

# CHAPTER I

## INTRODUCTION

### 1.1. Background

Language has been admitted as the most important and effective means of communication used in human life. It is said that through language, people can express their ideas, feeling and experiences. We can't effectively communicate with one another without language. Human being can't be separated from language. So each nations in the world has each own language which is different from another, English for instance; is different from Bahasa Indonesia. English is generally learned as foreign language in Indonesia, but it is thought as a compulsory subject to all Indonesian students of Junior High School up to University.

Learning a foreign language especially is defined with reference to the four skills, listening, speaking, reading, and writing. Until now writing is considered to be difficult, even when the students can effortlessly produce legible handwriting, they still have to decide which ideas are relevant and they have to decide how those ideas should be expressed. Sometimes, the students cannot link sentences in coherence whole nor cannot express their thought in an organized way. But writing is not learned by talking about it and is not learned by discussing the forms. Writing is learned while writing and rewriting and in no other way. When the students learn to write, they have to learn ways of organizing experience, information and ideas in different language use and form distinctively.

Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper. Good thinking can produce good writing.

Another problem which may influence the ability and development of students' writing is creativity. The creativity is a valuable asset for human being. Several inventions of science and technology nowadays come from creativity. So we can see that creativity is a gift or an asset that has great value in human life.

Creativity is build by several components, and creative thinking is one of the component.

As Amabile (1998:78) mentioned,

“Within every individual, creativity is a function of three components: expertise, creative-thinking skills, and motivation. **Expertise** is, in a word, knowledge-technical, procedural, and intellectual. **Creative-thinking skills** determine how flexibly and imaginatively people approach problems. Not all **motivation** is created equal. An inner passion to solve the problem at hand leads to solutions far more creative than do external rewards, such as money. This component-called *intrinsic motivation-is* the one that can be most immediately influenced by the work environment”.

Language and creativity is closely related in the sense that creative thinking can be reflected and developed through language use supported by the mastery of linguistic rules. Meanwhile, in this competitive world, in order to stand in the good situation, a person have to know how to making the best use of opportunity. Creativity can be one of the best skill that someone should have in order to going across this situation.

According to Wang (2012:37) mentioned that,

“A significant amount of current research in education has recognized that creative abilities are essential in solving complex individual, social, and global problems. These abilities which include, among other abilities, the creation of ideas or product that are original, pertinent and useful, and the ability to detect the problems, make guesses and create new ideas. The world now is faced with ever-increasing problems that require solutions form creative talents. Education around the world aims at developing not only knowledgeable workers but also creative thinkers. Creativity is also used for describing someone and the difference between them”

To develop our creative thinking, indeed we have to practice our writing. Especially in narrative writing where we can make the story as our own thinking and ideas. We can expand our ideas through a systematic paragraph that can make a good story as well. Creativity grow within

ourselves. It grows by how we see the world. People will be most creative when they feel motivated primarily by the interest, satisfaction, and challenge of the work itself and not by external pressures. When people are intrinsically motivated, they engage in their work for the challenge and enjoyment of it.

Thinking and writing are two aspects that cannot be separated. According to Landmark and Horizon (2002:37) stated that Bruner and scholars of narrative attack the assumption that thinking is best when it is structured in terms of claims, reason, warrants, and evidence. Narrative is just as good a form for thinking.

In order to know how good students can express their creative thinking in narrative writing and to know the relationship between creative thinking and narrative writing ability. In this case, the researcher concerns with **“RELATIONSHIP BETWEEN STUDENTS’ CREATIVE THINKING AND THEIR NARRATIVE WRITING ABILITY (A Correlational Study of the Third Year Students (2011) of English Education Department UIN Sunan Gunung Djati Bandung).**

## 1.2. Research Questions

Based on the background of study above, in this research, the researcher concentrated to solve the following three questions :

1. What is the students’ creative thinking at third year students’ of English Education Department UIN Sunan Gunung Djati Bandung?
2. What is the students’ narrative writing ability at third year students’ of English Education Department UIN Sunan Gunung Djati Bandung?
3. Is there any relationship between students’ creative thinking and their narrative writing ability?

### **1.3. The Purpose of Research**

Based on the questions formulated above, the purpose of the study are :

1. To find out the students' creative thinking at third year students' of English Education Department UIN Sunan Gunung Djati Bandung.
2. To find out the students' narrative writing ability at third year students' of English Education Department UIN Sunan Gunung Djati Bandung.
3. To find out the if there any relationship between students' creative thinking and their narrative writing ability.

### **1.4. The Significant of Research**

The findings of the research are expected to be useful for the English teachers, students, and other researcher.

a) For the teacher

1. To give motivation to English teacher in improving students' ability in teaching writing
2. To give the information about the issue of the relationship of the students' creative thinking and narrative writing ability.

b) For the students

1. To improve students' narrative writing ability by showing all of their creative thinking.
2. The researcher expect this research will increase the students' creative thinking in order to increase their narrative writing ability.

c) For the researcher

1. It is manifested as knowledge contribution concerning the relation of students' creative thinking, and narrative writing ability.
2. As a case study for the next researcher concerning the relation of students' creative thinking, and narrative writing ability.

## 1.5. Rationale

Writing still be a difficult course for some students. When we start to write something, sometimes we thought that we have nothing to write. It is hard for us to find the ideas and develop it into a paragraph. Basically, writing consists of several elements as follows : expressing thoughts, emotions and experiences in an imaginative way.

Wang (2011) as quoted in Ketabi, Zahibi, and Ghadiri (2013), states that

“as a thinking skill, creativity is closely connected with reading and writing abilities; Further, due to the fact that thinking skills are highly related to the language development of learners, creativity is also in close connection with language-related activities such as reading and writing”

The abilities that are involved with reading and writing seem to have similar features that creativity researchers suggest enhance creative thinking, such as the freedom and ability to exchange ideas, a focus on self-disclosure, and attention to the individual. Moreover, several features that foster creative thinking can be improved through reading or writing activities such as thinking, inspecting, curiosity, and freedom to express oneself.

Creativity can be found in our daily activity, our experience, what we have seen, what we have heard, and also from the book that we have read. The story we have been read can give us some ideas to develop our writing. Creativity is not about how we can memorize something as

much as we can, sometimes, it just about our sensitiveness. A creative person is a person who can see things nobody else have ever seen before, who hears thing what nobody have heard before.

As Wang (2012:39) mentioned in his research that “creative performance has been referred to as the results of a creativity test. Creative thinking is the ability to sense problems, make guesses, generate new ideas, and communicate the results”. In the other words, the more people think creatively, the more they can sensitive about the problem, make guesses, and generate a new idea.

Creative potential exist among all people and can be improved through learning activities like reading and writing. With reading, people can have a new ideas, gather some information, know more about the world, and through reading, a people can have a new sight and think differently.

Writing also can be a good way to effuse our creativity. People can start with make a story that have unusual character, plot, and write down the idea that a people gather when do reading activities. In a simple word, reading is a place where we have a new ideas and imagination, and writing is an activities where a people write down all of the ideas.

From the information above we can simply say that creative thinking is ability to create a new ideas based on our knowledge, and how far we can have a divergent thinking among the others.

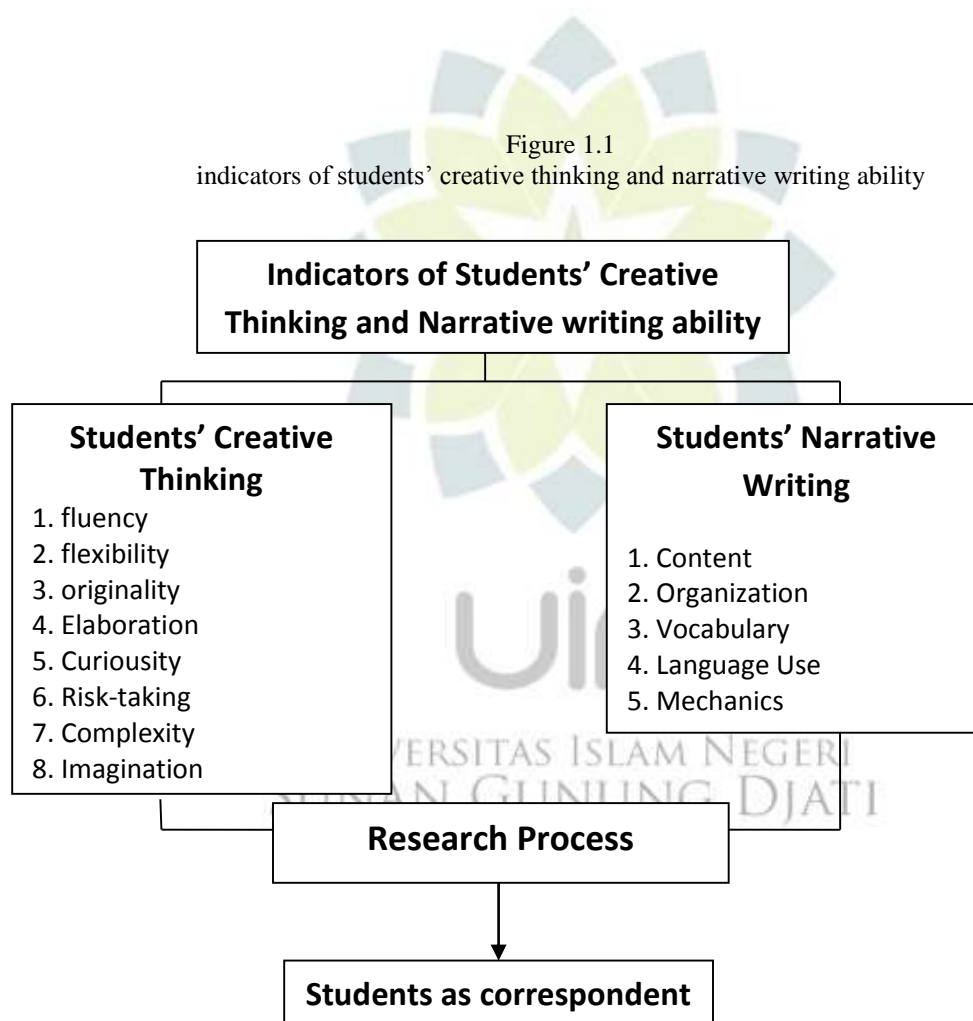
We can practicing our creative thinking on narrative writing like writing a story, since the story is a part of narrative writing as well. As Swiffin mentioned at [esol.britishcouncil.org](http://esol.britishcouncil.org) :

“Writing stories is an exciting and creative activity and yet students often seem resistant to undertaking this task. It is important to break the task down into small stages so students don’t get discouraged, and place emphasis on the creative part”.

Students writing ability could be seen by how good their creative thinking, because the originalities of ideas in writing can make their writing is fresh and different. They also be used to

think creatively because they free of being afraid and they also have a good interest of something new.

The indicators of relationship between students' creative thinking and their narrative writing ability is described below :



## 1.6. Hypothesis

According to Arikunto (2010: 71) "Hipotesis adalah asumsi sementara, sampai adanya bukti dari data yang telah dikumpulkan. [*Hypothesis is a tentative assumption of research*



problems, until known the evidence of the data that was collected]”. In accordance with the problem stated above, the researcher formulated the hypothesis of relationship between students’ creative thinking, and their narrative writing ability.

1.  $H_0$  accepted if  $t_{count} < t_{table}$  : it means that there is no positive correlation between students’ creative thinking and their narrative writing ability.
2.  $H_1$  accepted if  $t_{count} > t_{table}$  : it means that there is a positive correlation between students’ creative thinking, and their narrative writing ability.

## **1.7. Methodology**

### **1.7.1. Method of Research**

The method used in this research is descriptive-quantitative research. Sudjana (2005:64) said that “penelitian deskriptif adalah penelitian yang mencoba untuk menjelaskan fenomena yang terjadi pada masa itu. [*descriptive research is a research which is trying to describe a phenomenon happens in the present time*]”. Furthermore, there are many kinds of descriptive research in education, they are : case study, follow up study, survey and correlation study. Reseacher will use a correlation study to observe the two variables as follows :

- a. Dependent variable ( the students’ creative thinking)
- b. Independent variable ( the students’ narrative writing)

### **1.7.2. Source of Data**

#### **1.7.2.1 Setting of Research**

This research was conducted at third year students’ (2011) of English Education Department at State Islamic University of Sunan Gunung Djati Bandung. UIN Sunan Gunung Djati Bandung, the university, has some problems in writing habits and expressing idea. Thus, it will



become more effective, especially in teaching writing. The third years was chosen because they have finished learn writing subject.

### **1.7.2.2. Population**

According to Sudjana (2005:6) “Populasi adalah total dari jumlah yang mungkin atau keseluruhan anggota yang akan dipelajari oleh peneliti. Populasi adalah keseluruhan subjek penelitian. [*Population is the totality of the possible amount or a complete member that would be learned by the researcher. Population is a whole of research subject*]”.

The population is taken from the third year students of English Education Department UIN Sunan Gunung Djati Bandung. They are about 135 students.

### **1.7.2.3. Sample**

The population of the research covers three classes in the third year students. The population consists of 135 students, it is more than 100. According to Sugiyono (2011:102), if the number of subject is more than 100, we can get sample 10-25 percent or 30-45 percent or more. In this research taken 15 percent of the population to get sample, so the sample is 20 students would be observed. The technique of determining sample is random sample a given by using random sampling technique. Because they had completed learning writing and the population had assumption that it was homogenous.

### **1.7.3. Technique of Collecting Data**

The techniques that used by researcher in this research for collecting the data are through :

#### a) Questionnaire

According to Arikunto (2010: 151), “kuisisioner adalah pernyataan tertulis yang digunakan untuk memperoleh informasi dari responden dalam arti laporan tentang pribadi atau hal-hal yang

ia ketahui. [questionnaire is a number of written that used to gather the information from the respondent about personal information or other things that known]”. The researcher would give questionnaires to the students in order to know about their statement which is used to get information from the respondent.

The questionnaire presents questions that would be distributed to the sixth semester students of EED UIN Sunan Gunung Djati Bandung and the questionnaires would be given to 20 students with 16 questions. For the questions are consisting eight indicators: Fluency, Flexibility, Originality, elaboration, curiosity, risk taking, complexity, and imagination. To make easier in data analyze the student’s response of questionnaires are changed in numeral form by using *Likert Scale*. All questions are arranged based on objective questionnaire completed by 5 options. For students who choose “SA (*Strongly Agree*)” is scored 5, “A (*Agree*)” is scored 4, “S (*Somewhat Agree/Disagree*)” is scored 3, “D (*Disagree*)” is scored 2, and “SD (*Strongly Disagree*)” is scored 1. The highest score will be 100; it is 80 added by 20 for all final scoring, and the lowest score will be 16.

The questionnaire would be measured to determining the average score for each indicator of students’ creative thinking by using the formula as follows:

$$\frac{\text{the total of questionnaire score}}{\text{the highest score item}} \times 100\%$$

The results of analyzing of each indicator will be use range. The lowest score is 0% and the highest one is 100%. Furthermore, it can be arranged as follows :

0|..... 20%|.....40%|.....60%|.....80%|.....100%|

**Very low      Low      Average      High      Very high**

(Riduwan et.al, 2009:23)

b) Achievement Test

Test is a series questions and exercise and other tools that used for measure skill, intelligence, knowledge and talent some groups or individual (Arikunto: 150). The test measures how much the students learning progress exist in the course of foreign language instruction. In short, the used of achievement test are to know the students' achievement in writing ability.

This writing test was about a story entitled "Cinderella". The subject wrote the story by their own ideas. The test would be measured by five indicators of writing (content, organization, vocabulary, language use, and mechanics). By used the indicators, the lowest score is 37 and the highest score is 100.

### 1.8. Data Analysis

#### 1. Testing Normality of Data

To find out the normality of the data, the researcher used the comparison of Chi square ( $\chi^2$ ). The steps are :

- a. Determining Range (R) using formula :

$$R = (H-L) + 1$$

(Sudjana, 1996:45)

- b. Determining interval class (K) using formula :

$$K = 1 + 3.3 \log N$$

(Sudjana, 1996:47)

- c. Determining range of class interval (P) using formula :

$$P = R / K$$

(Sudjana, 1996:47)

- d. Making table of frequency distribution

No	Interval Class	f <sub>i</sub>	x <sub>i</sub>	f <sub>i</sub> .x <sub>i</sub>	x <sub>i</sub> - x	(x <sub>i</sub> - x)	f <sub>i</sub> (x <sub>i</sub> - x) <sup>2</sup>
Σ							

e. Testing central tendency, including :

- Determining mean score ( $\bar{x}$ ) by using formula :

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

(Sudjana, 1996:67)

- Counting variants ( $S^2$ ) and deviation standard ( $S$ )

$$S^2 = \frac{\sum f_i (x_i - \bar{x})^2}{n-1} \text{ and } S = \sqrt{S^2}$$

(Sudjana, 1996:95)

f. Making table of observed and expected frequency

No	Interval Class	F	BK	Z count	Z table	$L_i$	$E_i$	$O_i$	$X^2$
$\Sigma$									

g. Counting degree of freedom

$$Df = K - 3$$

(Sudjana, 1996:293)

h. Determining  $\chi^2_{table}$  at significance level ( $\alpha = 1\%$ )

$$\chi^2_{table} = 1 = \alpha$$

i. Determining Distribution of Normality

-  $\chi^2_{count} \leq \chi^2_{table} = \text{data is normal}$

-  $\chi^2_{count} \geq \chi^2_{table} = \text{data is abnormal}$

(Sudjana, 1996:293)

## 2. Counting the Value of Correlation Coefficient

To find out the value of correlation, here there are several formulas can be used by criterion as follow :

a. If two variables have normal distribution, use the formula of product moment :

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

(Arikunto, 2010:234)

- b. If one variable or both of them is not normal distribution, use the statistic of spearmen correlation :

$$r_{xy} = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

(Arikunto, 2010:243)

- c. Identification the degree of coefficient, by criterion as follow :

0.00 – 0.20 : very low correlation

0.21 – 0.40 : low correlation

0.41 – 0.60 : average correlation

0.61 – 0.80 : high correlation

0.81 – 1.00 : very high correlation

(Arikunto, 2010:276)

### 3. Determinant Coefficient Formula

To state significant or insignificant contribution variable X to Y could be determined with Determinant Coefficient Formula as follows :

$$KP = r^2 \times 100\%$$

Note :

KP : *Determinant coefficient values*

r : *Correlation Coefficient Values*

### 4. Testing Hypothesis

The hypothesis is conducted to determine whether the correlation coefficient is significant or not, and to do that the researcher uses this formula :

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r_{xy}^2}}$$

(Riduwan, et.al,2009:83)

