

CHAPTER I

INTRODUCTION

This chapter presents the Background of the Study, Scope and Limitation of the Research, the Research Question, the Purpose of the Study, the significance of the Study, and the Definition of Key Term

A. Background of the Study

In this era of globalization and rapid digital technology development, English proficiency plays a very important role, both in education and in the professional world. English is no longer considered just a compulsory subject in an academic environment, but also a skill that supports individuals in facing global challenges.¹ One aspect of English language skills is writing ability. Writing is a very important skill in human life. Today, written communication even exceeds verbal communication, especially with the advent of the internet. Writing is the most influential technology because it stores, preserves, and disseminates knowledge. However, despite its importance, writing is difficult to define simply because of its extensive history and meaning.²

Writing can also be seen as a means of self-expression that allows humans to express ideas, emotions, and imagination without the constraints of space or time.

¹ Furrakh Abbas et al., "The English Language Proficiency as A Global Employment Skill: The Viewpoint of Pakistani Academia," *Humanities & Social Sciences Reviews* 9, no. 3 (June 2021): 1071–77, <https://doi.org/10.18510/hssr.2021.93106>.

² Florian Coulmas, *Writing Systems: An Introduction to Their Linguistic Analysis*, Cambridge Textbooks in Linguistics (Cambridge: Cambridge University Press, 2003).

In addition, writing is at the core of the knowledge economy, where almost all professional fields depend on writing skills. Through the process of writing, a person not only communicates, but also thinks and learns, because writing is capable of shaping and creating new knowledge. In the digital age, the role of writing has expanded because social media has turned every individual into an active writer who contributes to global conversations.³

Writing itself has many aspects and types that complement each other in forming comprehensive language skills. In terms of aspects, writing includes cognitive dimensions that require writers to think critically and systematically, linguistic aspects related to vocabulary selection, sentence structure, and grammatical accuracy, to rhetorical aspects that guide writers to adjust their goals and audience.⁴ In addition, writing can also be seen as a process consisting of planning, drafting, revising, and publishing stages, all of which require constant reflection and adjustment. In terms of types, writing is divided into various forms such as academic, professional, creative, journalistic, digital, and reflective writing, each of which has its own characteristics and functions.⁵ By understanding the aspects and types of writing, one can develop writing skills more deeply, whether for academic, professional, or personal expression purposes.

³ Roslyn Petelin, *How Writing Works: A Field Guide To Effective Writing*, 2nd Ed. (London: Routledge, 2021), <https://doi.org/10.4324/9781003179344>.

⁴ Ken Hyland, *Second Language Writing*, 9. printing, Cambridge Language Education (Cambridge: Cambridge Univ. Press, 2011).

⁵ Faiza Abdalla Elhussien Mohammed, "Creative Writing from Theory to Practice: Multi-Tasks for Developing Majmaah University Students' Creative Writing Competence," *Arab World English Journal* 10, no. 3 (September 2019): 233–49, <https://doi.org/10.24093/awej/vol10no3.16>.

Writing as a basic skill serves to convey ideas systematically, logically and communicatively. However, the development of the concept of writing shows that this practice is not limited to informative functions alone, but also paves the way for more imaginative forms of expression, namely creative writing. The transition from general writing to creative writing shows a shift in orientation, from simply conveying information to creating new meanings through language styles, symbols, and imagination. Thus, creative writing can be understood as a continuation of writing skills, which enriches the thinking process while presenting aesthetic and expressive values.

Creative writing is a form of expression that emphasizes originality, imagination, and aesthetic language style. This activity not only allows writers to express their ideas, feelings and experiences freely, but also plays an important role in developing language skills, enriching vocabulary, and practicing critical and imaginative thinking. In an educational context, creative writing has been proven to increase students' motivation, confidence, and communication skills, making it an effective learning strategy as well as a means of self-reflection.⁶ Creative writing can also be understood as a writing activity that provides space for individuals to channel feelings and ideas, broaden perspectives, hone imagination, and create new works through the use of personal knowledge and experience.⁷

⁶ Tira Nur Fitria, "Creative Writing Skills in English: Developing Student's Potential and Creativity," *EBONY: Journal of English Language Teaching, Linguistics, and Literature* 4, no. 1 (January 2024): 1–17, <https://doi.org/10.37304/ebony.v4i1.10908>.

⁷ Cenani İŞçi, Fatma Susar Kirmizi, and Nevin Akkaya, "Evaluation of Creative Writing Products According to Content and Some Variables," *İlköğretim Online*, March 15, 2020, 718–32, <https://doi.org/10.17051/ilkonline.2020.693207>.

Creative writing often receives less attention in language learning curricula, even though its existence brings great benefits. According to Smith, although rarely taught formally, the practice of creative writing can help students' master grammar, enrich vocabulary, and improve communicative competence.⁸ In addition, this activity is also able to foster learning motivation because it provides space for students to express themselves more freely. Thus, creative writing can be viewed not only as a means of expression, but also as an effective strategy to support language acquisition and strengthen communication skills.

Therefore, writing is an important skill that students must master because it is useful for expressing ideas, thoughts, and feelings in written form. In an educational context, creative writing not only serves as a means of imaginative expression, but also provides many benefits for the development of language skills. Through creative writing activities, students become more confident, expressive, and able to improve vocabulary, grammar, punctuation, formal writing skills, and critical reading skills.⁹ All this shows that writing is not just a technical skill, but an important foundation in shaping the way humans think, communicate, and

⁸ Cameron Smith, *Creative Writing as an Important Tool in Second Language Acquisition and Practice*, 2013.

⁹ gina Larasaty, "The University Students' Perception of Creative Writing in Relation Writing Skill," *English Journal of Indragiri* 4, no. 2 (July 2020): 253–63, <https://doi.org/10.32520/eji.v4i2.1096>.

contribute to civilization. However, beyond its practical function, writing also has a more personal and aesthetic side.

In a more specific scope, creative writing serves as a platform to explore imagination, channel emotions, and produce works that are not only informative but also beautiful, entertaining, and inspiring.¹⁰ Through creative writing, one can bring new experiences to the reader as well as find new meaning for oneself. However, in today's digital era, the ability to write is not only realized in literary works, but also develops into a more applicable realm, namely content writing. While creative writing emphasizes on imagination and personal expression, content writing focuses on how ideas can be packaged in an interesting, persuasive, and easily understood by readers. The content produced is not just about conveying information, but also designed to build interaction, influence opinions, and even support professional needs in the creative industry. As such, content writing skills demand a combination of creativity and effective communication strategies.

Content writing is a form of writing skill that has developed along with the increasing need for communication in the digital era. Unlike creative writing, which emphasizes imaginative and personal expression, content writing emphasizes the delivery of messages that are structured, persuasive, and relevant to the purpose of communication. In both academic and professional contexts, content writing is seen as a strategic tool to effectively connect information with audiences. The development of digital literacy encourages writers to not only master technical

¹⁰ Fitria, "Creative Writing Skills in English."

writing skills, but also have the ability to use technology and understand the digital context. Digital literacy encompasses a set of skills, competencies, and critical mindsets needed to adapt to changes in modern communication media.¹¹ In this framework, content writing can be seen as a form of digital literacy application that requires writers to compose texts that are effective, interesting, and relevant to the needs of the audience in the digital space.

Writing in a digital context demands different skills from conventional writing. A writer must not only convey information quickly, but also build interactivity with readers and integrate various forms of communication such as text, images, and hyperlinks into a single piece of content.¹² Thus, content writing is not just a writing skill, but a strategic skill that integrates creativity with critical digital literacy. This is in line with the findings of Jovie Candra Purnama, Agustin Hari Prastyowati, and Dedy Wijaya Kusuma who emphasized that marketing strategies in the digital creative industry rely heavily on creative, interesting content, and are strengthened by storytelling that can build audience engagement through social media.¹³ In the context of this research, Content Writing for Creative Industry is positioned as a course that not only provides digital-based creative writing skills, but also trains students to develop communication strategies and

¹¹ Hasan Tinmaz et al., “A Systematic Review on Digital Literacy,” *Smart Learning Environments* 9, no. 1 (December 2022): 21, <https://doi.org/10.1186/s40561-022-00204-y>.

¹² Salim Nabhan and Anita Habók, “The Digital Literacy Academic Writing Scale: Exploratory Factor Analysis,” *Sage Open* 15, no. 1 (January 2025): 21582440241311709, <https://doi.org/10.1177/21582440241311709>.

¹³ Jovie Candra Purnama, Agustin Hari Prastyowati, and Dedy Wijaya Kusuma, “Digital Marketing Strategy In The Creative Digital Industry? Why Not!,” *Mba : Journal Of Management And Business Aplication* 7, No. 2 (July 2024): 107–22, <https://doi.org/10.31967/mba.v7i2.1130>.

utilize digital technology as relevant competencies to support branding and increase competitiveness in the era of globalization.

The Content Writing for Creative Industry course is one of the compulsory courses taken by students of the English Department at Sayyid Ali Rahmatullah Tulungagung State Islamic University. This course is designed to equip students with the ability to write content that is relevant to the needs of the creative industry, such as digital media, advertising, and content marketing. In an academic framework, this course can also be understood as a form of application of English for Specific Purposes that is oriented towards the professional needs of students. Hutchinson and Waters assert that language learning in ESP should focus on the real needs of learners, so as to prepare them for the specific demands of the world of work.¹⁴

The main objective of this course is to equip students with structured, communicative, and strategic writing skills in order to produce content that is not only informative, but also persuasive and attractive to the audience. Santika, Gustine, and Hardini found that Content Writing for Creative Industry needs to integrate linguistic skills with visual, design, and storytelling elements to create content that is more interactive and in line with the dynamics of the creative

¹⁴ Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learning-Centered Approach*, 23. printing, Cambridge Language Teaching Library (Cambridge: Cambridge Univ. Press, 2008).

industry.¹⁵ Thus, students are expected to not only be able to write effectively in English, but also understand market-oriented digital communication strategies.

The presence of this course is relevant to the research on students' perceptions of the contribution of content writing in the development of their creative writing skills. Through learning that focuses on writing practices for the creative industry context, students gain authentic experiences that connect academic theory with professional practice. As stated by Purnama, Prastyowati, and Kusuma, digital marketing strategies in the creative industry rely heavily on eye-catching content and storytelling to increase audience engagement through various digital platforms.¹⁶ Therefore, studying this course can help students see the connection between their creative writing skills and the real world demands of working in the creative industry sector.

In addition, another important aspect that needs to be considered is students' perceptions of Content Writing for Creative Industry course. Students' perceptions provide an overview of how they assess the relevance, benefits, and contributions of this course in improving their writing skills, especially creative writing. By understanding students' perceptions, researchers can determine the extent to which the learning provided meets their needs, expectations, and real experiences in academia and the creative industry. Perception itself is understood as the unique

¹⁵ Susan Santika, Gin Gin Gustine, and Tri Indri Hardini, *Evaluating Content Writing for the Creative Industry Course from Lecturers' and Students' Views*, 4, no. 1 (2025).

¹⁶ candra purnama, hari prastyowati, and wijaya kusuma, "digital marketing strategy in the creative digital industry?"

way in which individuals or groups assess a phenomenon, through the process of receiving stimuli and making meaning based on their experiences and memories.¹⁷

Beyond student perceptions, another important aspect to analyze the benefits of Content Writing for Creative Industry course in relation to students' writing skills. Identifying the benefits of this course can highlight how learning activities, materials, and feedback contribute to the development of students' writing skills. In addition, analyzing these benefits can provide insight into how this course supports students in improving their writing skills and prepares them for writing tasks in academic and professional contexts.

Researcher found several previous studies related to this research, especially in the field of creative writing and content writing. The first research comes from a journal entitled "The University Students' Perception of Creative Writing in Relation Writing Skill" written by Gina Larasaty.¹⁸ The results of this study show that creative writing activities can increase students' motivation in learning English, enrich their vocabulary, and strengthen overall writing skills. The second research comes from Tira Nur Fitria in her journal entitled "Creative Writing Skills in English: Developing Student's Potential and Creativity".¹⁹ This research confirms that creative writing can be an effective tool to develop students' potential and foster their creativity, especially in expressing ideas more freely in English learning. The

¹⁷ Susan M. McDonald, "Perception: A Concept Analysis," *International Journal of Nursing Knowledge* 23, no. 1 (February 2012): 2–9, <https://doi.org/10.1111/j.2047-3095.2011.01198.x>.

¹⁸ Larasaty, "The University Students' Perception of Creative Writing in Relation Writing Skill."

¹⁹ Fitria, "Creative Writing Skills in English."

third research comes from Faiza Abdalla Elhussien Mohammed with her article entitled "Creative Writing from Theory to Practice: Multi-Tasks for Developing Majmaah University Students' Creative Writing Competence".²⁰ The results of this study show that the implementation of creative writing multi-tasks can help students improve their writing competence in various aspects, including imagination, idea organization, and language acquisition.

All of the above studies focus more on creative writing as a means to develop English language skills. However, there are differences with this study. Previous studies have not specifically connected Content Writing for Creative Industry courses with students' writing skills. In fact, content writing skills require students to not only master linguistic aspects, but also be able to integrate creativity, communication strategies, and the use of digital technology. This is the research gap that this study aims to answer.

The novelty of this research lies in its attempt to connect students' perceptions of Content Writing for Creative Industry course with the development of their creative writing skills. This research positions content writing not only as a professional skill in the creative industry, but also as a means to improve students' writing skills in an academic environment. As such, it fills a gap from previous studies that only highlighted one aspect of either creative writing or content writing in isolation.

²⁰ Abdalla Elhussien Mohammed, "Creative Writing from Theory to Practice."

Based on the description above, the researcher is interested in conducting research with the title "The Students' Perception of Content Writing for Creative Industry Course in Relation to Their Writing Skill of English Department at UIN Sayyid Ali Rahmatullah Tulungagung" The researcher chose this title because, as one of the students who had taken the course, the researcher felt that the learning experience not only provided practical writing skills for the needs of the creative industry, but also helped improve creativity and expressive writing ability. Therefore, this research is expected to make theoretical contributions in the field of writing skills studies as well as practical contributions in curriculum development in the English Department.

B. Scope and Limitation of the Research

This research focuses on analyzing the perceptions of English Education students at UIN Sayyid Ali Rahmatullah Tulungagung toward the Content Writing for Creative Industry course, it examines students' perceptions of the course in relation to the improvement of their writing skills, as well as the benefits of the course materials. This study especially explores how students view the relevance, effectiveness, and applicability of the course material in real-world contexts such as copywriting, blog articles, advertising copy, social media captions, and digital marketing content. In addition, the study also investigates the challenges students face when applying the knowledge and skills gained from the course to various forms of creative industry writing. The scope of this study is limited to students of

the English Education Department who have taken the course, so that the findings remain focused and contextually relevant.

C. Research Question

Based on the background of the study, the researcher can state the problem as follows:

1. How do the Students' English Department perceive Content Writing for Creative Industry Course in terms of understanding, teaching method quality, feedback quality, motivation, and self-efficacy?
2. How the Students' perceive Content Writing for Creative Industry course contribute to their writing skills?
3. What are the benefits of the Content Writing for Creative Industry course in relation to students' writing skills?

D. Purpose of the Study

Based on the research problem above, the objectives of this study are as follows:

1. To identify students' perceptions of the Content Writing for Creative Industry course.
2. To analyze the contribution of the Content Writing for Creative Industry course to students' writing skills.

3. To explore the benefits of Content Writing for Creative Industry Course in relation to students' writing skills.

E. Significant of the Research

This research is expected to provide benefits both theoretically and practically.

1. Theoretically, this research is expected to add insights to science in the field of English language teaching, especially related to the relationship between content writing and students' writing skills. The results of this study can be a reference for further research that wants to examine more deeply the role of creative industry-based courses in improving students' writing competence.
2. Practically, this research is expected to provide benefits for several parties:
 - a. For Students': This research can help students to reflect on their learning experiences and realize the benefits and challenges faced in the Content Writing for Creative Industry course in improving writing skills.
 - b. For the English Department: This research can be taken into consideration in curriculum development so that the Content Writing for Creative Industry course remains relevant to the academic and professional needs of students.
 - c. For Future Researchers: This study can be a reference for future research that wants to examine more deeply the relationship between student

perceptions and language learning outcomes, especially in the field of writing skills.

F. Definition of Key Terms

To avoid misunderstanding the terms and content of the topic in this study, the researcher must find key terms in this study:

1. Students' Perception

Students' perception refers to students' opinions, views, and evaluations toward the Content Writing for Creative Industry course based on their learning experiences. In this study, students' perception is measured through a questionnaire using a Likert scale.

2. Writing Skill

Writing skill refers to students' ability to express ideas in written form effectively and creatively, including aspects such as idea development, organization, creativity, and language use. In this study, writing skill is viewed based on students' perceptions rather than direct performance assessment.

3. Content Writing for Creative Industry

This term refers to a compulsory course offered to students of the English Study Program at UIN Sayyid Ali Rahmatullah Tulungagung. This course focuses on providing students with the skills to write digital-based content that is relevant to the needs of the creative industry, such as advertisements, blog articles, social media posts, and marketing

content. In this study, this term is associated with how students perceive the role of the course in improving their writing skills and creativity.