

## CHAPTER I

### INTRODUCTION

This chapter presents (1) background (2) research problems (3) research objectives and (4) significance of the study.

#### 1.1. Background

English is used by many people in the world because of this reason English is one of international languages in the world. Mappiasse and Sihes (2014) say that English language is one of the most spoken languages in the world. Afterward, according to Harmer English is a world language used in many parts of life (as cited in Astrid, 2011, p. 176). Furthermore, Sharifian states that English as an international language which refers to some parts that are thinking, research, and practice (as cited in Saputra & Marzulina, 2016; Yusuf, 2016, p. 1). It means that English is a global communication in many activities in the world.

Additionally, English is well received in Indonesia. In fact, English has rapid growth. Alwasilah states that English is recognized as the most significant foreign language in Indonesia since 1980s. It has had a tremendous growth since the early 1990s (as cited in Mappiasse & Sihes, 2014, p. 117). Then, Komaria says that English in Indonesia has a place as the first foreign language in educational system than German, Arabic, or Japanese (as cited in Abrar at al., 2018, p. 129). Due to the reason, English as one of foreign languages most often used in Indonesia compare to other foreign languages, it becomes compulsory subject in secondary school and university.

In learning English, there are some skills that must be learnt by students. It is related to Siburian (2013) that in learning English, there are four skills that should be taught to students. They are speaking, listening, reading and writing. According to Harmer (2001), writing is a basic language skill, as important as speaking, listening, and reading. It can be concluded that all four skills in learning English have to be learnt by student.

Writing is one of the important things among those four skills. The reason is, writing skill can become primary criteria toward better academic position and greater for success in education (Hosseini, 2013). Another reason, Sakkir, Rahman, and Salija (2016) say that writing skill is very important for each student to learn English, because the students can communicate ideas, thoughts, feelings, and emotions to others in writing through the mastery of writing skills. Next, according to Togatorop (2015), writing is known as one of the most important academic skills for university students. The university students need writing skill during their study as well as when they have graduated and entered the world of work. Even, according to Roli (2017), writing habit in a nation will affect the progress of the nation. Additionally, the importance of writing is not only in educational scope, but also in other aspects.

In contrast, writing has several problems. For instance, Sholikhan (2016) explains that writing is not just moving what we get in the book or other people mind to a piece of paper or to the computer screen like form from copy paste activities because writing is revealing our own. If one already has an idea, the next step is directly writing on a paper. Moreover, according to Bahloul (2007),

Gower, Holmes (2003), Kroll (1991), Phillips and Walters (1995), and Smith (1997), there are so many problems in English writing. They are capitalization, punctuation, organization, gramatical, idea, and spelling (as cited in Habibi, Wachyuni, & Husni, 2017, p. 97). In addition, writing is not as easy as people thinking because writing is not only moving some words into paper but also it needs several important points such as structure, grammar, and idea.

In fact, writing ability in Indonesia is still low. It is based on the rating of international survey of Most Literate Nations in the World by Central Connecticut State University (2016) which revealed that Indonesian level of reading and writing is placed in the rank of 60 from 61 countries. It shows that the level of reading and writing of Indonesian society is still low. To sum up, writing habit in Indonesia is further left behind than other countries.

In writing, an idea is needed but to come up to an idea is not easy. Jimenez (2013) says that one of the problems in writing is no idea. Concerning about idea, it has relation to imagination and creativity. According to Grenville (2001), all writing requires some imagination and creativity. So, writing needs an idea and an idea is created by creativity.

Creative thinking is one of the three components in creativity. As a prime of creativity, Amabile (1997) developes three components model of creativity. They are expertise, creative thinking, and motivation. Then, Safertzi (2000) explains that creative thinking is the ability to create a new innovation and unique. Creativity is very important in writing because by thinking creatively new ideas which even never thought by other people will come up, and it is necessary

because it will facilitate someone in writing so that the person will not lose the idea during writing. Moreover, creative thinking is a habit to make use of intuition, imagination, possibilities for aspiring ideas, and unexpected inspirational ideas (Pantiwati, 2013, p. 3).

A number of researchers state that writing is hard. Writing is the most difficult skill to be mastered and not only for native speaker but also for non active speaker. Richard and Renandya say that writing is the most difficult skill for second language learners to master, the difficulty is not only in generating and organizing ideas but also in translating ideas into text (as cited in Herizal & Afriani, 2016; Marzulina, 2018, p. 26). Then, Rass states that writing is difficult for native speakers and non active speakers because writers have to balance multiple issues such as content, organization, purpose, vocabulary, punctuation, spelling, etc (as cited in Fajrina, 2017, p. 30). Another reason is, writing skill is complex than other skills. Lyons and Heasley say that writing is a complex process. Therefore, writing is accepted as being the last language skill to be required (as cited in Lestari & Holandyah, 2016, p. 48). In short, in writing, there are several rules that must be considered. That is why writing is not easy to do.

Good writing is, in fact, influenced by other aspect. It is supported by Heaton (1988) who explains that one of the necessary skills to lead for good writing is treatment of content that is the ability to think creatively and develop thoughts, excluding all irrelevant information. It means that creative thinking is good to use in writing, because it can develop the idea and if the idea is irrelevant it can be eliminated.

Furthermore, through thinking creatively, writers may have more benefits from what they write. For instance, as their writing is published. It may have more competitive value for the readers. The readers can find something that is not provided by other written-product. Since, the readers will be interested reading the unique writing which the content is not similar to other writing in the same topic, because creativity refers to mental processes that lead to solutions, ideas, concepts, artistic forms, theories or products that are unique or novel (Carter, 2009, p.155).

In relation to writing, in varsity, essay writing is one of academic writings which must be learnt by students. According to Whitaker (2009), one of academic writings that must be done by students at the university is essay writing. The same thing is also required to the students of English education study program at UIN Raden Fatah Palembang. There are three courses of the writing subject (paragraph writing, essay writing, and argumentative writing).

Based on preliminary study, from informal interview with undergraduate EFL students of UIN Raden Fatah Palembang, it has found that there were several problems in essay writing. When the interviewees were asked about the difficulties in writing, most of them answered vocabulary, grammar and idea. Concerning about writing ideas sometimes when they wrote an essay, they lacked of ideas. Because of these reasons, they were stucked in writing an essay. Some of them did not know about creative thinking. It was known from their answers that they used internet to find out the material to be written. It means that they looked up someone's idea to be written back to be their own. It was the opposite with

definition of creative thinking that was finding new unique idea or the idea is different from others. Therefore, this study will look for whether or not there was relation between the students' creative thinking ability through their essay writing.

Due to the problems above, some researchers have attempted to investigate about the relation of creative thinking and writing. Soleimani and Najapgholian (2014) uncovered that there was significant relation of their report about the relationship between creativity in thinking and writing performance of Iranian EFL learners on comparison/contrast. Likewise, Wang (2012) found significant relation in his research about exploring the relationship of creative thinking to reading and writing. Moreover, Abdullah and Muhamad (2015) found that there was an effectiveness of using creative thinking in academic essay writing.

To sum up, the previous studies above found that creative thinking ability has relation to writing. The studies above are different from current study because the participants of this study are undergraduate EFL students of English Study Program at UIN Raden Fatah Palembang. This current study was conducted to investigate the relationship between students' creative thinking ability and their essay writing.

## **1.2. Research Problems**

Based on the background the research is formulated in the following questions:

1. Is there any significant correlation between students' creative thinking ability and their essay writing at English education study program of UIN Raden Fatah Palembang?
2. Does the students' creative thinking ability significantly influence their essay writing at English education study program of UIN Raden Fatah Palembang?

## **1.3. Research Objectives**

In accordance with the problems above, the objective of this study are:

1. To find out whether or not there is a significant correlation between the students' creative thinking and their essay writing at English education study program of UIN Raden Fatah Palembang.
2. To find out whether or not the students' creative thinking ability significantly influences their essay writing at English education study program of UIN Raden Fatah Palembang.

## **1.4. Significance of the Study**

The study is expected to give much significance for many parties. First of all, theoretically, students are expected to gain a lot of understanding about creative thinking and the importance of creative thinking when writing essay in particular and in general writing activities. Practically, the students can identify

the important role of creative thinking ability in their ability to write essay writing.

And then for the teachers, it can give them a better understanding of the importance of creative thinking in essay writing lessons. Also, it can give them more understanding in creating creative curriculum for students. so that the teachers can improve students' ability to write essay.

This research is also expected to give more understanding for future researchers about important roles of creative thinking in writing. Hopefully, this research could be one reference for other researchers who will examine the variables discussed in this study. Also, this could be a source of inspiration or evaluation of the sources available in this study.



