

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the research, formulation of research problem, the purpose of the research, research hypothesis, scope and limitation for the research, significance of the research, and definition of key terms.

A. Background of the Research

Basically, every human being has the ability to think. Their abilities are also different from each other. In the course of life, humans often face various problems that need to be solved. Thinking about solving problems and produce something new is a complex activity and closely related to one another. A problem generally cannot solve without thinking and many problems require complex solutions new to people or groups. Harriman (2007: 71) explain that creative thinking is a though to create new ideas. According to Liputo Aisyah (2008: 18) argues that thinking is a conscious mental activity and directed for a specific purpose. Intent achieved in thinking is understanding, making decisions, planning, solving problems and assess actions. Thinking activities also involve the entire human personality and also involve human feelings and wills. To think about something means to focus on a particular object, to be actively aware of it and to present it in the mind later have insight into the object. In simple

terms, thinking is processing information mentally or cognitively. More formally, thinking is the rearrangement or cognitive manipulation of both information from the environment and symbols stored in long term memory. In the Big Indonesian Dictionary (KBBI), thinking is the use of reason in considering and deciding something. So, it can be concluded that thinking is closely related to reason. Thinking is the development of ideas and concepts within a person. The development of these ideas and concepts takes place through the process of establishing a relationship between one information to another that is stored in a person in the form of an understanding of something.

According to Johnson (2014: 214) creative thinking is a habit of the trained mind by paying attention to intuition, turn on the imagination, reveal new possibilities, open up different viewpoints, and generate unexpected ideas. It also says that think creative is a mental activity cultivate original ideas and new understanding. However, it's just that as adults there are those who develop their creative way of thinking and there are also those who are lazy or don't develop themselves to be able to think creatively. Everyone's creative thinking ability is not innate from birth, but because of the ability that is often trained continuously. The ability to think creatively can also be seen because of indicators that characterize the ability to think creatively. Meanwhile, in the current era of globalization, it is increasingly needed someone's ability to think creatively which is expected to be able to add insight into science, technology, etc. Likewise, with future challenges that continue to change along with the times, abilities are also needed that are

not only skilled in a field and creative in developing it. So, to improve the quality of education, what must be done is to improve the quality of thinking for the better. Like creative thinking, it can be realized anywhere and by anyone, regardless of age, type gender, or level of education. In other words, creative thinking can be honed according to the abilities we have. By thinking creatively means that we have shown how to solve a problem.

In addition, creative thinking is a very important ability possessed by students because of thinking creativity is the key to the process think to design solve a problem, make changes and improvements as well as to get ideas new. According to Maxwell (2004: 136) creative thinking is a way of thinking that a person has with the aim of creating ideas or things that are new and different from others so that feels able to achieve various goals in life. Kristiana (2015: 1-7) the ability to think creatively is a cognitive skill that aims to generate and develop new ideas, as the development of existing ideas born beforehand and the skills to solve problems divergently. Creative thinking has a close relationship with creativity. As the opinion of Mc Gregor (Putri et al., 2019: 13-27) think creatively is a type of thinking lead to the acquisition of new insights, new perspective, new approach, or way new to understanding something through creative thinking process, students learn how to see a solution problem from various points of view learn how to find answer innovative and capable problem in various ways. So, it can be concluded that the definition of creative thinking is the ability to see various possible solutions to something problem, which generates new and useful ideas. To develop creative thinking, students need to be given the

opportunity to engage themselves creatively. According to Fitriarosah (2016: 258) creative thinking ability can develop anywhere including at school through the learning process. Because students' creative thinking will be realized or developed if there is support from external environment (external motivation), or if there is a strong urge within oneself (internal motivation) to produce something. According to Susanto Ahmad (2013: 115) the creative process will emerge if there is a stimulus. Stimulus is an encouragement to do something. So, creative thinking can also develop in an environment that supports students' creativity.

To develop creative thinking, one of which can be done in the school environment, where the teacher can help students to find out the interests and talents of students. According to Nurhayati (2018: 92) as educators they are definitely required to improve their abilities, knowledge, thinking, and attention to their students. But, efforts to improve students' creative thinking skills cannot be separated from the good interaction between students and teacher in the learning process. As educators, they should be able to grow children to involve themselves in creative activities, by helping to provide the necessary infrastructure. In this case, what is important is to give children the freedom to express themselves creatively. Another research by Nurhayati (2016: 55) implies that to motivate students to become creative writers, students need to be given the opportunity to develop their ideas and imagination to write something. There are many things we can do to develop students' creative thinking, one of which we can develop through writing activities. Because there is an opinion which says that the more a person's

writings, the more creative thinking power is honed. Through writing activities, students are required to find or arrange words into good and interesting wordings so that they can hone students' creative thinking ability. In the Big Indonesian Dictionary (2001: 968) writing is solving thoughts or feelings. Writing is an activity that involves and utilizes several imagination and creativity. Each student's creative thinking ability influences their English learning, and especially on their writing achievement. Based on data (literature) that the ability of students to write English is still relatively low, namely there are 6.2% or 2 students who are able and fluent 94.7% or 30 students who are unable to write well. According to Nurhayati (2020: 130) the low ability of students in writing can be seen from the lack of knowledge of students in writing, and also the lack of creativity in writing.

This research was conducted by researcher, based on the observation of researcher in November 2022, when the researcher conducted an internship assignment. The researcher observed that the methods used by English teachers in teaching English, especially in junior high schools, were less attractive. And the result of observation, English teachers are less creative in providing training to students, especially in terms of learning greeting cards. They just facilitate their students learning by reading and discussing the material as well giving assignments that are usually taken from students' worksheets. English teachers often ask them to translate English into Indonesian. This section is usually taken from the students' handbook. Because of this condition, some students do not have many opportunities to improve their creative thinking ability, and as a result many

students still have low ability to think creatively when they write. This is shown by most students is still confusion about what to write and how to generate, organize, and develop ideas into good writing. In this case the researcher measure writing achievement in English by practicing writing greeting cards. Because writing also requires creativity, especially in writing greeting cards in which there is a written message that must be designed in an attractive way and there are also several rules, one of which is mastery of vocabulary, use of grammar, use of correct spelling, and others. This research was conducted to determine whether there is a significant relationship between students' creative thinking ability and their achievement in writing greeting cards. Based on the background described above, the researcher is interested in conducting this research: **“The Correlation Between Creative Thinking Ability and Writing Achievement in Greeting Cards of The Eight Grade Students at SMPN 1 Kalidawir”**.

B. Formulation of Research Problem

Based on the description of the background above, the researcher will formulate the problem in the research which is presented directly into the following questions, “Is there any significant correlation between creative thinking ability and writing achievement in greeting cards of the eight grade students at SMPN 1 Kalidawir?”

C. Purpose of the Research

The purpose of this research in general is to find answers to the formulation of the problem stated above. So, based on the problem formulation above, the purpose of the research is “To find out the correlation between creative thinking ability and writing achievement in greeting cards of the eight grade students at SMPN 1 Kalidawir”.

D. Formulation of Hypothesis

Hypothesis are tentative answers to questions obtained from previous studies or theories. There are two hypotheses used in this study, namely as follows:

1. Null Hypothesis (H_0)

There is no correlation between the eighth grade students' creative thinking ability and their writing achievement in greeting cards at SMPN 1 Kalidawir.

2. Alternative Hypothesis (H_a)

There is a correlation between the eighth grade students' creative thinking ability and their writing achievement in greeting cards at SMPN 1 Kalidawir.

E. Scope and Limitation for the Research

The scope of this research is limited to the subjects and objects investigated. The scope of this research is to investigate the correlation between creative thinking ability and writing achievement in greeting cards. The subjects of this study were students of class VIII-B SMPN 1 Kalidawir. The object of this research is the relationship between students' creative thinking ability and writing achievement in greeting cards. The researcher limited this research is only the eighth grade students' with the hope that this study will be more focused and detailed. If in this study the researcher just identifies students' creative thinking ability, other researchers in the future can be more specific in examining of the students' thinking ability others. In addition, because researcher conducts research on the type of correlation which is only limited to knowing the relationship between variables, further researchers can conduct experimental type research where this research can be used as a reference.

F. Significance of the Research

The results of this research are expected to contribute theoretically and practically.

1. Theoretically

It is hoped that the results of this study can be a useful study in enriching understanding and thinking related to the relationship between

students' creative thinking ability and writing achievement in students to be used as a reference for anyone who reads it.

2. Practically

- a. For teachers: This research is expected to be referenced for English teachers to growing students' creative thinking ability. In addition, it is also to increase the insight and understanding of teachers about students' creative thinking ability through writing greeting cards. Then also as efforts to enhance the professional teaching of teachers.
- b. For students: The results of this research are expected to motivate and cultivate students creative thinking ability through writing, especially writing greeting cards.
- c. For further researchers: The results of this research are expected to increase knowledge and experience in doing research on the relationship between students' creative thinking ability and writing achievement.

G. Definition of Key Terms

To avoid misunderstanding, researcher need to explain some of the terms used in this study:

1. Creative Thinking Ability

Creative thinking ability is the ability to generate new thought to find a way solving problems, produce new ideas, and even produce

alternative solutions. The term “creative thinking ability” used in this study is to measure or find out students’ creative thinking ability uses the verbal creativity test. The creative thinking tool used in this study modified the test from Paul Torrance (in Utami Munandar: 1977) the test of creative thinking is TKV (Verbal creativity test).

2. Writing Achievement

Writing achievement is the result of a test whose test is made to find out or measured students’ mastery of writing skills. The term “writing achievement” used in this study is to measure students’ writing achievement uses writing greeting card tests. In the writing greeting card test, students are asked to write greeting cards as attractive as possible, by using appropriate and interesting vocabulary and correct word choice.

3. Greeting Card

Greeting cards are cards used to convey messages in writing. The message generally in the form of a sentence of speech, hope, or other expression. Greeting card used in this study means greeting cards that are applied in junior high schools. The use of greeting cards in this study contains about someone's birthday, students can string words as attractive as possible and decorate the greeting card as beautifully as possible.