

CHAPTER I

INTRODUCTION

This chapter is an introductory part of the research. It covers the research background, research problem, research objective, and research significance, limitation of the study and key term definitions.

1.1 Research Background

In 21st century teachers and students are expected to have 4C skills. One of the skills is creativity (Susilo, 2015). Creativity is seen as a novelty of a work which is produced originally from imagination (Honig, 2001). According to Trilling and Fadel (2009), Creative can be nurtured by encouraging openness to new ideas, high levels of trust, and learning from mistakes and failures. Besides, Senemoglu (2015), states that creativity is a changing condition so it can adapt to formulate ideas clearly and not think ordinarily. Being creative can lead the students to produce something new and innovative in education field.

One activity that is involving creativity in the process of producing the work is creative writing. Creative writing is an activity in pouring ideas or thoughts in the human mind into a written work which is including the writer's imagination. (Oral, 2003 cited from Temizkan, 2011), explains creative writing is when the writer putting their idea or feeling about particular topic by using their imagination on a piece of paper. The production of creative writing tends not to be informational, but rather be an imaginative interpretation of the world that can invite complex participation from the audience or readers (Bennett, 2008).

As found by Temizkan (2011), creative writing can be a new way of seeing something that combines writing skills and creativity in the writing process itself. Thus, writing cannot be separated from creativity. In creating a work, students undergo some creative processes in writing process itself. According to Morley (2007), there are seven stages of creative process in producing a creative writing work namely preparing, planning, incubation, beginning, flowing, breakthrough, and on title.

In creative writing, students' motivation and external factors are very influential, because it can affect the quality of students' writing. The external factors referred to lecturers, classmates, friends outside the classroom, and also the environment. The intervention of the lecturer on students' writing becomes the important matter that happens in creative writing class. It is about how the lecturer encourages students' creativity to undergo the creative process in making a product of creative writing. Kazerounian and Foley (2007) explain that there are six elements that can be used by the educators or practitioners to foster the creative writing process, such as keep an open mind, reward for creativity, and lead by example, learning to fail, encouraging risk, and search for multiple answers.

In other hand, Fleith (2000) proposed 7 stages that can foster teacher and student's creativity namely, time, reward, encouraging sensible risk, allowing mistake, imagining other viewpoint, exploring the environment, and thinking process. Time is the way the student in giving the time for their selves in making the particular project. Reward is the way the student in giving them reward after they achieve something good in the writing process. Encouraging sensible risk is the strategy that used by the lecture to encourage the student to be sensible and taking risk of their thought. Allowing mistake is the way the lecture allowing mistake in particular situation, it is good for the student because mistake is the part of the learning. Imagining point of view is the way the lecture gives the student to imagine some of situation from several point of view and perspective. Exploring the environment is the way that used by the lecture or student to encouraging the imagination about particular situation. Thinking process is used to encourage the student creativity in education.

Vasudevan (2013) states that by using creative teaching, teacher can develop and increase students' creative thinking and behavior during learning process. It can be concluded that creativity is produced originally from someone's imagination that can create something new, unique, valuable, and useful. While in educational field, creativity contributes in the way the educator teaches. In fact, many teachers are still not using their creativity effeciently. As found by Sukasni

and Efendy (2017), Indonesian educators are afraid to be creative when they realize that they have to conduct a teaching and learning process as what has been oriented in the curriculum. They feel like they are limited just on designing and teaching the material as what the curriculum standardises. The teachers are very committed to the curriculum which is often considered as an important guidance in implementing the lesson plan. The contents must not be changed slightly with the lesson plan. It becomes the main teacher's grip.

According to Spiro (2004) creative activities in curriculum affected students' creativity. Ganesha University of Education has a curriculum for creative writing course. The focuses are Feature Writing, Literary Appreciation, and Literary Writing. In creative writing class, especially in short story subject, the student is expected to make some short stories in the end of the semester. While in book publication part the students are asked to publish their writing work in their own blog. Piscayanti (2015) states that short story is a story about character; it is not about poetry, novel, novella, and drama script it because in writing short story the writer does not use figurative language.

However, most of the beginner writer is usually hard to start their writing project. They feel hard to find ideas in making their writing project. They also feel hard to pour their idea in a piece of writing. Morley (2007) states that beginner writer's difficulty is he confused where he starts to write. It is because the creative processes in writing process are very complex where the writer should pass along their writing process. It is complex process that will occur in the middle of writing activities. Based on that, it is important to the researcher to find out the creative processes that encountered by the students as a beginner writer in writing short story as their project in creative writing.

This research aimed to provide new knowledge related to the creative process that encountered by the student as a beginner writer in writing short story and also the strategies that used by the lecturer in fostering students' creativity in writing short story. There were six participants that followed the interview. They were a lecturer and five students of creative writing class. The students who

became the participants of this study were coming from English Language Education of Ganesha University of Education, Academic year 2019/2020.

1.2 Problem Identification

Related to the background of this current research, the problem was most of the beginner writers hard to begin their writing. To overcome the problem, there were several strategies that could be used by the lecture or beginner writer to deal with the problem. The beginner writers and the lecture needed to pay attention to creative process which had several stages to encourage the creative process itself. Base on the problem, this research was conducted to analyze the creative processes that encountered by the students as a beginner writer in writing short story and to analyze the strategy used by the lecture in fostering students' creativity in writing short story.

1.3 Limitation of Study

The limitations of the study are limited to the subject and object of research.

1. Subject

Research subject was limited to a lecturer and six students of the creative writing course in seventh semester at English Language Education of Language and Art Faculty in Ganesha University of Education.

2. Object

The object of the study was limited to the creative process in writing short story on creative writing class at English Language Education, and the strategies used by the lecturer in fostering students' creativity in writing short story.

The researcher conducted an interview to the lecturer and students by using interview guide and also analyzed students' work. The interview will be conducted via chat on WhatsApp.

1.4 Statement of Research Questions

- 1.4.1 How are the creative processes that encountered by the students as a beginner writer in writing short story?

1.4.2 What are the strategies that the lecturer has to foster students' creativity in writing short story?

1.5 Purpose of the Study

Related to the problem, the purpose of this study was to analyze the creative process encountered by the student as a beginner writer in writing short story and also to find out the strategy used by the teacher in fostering students' creativity at creative writing class at English Language Education.

1.6 The Significance of the Study

The significance of the study was related to the theoretical and practical contributions of this study. The significance was divided into theoretical significance and practical significance.

1.6.1 Theoretical Significance

Theoretically, this study was expected to be useful for adding an insight of theories, empirical review, and reference for other researchers who wanted to conduct a similar research, especially to know the creative process encountered by the students as a beginner writer in writing short story and find out the strategies used by the lecturer to foster students' creativity in writing short story. This research also was expected to contribute to the development of educational knowledge in English teaching and learning.

1.6.2 Practical Significance

a) For other researchers

This research was expected to provide benefits as a 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 could do a reflection toward their creative process in creating short stories.

c) For the reader

1. This study could be a new knowledge which could motivate the reader to be more creative in producing a work.
2. This study could be a reference for the reader who would like to be a creative author and who would like to take the Creative Writing course.
3. This study could be a reference for the reader who had same interest on creative writing studies.

1.7 Definition of Key Terms

1. Creative Process

Creative process is the creation process undergoes by a writer in writing creative writing (Vickers, 2010). According to Morley (2007) there are seven stages of creative writing process namely preparing, planning, incubation, beginning, flowing, breakthrough, and on title.

2. Lecturer' strategies in fostering students' creativity in writing shot story.

According Fleith (2000) there are seven stages of creativity namely, time, reward, encouraging sensible risk, allowing mistake, imagining other viewpoint, exploring the environment, and thinking process. Those seven stages can be used by the lecture and the student in encouraging creativity. Besides, Kazerounian and Foley (2007) explain that there are six elements that can be used by educators or practitioners, such as keep an open mind, reward for creativity, lead by example, learning to fail, encouraging risk, and search for multiple answers.

