1B_1} > \mu_{A_1B_2}$$

$$F = \frac{82,29 - 79}{\sqrt{10,514 \left(\frac{1}{24} + \frac{1}{16} \right)}}$$

$$= 3,145$$

d. For statistical hypothesis pairs

$$H_0 : \mu_{A_2B_1} = \mu_{A_2B_2}$$

$$H_a : \mu_{A_2B_1} > \mu_{A_2B_2}$$

$$F = \frac{69,76 - 67,26}{\sqrt{10,514 \left(\frac{1}{21} + \frac{1}{19} \right)}}$$

$$= 0,772$$

e. For statistical hypothesis pairs

$$H_0 : \mu_{A_2B_1} = \mu_{A_1B_2}$$

$$H_a : \mu_{A_2B_1} > \mu_{A_1B_2}$$

$$F = \frac{79 - 69,76}{\sqrt{10,514 \left(\frac{1}{21} + \frac{1}{16} \right)}}$$

$$= 8,395$$

f. For statistical hypothesis pairs

$$H_0 : \mu_{A_2B_2} = \mu_{A_1B_2}$$

$$H_a : \mu_{A_2B_2} > \mu_{A_1B_2}$$

$$F = \frac{79 - 67,26}{\sqrt{10,514 \left(\frac{1}{16} + \frac{1}{19} \right)}}$$

$$= 10,670$$

Summary of Further tests with the Scheffe tes

Group compared	scores	F _{count}	F _{table(3,76)}	Explanation
			α = 0,05	
μA1B1 with A2B1		12,94	2,72	Significant
μA1B1 with A2B2		13,095	2,72	Significant
μA1B1 with A1B2		3,145	2,72	Significant
μA2B1 with A2B2		0,772	2,72	Insignificant
μA2B1 with A1B2		8,395	2,72	Significant
μA2B2 with A1B2		10,670	2,72	Significant

ABOUT THE WRITER



Lamhot Naibaho was born on November 18, 1985 in Buluduri, a village in Laepari District, Dairi Sidikalang Regency, North Sumatra. The sixth child of seven children by the husband and wife couple, Mr. Lamasi Naibaho with Sonti Aritonang. In 1999 he had completed primary education at SD N 030404, then in 1999 he continued his studies at the junior high school level at SMP Negeri 2 Laeparira and finished in 2002. After that, he returned to continue his studies to the senior secondary level at State Senior High School 1 Sidikalang in 2002 and completed in 2005. In 2005 he was accepted at one of the state universities in Medan (UNIMED) in the English Education Department through the SPMB pathway with obtaining a PPA scholarship, and was able to complete his studies on time and with IP Cum laude in 2009. She was not satisfied with the education she had achieved, in 2010 she continued her studies at the Postgraduate Program at the State University of Medan, and also selected at the right time with the highest GPA (4.00) in 2012. After that, she resumed his studies at the Doctoral Education Level at the Jakarta State University in 2012 until now. In 2015, he decided to marry Geby Arni Siregar. Regarding work experience, of course there is no doubt, starting from the lowest jobs to working in organizations and agencies at home and abroad. This man is a very independent person, since he was in junior high school he has been responsible for his living expenses. His work experience began with being an English teacher at the Prima Essential English Course for three years, and then becoming an English Tutor at BT / BS Bima Medan Tutoring, after that he became an English Tutor at NGO-Caritas Switzerland. After that, he became a lecturer in English at the Universal Computer Informatics Management Academy in Medan and also at the Pauline Theological College in Medan. Apart from a career as a lecturer, he is also an English consultant at the International Organization for Migrants (IOM) to facilitate the language of refugees who come from conflict countries such as Myanmar, Sri Lanka, Afghanistan and Somalia. His latest work experience is being a Lecturer at the Christian University of Indonesia. He has received many achievements both from

educational institutions, government agencies, and also private institutions, such as the Prima Essential English Course, Medan State University, APKASI, Ary Suta Reserch Center, PT. Semen Indonesia, NGO-Caritas Switzerland, International Organization for Migrant. In addition, he has experience in writing and presenting his writings at national and international seminars such as the Northern Linguistic Society (MLU) in 2012, TEFL Asia in the Philippines in 2013, ICALLE in the Philippines in 2014, ECE in London in 2015, Ary Suta Research Center in 2014. and others.



THE POWER OF CREATIVE THINKING AND IMAGINATION SUGGESTION ON WRITING: A Monograph Based on Research

This study aims to determine the effect of creative thinking and Imagination Suggestion on students' ability to write short stories. The population of the study were the seventh year students of the XYZ Junior High School, consists of seven classes with the amount of 440 students. The selection of the XYZ Junior High School as a population because the school still uses the education unit level curriculum in which there are essential competencies of writing short stories as part of the narrative for the seventh year students in the first and second semester. Besides, in learning to write short stories at the XYZ Junior High School, they have not used the Imagination Suggestion method. The sampling technique used was random sampling, by using random sampling, one class was selected as the experimental group, and one other class as the control group. The seventh year-A was selected as the control group, and the seventh year-B was selected as the experimental group. The experimental group was 40 students, and the control group was 40 students. This study uses a quasi-experimental method (quasi-experimental) with a 2 x 2 factorial design through this design will be compared to the influence of the method of imagination and inquiry suggestion learning on the ability to write short stories. The statistical test used is descriptive statistics to present the data and is followed by inferential statistics using two-way ANOVA with a significant level of $\alpha = 0.05$, followed by the Scheffe Test. Previously, the analysis test was conducted in the form of normality test and homogeneity test. The results of this study indicate that (1) the ability to write short stories in the group of students who were given learning with the Imagination Suggestion Learning Method using Song Media was higher than the ability of the group of students who were given learning with the Inquiry Learning Method with $F_{\text{count}} 5.34 > F_{\text{tabel}} 3.98$; (2) The ability to write short stories for the group of students who have high creative thinking abilities is higher than the ability of the group of students who have low creative thinking skills with a value of $F_{\text{count}} = 4.99 > F_{\text{tabel}} = 3.98$; (3) there is an interaction between learning strategies and creative thinking skills in influencing the ability to write short stories with a column-row (interaction) value of F_{count} greater than F_{tabel} ($F_{\text{count}} = 7.78 > F_{\text{tabel}} = 3.98$) at a significance level of 5%.

