

DEFENDS

A Strategy for Creative Students

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Abstract

DEFENDS is a strategy for defending position in writing. It is an acronym from Decide, Estimate, Figure, Express, Note, Drive and Search. In this strategy, students will follow the following steps: (1) decide on goals and theme, (2) estimate main ideas and details, (3) figure best order of main ideas and details, (4) express the theme in the first sentence, (5) note each main idea and supporting points, (6) drive home the message in the last sentence, and (7) search for errors and correct (Bisland, 2004, p. 57). For one thing, writing is one of four skills that are studied by students in learning English. Teacher needs to build the writing habit creatively. Whatever the reason, the teacher needs to help students build the writing habit so that they recognize writing as being a normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities (Harmer, 2007, p. 329). For another thing, creativity is the ability to produce original work and ideas (Kanematsu, 2016, p. 9). Test for Creative Thinking (TCT) is used to find a creativity index and scores for various categories like fluency, originality, elaboration and flexibility. A quasi-experimental design is used in this study to prove the effectiveness of the strategy. The attributive variable of this study is students' creativity. The test is in the form of writing test and creativity test.

Keywords: DEFENDS strategy, creativity, students creativity, writing creativity test

Introduction

Writing is one of four skills that are studied by students in learning English. Through writing, students can share their feelings, ideas, thoughts, information, and experiences in the written words. Harmer (2007, p. 329) states that teaching writing is a process of interaction between the teacher and the students where the teacher gives explanation about technical in writing. Teacher needs to build the writing habit creatively. Whatever the reason, the teacher needs to help students build the writing habit so that they recognize writing as being a normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities. Hopefully, the teacher can help the students to fulfill the needs of having good ability in producing good sentences and paragraphs. To create a well-organized writing, a writer should master the aspects related to writing. Brown (2004, p. 246) states there are five aspects of writing those are: content,

organization, vocabulary, syntax, and mechanics.

Due to there are some cases of the students cannot produce a good sentences and paragraphs, moreover having good ability on it, teacher needs to apply a method, technique, or strategy. Students' lack of writing skill may be caused by the inappropriate method, technique and strategy of teaching used by the teacher. In the classroom, teacher should be more creative in providing and applying appropriate and interesting method, technique or strategy in teaching writing skill. This is the most important thing that can affect students' writing skill.

There is a strategy from many strategies that can be applied by the English teacher to teach writing in classroom. The one of those strategies is DEFENDS that stands for decide, estimate, figure, express, note, drive, and search. DEFENDS is a strategy for defending position in writing. In this strategy, students will follow the

following steps: (1) decide on goals and theme, (2) estimate main ideas and details, (3) figure best order of main ideas and details, (4) express the theme in the first sentence, (5) note each main idea and supporting points, (6) drive home the message in the last sentence, and (7) search for errors and correct (Bisland, 2004, p. 57). Several purposes of DEFENDS strategy that explained by Catherine Collier (2017) in her book are to assist learners to defend a particular position in a written assignment, improve writing strategies, facilitate writing process, and strengthen learning to learn writing skill.

Methodology

This study used quantitative method. This was an experimental research that enables the researcher to identify casual relationship. Type of this experimental research was a simple factorial design 2 x 2 with post-test only design. This study was conducted at the eleventh grade students of SMA Muhammadiyah Sokaraja in second semester of academic year 2017/2018. In this study the researcher used 20 students of SMA Muhammadiyah Sokaraja as the sample. There were two instruments that used by the researcher, those were writing test and creativity test.

Findings and Discussion

Using DEFENDS strategy for students having high creativity will make them to think more creatively, so they can develop their ideas and create more effective learning experience. Because this strategy is students-centered, DEFENDS also allows students to exchange collective and individual feedback as a result they can produce a good writing especially an English text. Therefore, it requires students having high creativity in doing so, because high creativity students can organize and explore their ideas creatively and write better.

After got the result of creativity test and writing test, the researcher gave the

score to the students' paper works and made the result table as follow:

Table 1. Test Result Table

No.	Student	Creativity Score	Level	Writing Score
1	SS	87	High	82
2	EK	84	High	76
3	AP	76	High	82
4	ANK	74	High	74
5	L	73	High	78
6	NK	73	High	72
7	NS	73	High	80
8	AN	72	High	68
9	GF	70	High	62
10	TK	70	High	76
11	OL	69	Low	70
12	DRS	67	Low	72
13	FS	67	Low	68
14	AS	66	Low	70
15	IW	64	Low	64
16	LNI	63	Low	78
17	NR	62	Low	72
18	SNA	62	Low	79
19	ADA	61	Low	66
20	MWS	58	Low	70

From the table, the highest score of creativity test is 87 and the writing test is 82 with the same student. But for the lowest score of creativity test is 58 and the writing test is 62 with different student.

The sum score of the students who has high creativity is 750, so that the mean is 75 from 10 students. In other side the sum score of the students who has low creativity is 705, so that the mean is 70.5. The researcher can concluded that most students who has high creativity will get better result in writing after they has been taught by using DEFENDS strategy.

Conclusion

Based on the discussion the researcher can conclude that the students having high creativity have better writing skill than those having low creativity for eleventh grade students of SMA Muhammadiyah Sokaraja.

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