

# CHAPTER I

## INTRODUCTION

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

### 1.1 Research Background

Nowadays in a modern education all of the student expecting possesses variant skills in order to survive, such as knowledge, innovation skills, using a technology to find information and life skill. According to Sudirman (2019), The Ministry of Education and Culture of Republic Indonesia formed a curriculum by adopting the concept of 21<sup>th</sup> century learning namely 21<sup>th</sup> century skill, scientific approach and authentic assessment. 21 century learning also expect all of the student gain knowledge and experience by solving a problem during the process of learning. According to Widiawati, et., al (2018) there are 4 skills 21<sup>th</sup> century namely critical thinking, communicative, collaborative and creative. Those skills are important for the student who faced 21<sup>th</sup> century learning in every subject learning. In relation with English, it also has 4 main skills namely listening, speaking, reading and writing. Those skills are the steps that must be followed by the student in order to master in learning English.

In order to master those four skills, the student need to learn those skills step by step from listening, speaking, reading and the last is writing. According to Gert (2015) writing is the last skill that acquired by native speaker, second and foreign language, it can be said as the last skill because have complex component

and element. Writing also has a connection with grammar and vocabulary, the connection of it can be used to measure the vocabulary development, the writing structure based on the product that made by the student in a form of writing and the other component of language that is complete into a one produce of written text.

In the process of creating a good piece of written text there are there are several stages or prominent phases that needed to be conducted by the student. According to Miftah, (2015) there are several processes that need to be considered when writing, the first prewriting, drafting, revising, editing and the last publishing. On the other hand Archer (2017) states writing is a creative process that is carried out the stages that must be done by exerting, art, tips, imagination, knowledge and skills so everything works effectively. Based on that it can be said in making a good piece of writing, besides following the processes, the writer need to appreciate their work by exerting their imagination and creative mind. By considering the process of writing it can help the student to deliver their creative mind into a piece of written text.

Creative mind leads the learner to build creative writing based on their knowledge and imagination. According to Botella, et., al (2018), creativity is a ability to create new experiences with a qualities such as originality, extraordinary, uniqueness that bring new idea and thoughts into a work. It means in creating a good quality of work those several elements need to be connected by the writer. According to Smith (2013), taking a risk is a part of creativity that leads human to take one step outside boundaries into unknown potential. It means the writers have to bravely in pouring their idea and thoughts in piece of writing

with attractive word choice to emphasize the characteristic creative writing itself. Therefore, it leads writer's comprehension with their own creative writing.

According to Joanna Pawliczak (2015), creative writing define as free writing with endless possibility in expressing ideas, emotion and thoughts. Those elements are requirement for writer, especially the student to help them in creating a piece of written work since they create written communication and academic writing purpose such as, essay, papers, report, article, journal, theses etc. The fact, in order to create a piece of writing creativity of the writer give big impact. Tok & Kandemir (2015) emphasized, creative writing is combination of intelligence that will be the character the written work itself. Based on that writing that combining the experience and creativity writer itself is creative writing. Viana & Zyngier (2019) also emphasized that creative writing is the way to express thoughts, feeling and imagination on a piece of paper in an accurate, unique and original. This is important point that the writer to realize since the source of creative writing is their experiences.

As found by İşçi, et., al (2020) creative writing is a work of writing about observation and thoughts about the outside world in a different and creative ways from the other people through story, poems, prose, and features, etc. He also emphasized creative writers can express their idea and imagination freely through writing. Creative writing method can develop imagination and personality and creative writing ability can develop imagination. In line with Nasir, et., al (2013), creative writing is a new way of seeing something with combining intelligence and imagination and combination of those is characteristic of creative writing. Creative writing is different way because the source of work creation basically

human life itself. Based on those the points, creative writing combines imagination and creativity that possessed by writer.

Creative writing become one of the curriculums for subject class based study. As found by Wang (2019), in national curriculum creative writing belongs to English class based study and it includes material, processes and product. Since it is class based study motivation of the student and outside effect are influential, because it can affect the quality of the student in writing. The outside effects are referred to lectures, classroom, classmates, friend outside the class and environment. Creative writing also become one of the subjects in English Language program Undiksha, especially for the student who took an academic writing course. It is class based learning, which mean there are several factor that affected the student interest. According Avramenko et., al (2018), the factor that influence the student are the student itself, lecture learning material and strategy, condition of the classroom and outside environment. In line with that (Law Viljoen, 2015) states, lecture take important role in the classroom of creative writing which able to encourage the students by giving intervention on their writing. The intervention is able to encourage the student creative process on writing. Based on that lecture has important role to improve the student creative process. In addition by Agus & Winiharti, (2011), lecture strategy has to encourage the student creativity by letting the students identify their passion and interest. More over after they can be encouraged to go to the specific like, topic, specialization and topic. In this case creative process my help the students find out their passion in writing.

Creative process is a process of the writer in creating piece of creative writing. Since it called as a process, reading is commonly the first process before writing as collecting information (Brien, 2006). The first process is important as an inspiration for the writer to begin their creative writing then write their work and finally publish the product. According to Kusmana, et., al (2019) Creative process is the stages produce by quality of work and has difference with the other works. It becomes a creative work because it requires a time and stages in the process. In line with that Vickers (2010) states, creative process is a processes in creating piece of creative writing that is passed by the writer. Although there are several processes, it seems like depend on the person itself in the style of learning. He emphasizes there is nothing to measure the creative process, as he states that 'no one never knows what thought happening and the connection of the mind will make until we are in the middle of the things'. It could be said that different style of learning affected the creative process of the writer, how they perceive the idea, thoughts, and experiences.

Features writing is one of the creative writing works which require creative process of the writing. Features writing is creative writing that is designed to provide information and entertain about an incident situation or aspect of one's life. (Arianti, 2016). In line with that, Harahap (2020) states, feature writing as creative writing course. He also states, that feature emphasizes several elements of creativity in writing, the elements that need to be considered are, types, the characteristic, the theme and the subject of the features. It means in order to create a good feature writing the writers have to creatively combining those elements to emphasize the message that they want to deliver to the reader.



Ganesha University Education also has a curriculum for creative writing course. There are several domains of the course in creative writing class such as, Feature Writing, Literary Appreciation, and Literary Writing. In the creative writing class student expected to make a Features writing which is created based on their experiences that they had. The students have to create their product and publish it in their own blog website. However, most of the beginner writer is usually hard to start their writing. Morley, (2007) found that commonly beginner writer is hard to start when they begin their writing. It means most of the beginner hard to start their writing. On the other hand (Fareed & Bilal, 2016) states, beginner writer always faced difficulties about to begin the creative process. Pratiwi (2019) in her research found the student have their own problem in their creative process of creating their own writing project .The issues that encountered by the student classified into 11 issues namely, plot, theme, characterization, point of view, grammar, settings, sentence, structure, word choice, distraction, and writer's block. Based on that, it is important to the researcher to find the creative process that experience by student as a beginner writer in writing features 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 the student to express their experiences, imagination and thought through writing. In the task the students are challenged to use creative idea and combine with creative language. In other word the students go through creative process in the course. Since creative writing has different characteristic in comparison to academic writing that the students have been exposed mostly, it is

interesting to study how student work on their creative writing. This research, attempts to analyse the creative process of the creative writing class' students while undergo in their feature writing.

### **1.2 Problem of Identification**

In making a features writing the writer taking long time process, they have to pass several stages in order making a good piece of writing. In the creative writing the process of student in developing the idea into a piece of features becomes an emphasis rather than the final result. The student who beginner at making features writing certainly needs to pass the process in order to make a good features writing.

### **1.3 Limitation of the Study**

This research is limited to the creative writing types. The study focuses on the analysis of the creative process that had been done by the student in creative writing class on Ganesha University of Education.

### **1.4 Statement of Research Question**

In this study the researcher identifies two research question can be formulated as follow:

1. How are the creative processes that experienced by the students' in writing features?

## **1.5 Purpose of the study**

From the problem stated above, the writer determines the purpose of this study is to analyse the creative process that experience by the student in writing features.

## **1.6 Significance of the study**

There are two kind of significance namely theoretical significance and practical significance. This study is hoped to be useful for the beginner writer, student, teacher and the other researcher.

### **1.6.1 Theoretical significance**

This research in conducted to analyse the creative process that experience by the student in writing feature writing. Based on that case, the result of this study hopefully can be used for adding insight into theories, as the empirical review, and as reference for the other researcher who conducted the similar research. This research also hoped to contribute of the development of educational knowledge in English teaching and learning

### **1.6.2 Practical Significance**

a). for other researchers

This research is expected to provide benefits as input or reference for conducting similar research to know the creative writing process which can be developed more for further research.

b). for the students of Creative writing course

The students can do a reflection toward their creative process in creating features



c.). for the reader

This study may give several benefits for the reader, such as:

1. As a new knowledge of creativity which could motivates the reader to be more creative in producing a work.
2. As a reference for the reader who is aiming to be a creative author or to take Creative Writing course.

