

CHAPTER I

INTRODUCTION

This chapter covers the research background, research problem, research objective, and research significance.

1.1 Research Background

Education nowadays expecting all the students to possess variant of skills in order to survive in 21st century such as communication, collaboration, critical thinking and creativity. Sudirman (2019) states that The Ministry of Education and Culture of the Republic Indonesia developed the curriculum by adopting 21st century learning trend namely scientific and authentic approach. According to Boholano (2017), 21st century learning reflects four learning objectives (4C) which refer to the part of learning to do, namely Critical Thinking, Creativity, Communication, and Collaboration. Those skills are important for the students who faced 21st century learning in every subject of learning material. In relation with English, it also has 4 main skills namely, listening, speaking, reading and writing. Those four skills are the step that must be followed by the learner in order to master English.

In order to master four main skill in English as the target language, those four skills should be learnt in a sequence, they are listening, reading, speaking and writing. Writing skill is the last skills that have to be mastered which means writing is the hardest and the last part to be acquired by native

speaker, second and foreign language learner. Strobl (2015) states that writing is the last skill that acquired by native speaker, second or foreign language learners, it also the last skill which has complex component and element such as grammar and vocabulary. Writing has a big connection with vocabulary and grammar, which mean writing can be used to measure the vocabulary development, the writing structure base on the product that made by the student itself and the other component of language that is complete into one product written text.

In writing, there are general writing and a creative writing. The general writing includes essay, or opinion while poetry and short story are type of creative writing. According to Archer, (2017) , creative writing is carried out through stages that must be done by exerting, art, tips, imagination, knowledge, and skills so that everything works effectively. This what makes creative writing is different with general writing. In creative writing, the writer needs to appreciate their work by exerting their imagination and creative mind in order to make a unique writing product.

Creative mind leads the students to build a creative writing based on their knowledge and imagination. Creativity is the ability to create new experiences with qualities such as originality, extraordinariness, in a certain composition, bring in new ideas and thoughts into a work (Botella et al., 2018). It means a good quality of work contains several elements which are connected. Those elements need to be concerned by the writer in creating a literature work.

Smith, (2013) emphasizes that risk taking is a part of creativity which will lead human to take one step outside boundaries into unknown potential result for both loss and gain. It means that the writer has to bravely pouring the ideas and thoughts in a piece of writing with attractive word choices in order to emphasize the characteristics of the creative writing itself. Therefore, it leads to the writer's comprehension with their own creative writing.

Creative writing is defined as free writing with endless possibility in expressing ideas, thoughts, and imagination (Joanna Pawliczak, 2015). It is a requirement for the writers, especially for the students, to help them in creating a piece of written work since written communication and academic writing purposes, such as: letters, essays, papers, articles, journals, project reports, theses, etc. In fact, in order to create a piece of writing, creativity of the writer give a big impact for their piece of written work. Tok and Kandemir (2015) emphasizes that, creative writing is the combination of intelligence and imagination that will be the character of the written work itself. It means that writing with combining experience with high creativity of the writer itself is creative writing. Viana and Zyngier (2018) also emphasizes that creative writing is the way to express thoughts, feelings, and imagination on a piece of paper in an accurate, unique, fluent, original, and flexible manner. This is particularly important to realize by the writer itself that the sources of creative writing is their experiences.

As found by Nasir et al., (2013), creative writing can be a new way of seeing something that combines intelligence and imagination, and that combination is what characterizes creative writing. Creative writing is writing in a different way because the source of creative work creation is basically human life itself. The point is creative writing combines writing skills and creativity possessed by someone. Creative writing emphasizes more on the courage to write and work, or want to be involved and struggling with creative experience activities. One curriculum for subjects as class-based writing is Creative Writing. In creative writing the motivation of students and effects outside are very influential, because it can affect the quality of student writing. The outside effects referred to are lecturers, classmates, friends outside the classroom, and also the environment. According to Bishop and Starkey (2006), there are six principles of creative writing namely lore, sentencings, grace, poetics, attitude, and structure. Those principles are important to be possessed by the writer in creating a piece of creative writing work.

Creative writing becomes one of the subjects in English Language Education program Undiksha, especially for the student who took an academic writing course. The creative writing class is taught by an expert in the field of creative writing. Lecturer has an important role in creative writing class to encourage the student by giving intervention on student writing (Law-Viljoen, 2012). The intervention is able to encourage the student creative process on their writing. In this case the lecture strategy is as the factor that can encourage

the student creativity. states that lecture strategy has to encourage the student creativity by letting them identify their passion, interest and gift. More over after the student getting their interest, they can be encouraged to go on the specific like topic, specialization and project (Agus & Winiharti, 2011). In this case, creative process may help them to find out how the students undergo with their passion in writing.

Creative process is the process of the writer to create a piece of creative writing. Reading is a common process before writing as a process to collect information (Brien, 2006). This process is important as an inspiration for the writer to begin their creative writing and finally publishing the product. According to Vickers (2010), creative and interpretive process are the collaboration of creative process in writing fiction. There are four stages in the process which begin with reading nonfictional text as an inspiration. Although there are several stages of the process, it seems like it depends on each person style of learning. He also emphasizes that nothing is really predictable and measured exactly in creative process, as he states that ‘one never knows what thoughts happening, and connections the mind will make until we are in the middle of things. It means that different style of learning affected the creative process of the writer due to how the writer perceive the ideas, thoughts, and experiences.

Poetry is one of a literary work which requires creative process in the process of the writing. Poetry is defined as a work of language art which consist

a message constructed through symbols, lines, stanzas, and metaphors (Sinha, 2017). Poetry emphasizes the element of creativity in writing, which mean to deliver a message which covered by the metaphors and symbols that used in the poetry. Message in the poetry can be over tuned by figurative language, poetry is a literary work that created by imagination or pictures in our mind by using figurative languages in a concrete situation (Piscayanti, 2021). It means that in order to create a poetry, the writer have to be creatively poured their imagination and use figurative language to emphasize the meaning of the poetry itself.

Ganesha University of Education also has a curriculum for creative writing course. There are several domains of the course in creative writing class, Feature Writing, Literary Appreciation and Literary Writing. In creative writing class the student is expected to make a poetry which is created based on their experience and imagination. However, most of the beginner writer is usually hard to start their writing. Pratiwi (2019) found three aspects which formulated problems encountered during creative writing process namely element of literature, linguistic, self-perception factor. In her research, she found that students have their own problem in their creative process of creating their own writing project. The issues encountered by the students classified into 11 issues, namely plot, characterizations, theme, settings, point of view, grammar, sentence structure, word choice, distraction, and writer's block. Those issues found in her research resulting a various way to deal with the

issues. Fareed et al., (2016) found beginner writer always find difficulties about where to begin the creative writing process. Based explanation above, it is important to the researcher to find out the problems that encountered by the student as a beginner writer in writing poetry as their task in creative writing class.

The Creative Writing Course in English Language Education of Universitas Pendidikan Ganesha, has a number of targeted basic competencies, one of which is to train students to express their thought and imagination through writing. In the writing tasks, students are challenged to use creative language and creative ideas. In other words, students go through creative process in the course. Since creative writing has distinctive characteristics in comparison to the academic writing that the students have been exposed dominantly, it is then interesting to study how students work on their creative writing. This research, attempts to analyse the students' creative process of writing a poetry.

1.2. Problem Identification

Writing poetry is a long process. In creative writing, the process of students developing ideas or ideas into a poem becomes an emphasis rather than just the final result. For students who are just learning to write poetry, this process certainly needs to be passed in order to be able to make a good work of poetry.

1.3. Limitation of Problem

This research is limited to the analysis of creative writing process. This study focuses on the analysis of the creative process carried out by students as beginner writer in writing poetry in creative writing class of Ganesha University of Education.

1.4. Research Question

There two research question for this study can be formulated as follow:

1. How are the creative processes that experienced by the students as a beginner writer in writing poetry?
2. How do the students encounter the obstacles in the creative process to write a poem?

1.5. Research Significances

1.5.1 Theoretical Significance

Theoretically, the results of this study are expected to be useful for adding insight into theories, empirical review, and as a reference for other researchers who conduct the similar research, especially to know the creative process the students had gone through in individual of poetry production and also find out the lecturer's strategies to encourage the students' creative process in individual of poetry production in creative writing class of Ganesha University of Education. This research

also hoped to contribute of the development of educational knowledge in English teaching and learning.

1.5.2 Practical Significance

This study is expected to be useful for further information of creative writing. It will be classified into three parts, for beginner writer, teacher, student and the researcher.

1. For students: it is expected to give more information about the creative process in writing a poetry
2. For the teacher: it is hoped to be one of the good sources for the teacher who teach in creative writing class especially in building the creativity of the student.
3. For the researcher: It expected to be one of the references for them who conducted the similar researcher about creative writing process.



