

**ANALYSIS OF CREATIVE THINKING IN CREATIVE  
WRITING AT FIFTH SEMESTER STUDENTS IN IAIN CURUP**

**THESIS**

**This thesis is submitted to fulfill the requirement for “Bachelor Degree” in  
English Study Program**



**By:**

**MONA SAFITRI**

**NIM. 20551038**

**ENGLISH *TADRIS* STUDY PROGRAM  
EDUCATION (*TARBIYAH*) DEPARTMENT  
ISLAMIC STATE INSTITUTE OF CURUP**

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Hal : Pengajuan Skripsi

Kepada,

Yth. Bapak Rektor IAIN Curup

Di Curup

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Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat skripsi saudara :

Nama : Mona Safitri

NIM : 20551038

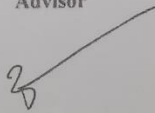
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Curup, 02 February 2024

Advisor



Dr. Eka Apriani, M.Pd  
NIP. 199004032015032005

Co-Advisor



Dr. Paidi Gusmuliana, M.Pd  
NIP. 198408172015011004

## **THE STATEMENT OF OWNERSHIP**

The writer who sign below:

Name : Mona Safitri  
Nim : 20551038  
Facultas : Tarbiyah  
Prodi : TBI (Tadris Bahasa Inggris)

I hereby certify that thesis is entitled “**Analysis of Creative Thinking in Creative Writing at Fifth Semester Students in IAIN Curup.**” This statement is made true. If in the next day there any mistake the writer is ready to accept the punishment or other criticism from IAIN suitable with its regulation.

**Curup, February 2024**

**Writer**

**Mona Safitri**

**NIM. 20551038**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH**

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax 21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

**APPROVAL**

Nomor: 200 /In.34/I/FT/PP.00.9/02/2024

Name : MONA SAFITRI  
NIM : NIM. 20551038  
Departement : English Tadris Study Program  
Title : Analysis Of Creative Thinking in Creative Writing at Fifth Semester Students in IAIN Curup

Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date : Friday, February 16<sup>th</sup> 2024  
Time : 09.30 – 11:00 a.m  
At : Room 1

Has been received to fulfill a partical requirements for the degree of strata 1 in English Tadris Study Program of Tarbiyah Faculty IAIN Curup.

**EXAMINERS:**

Head

**Dr. Eka Apriani, M.Pd**  
NIP. 199004032015032005

Secretary

**Dr. Paidi Gusmuliana, M.Pd**  
NIP. 198409172015011004

Examiner I

An. ka. prodi Tbi  
Kv

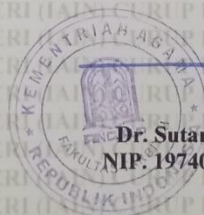
**Dr. Prihantoro, SS., M.Pd**  
NIP. 197508202008011004

Examiner II

**Jumatul Hidayah, M.Pd**  
NIP. 197802242002122002

Dean

**Dr. Sutarto, S.Ag., M. Pd**  
NIP. 19740921 200003 1 003



## **PREFACE**

All praises to Allah SWT that the writer had finally finished writing his thesis entitled “**Analysis of Creative Thinking in Creative Writing at Fifth Semester Students in IAIN Curup.**”

This thesis is submitted as a part of completing the undergraduate degree of strata 1 (S1) in the English Tadris Study Program of IAIN Curup. The writer realizes that this thesis is not perfect. Therefore the writer really appreciates some suggestion and critics to be perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

**Curup, February 2024**

**Writer**

**Mona Safitri**

**NIM. 20551038**

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**Curup, February 2024**

**Writer**

**Mona Safitri**  
**NIM. 20551038**



## Motto and Dedication

***“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient.”***

***(QS. Al-Baqarah 153)***

***“So, surely with hardship comes ease. Surely with that hardship comes more ease. So once you have fulfilled your duty, strive in devotion, turning to your Allah alone with hope.”***

***(QS. Al-Insyirah, 6-8)***



***“Man Jadda Wa Jadda”***

***Whoever is serious, he will surely succeed.***

***“Discipline is an important key to success.”***

***“Your biggest enemy is yourself!! Often procrastinate and lazy to move.”***

***“Move!!! If you fail then rearrange the strategy, don't change the goal and success will be waiting for you at the end.”***

This thesis is dedicated to:

Allah is only reason why I can finish this thesis. Immeasureable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

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- ❖ All students of the IAIN Curup English Study Program.
- ❖ All of my friends of MAHAD Al Jami'ah IAIN Curup.
- ❖ And all of the people around me that I cannot mention one by one.

## ABSTRACT

***Mona Safitri, 2024* : “ANALYSIS OF CREATIVE THINKING IN CREATIVE WRITING AT FIFTH SEMESTER STUDENTS IN IAIN CURUP”**

**Advisor : Dr. Eka Apriani, M.Pd**

**Co- Advisor : Dr. Paidi Gusmuliana, M.Pd**

This thesis was aimed to find out students creative thinking in creative writing. The research is qualitative method which presented in descriptive way to describe it. There were four objectives of this research. The first one was to find students' fluency creative thinking in creative writing at Fifth Semester of IAIN Curup. The second was to find students' flexibility creative thinking in creative writing at Fifth Semester of IAIN Curup. The third was to find students' originality creative thinking in creative writing at Fifth Semester of IAIN Curup. The fourth was to find students' elaboration creative thinking in creative writing at Fifth Semester of IAIN Curup. The participants of this research were the fifth semester students of English study program of IAIN Curup. The instruments of this research were documents analysis and questionnaire to get data that needed. After that, researcher describes the all data that got. Next, researcher classified data into categories based on research instrument and the last is interpretation the data which gotten. The result of the analysis indicated that fifth semester students of English study program of IAIN Curup were in high categories, and it is needed to deliberated teaching and learning.

**Keywords:** *Creativity, Creative Thinking, and Creative Writing.*

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# CHAPTER I

## INTRODUCTION

### **A. Background of The Research**

One subject that includes knowledge of foreign languages is English. An increasing number of students who want to prepare themselves as best they can to become teachers are taking English classes. Later on, more professionals would speak English or power. Proficiency in English encompasses the ability to speak, read, write, and listen well. Students can express their thoughts, feelings, and opinions about other people or things via writing. However, students must participate in several learning stages to effectively express their ideas, feelings, or ideas in writing rather than developing them organically. As an example, consider creative writing.

Creative writing allows one to write about anything one wants and isn't limited to writing about real-world experiences. There are other notable models that occasionally provide readers with facts and hints. There are various methods to engage with creative writing, which is commonly viewed as a means of self-expression. Beyond the conventional boundaries of standard, professional, academic, or technical kinds of writing, creative writing exists. Creative writing naturally encourages students to utilise language creatively, improve their privacy, and think creatively. So, creative writing is the skill of using words to express ideas in a way that is compelling, original, and draws the reader in. Creative writing exercises allow students to express many viewpoints on their writing and tailor it to meet certain goals and objectives. Creative writers can express the opposing viewpoint through their themes, abilities, and word choice.

Creative thinking is essential for education, especially in creative writing. Innovative thinking must be grown from primary education to college because creative thinking is related to achievement. Boden claims that the concept produces original and high-quality work. "Creativity" is the ability to come up with new ideas that are surprising yet intelligible and

valuable in some way.<sup>1</sup> Based on this theory, Language creativity involves different types of creative thinking and the playful use of language to construct new and surprising meanings. It is accepted that the need to say something new, meaning new to self, helps learners broaden their existing vocabulary and grammar, combine familiar words in unfamiliar ways, and develop complex grammar. One of the traits of the high-thinking level is creative thinking, which is a logical and divergent thinking approach meant to generate new ideas in response to unusual and difficult challenges. So, Creative thinking is the ability to think broadly. People with creative thinking abilities can see, analyze and even solve a problem from a different perspective so they can create new solutions and ideas.

Besides creative thinking perceived as a crucial discourse in creative writing, the preliminary study researcher will conduct using questionnaires with some English fifth-semester students of the English study program in IAIN Curup. It is illustrated that the problem is that some students still have a lack of understanding of the essence of creative thinking and are classified as less creative, so they were inclined to end up with a creative writing breakdown, then quit their engagement in creative writing interactions. Examples of cases are fluency (students were still unfluent expresses their ideas), flexibility (students were still lacking in conveying various ideas or answers), originality (students were still lacking in coming up with unique or recent ideas or opinions), and elaboration (students were still unable to give detail in their ideas).

Considering the importance of creative thinking in creative writing for English students, the researcher believes that English lecturers need to make more efforts to help students' creative thinking in creative writing. Therefore, the researcher analyzes English students' creative thinking in creative writing. This topic needs to be researched because such research can provide detailed pictures of English students' fluency, flexibility, originality,

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<sup>1</sup> Boden, M. A, *Creativity and knowledge*. In Craft, A., Jeffrey, B., & Leibling, M. (Eds.), *Creativity in education*, (London: Continuum, 2001) p. 95-102.

and elaboration to help students' creative thinking in creative writing. Therefore, analyzing this topic will help provide other English lecturers and students with much knowledge about creative thinking in creative writing.

Previous researchers have conducted studies on Creative Thinking. That is shown by someone who can create ideas, technology or knowledge while others merely use or accept them.<sup>2</sup> For instance, the first previous study was "An Analysis of Creative Thinking Ability in Writing Explanation Teks on Elementary School Students."<sup>3</sup> Based on this theory, the data were conducted a qualitative descriptive. The second previous study was "An Analysis on Students' Creative Thinking Ability in Writing Narrative Paragraph"<sup>4</sup> Based on this theory, the data were conducted descriptive qualitative research. However, this research differs because the researcher focuses on analyzing "creative thinking in creative writing" in IAIN Curup. This research was done on the fifth English Study Program students at IAIN Curup using a survey study.

Therefore, the researcher sees a problem with students' creative thinking in creative writing. Reflection is critical in creative writing, so the researcher wants to analyze creative thinking toward creative writing to improve creativity. With more and more students entering the English language education department, it is essential to do researcher gives the title "Analysis of Creative Thinking in Creative Writing at Fifth Semester Students in IAIN Curup."

## **B. Research Questions**

Based on the background that has been explained before, the researcher formulated the question to obtain the result of this research as follows:

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<sup>2</sup> Begheto, R. A., & Kaufman, J. C. *Do we all have muticreative potential?* (ZDM the International Journal on Mathematics Education, 2009), 41(1), pp. 39-44.

<sup>3</sup> Ruksah Nur Kholisyah and Mintasih Indriayu, "An Analysis Of Creative Thinking Ability In Writing Explanation," n.d (2018): pp. 478–84.

<sup>4</sup> Hasfira Hasfira, Citra Ayu, and Vitri Angraini Hardi, "An Analysis o n Students ' Creative Thinking Ability in Writing Narrative Paragraph" 5, no. 1 (2024): pp. 240–47.

1. How is Students' Fluency Creative Thinking in Creative Writing at Fifth Semester of IAIN Curup?
2. How is Students' Flexibility Creative Thinking in Creative Writing at Fifth Semester of IAIN Curup?
3. How is Students' Originality Creative Thinking in Creative Writing at fifth Semester of IAIN Curup?
4. How is Students' Elaboration Creative Thinking in Creative Writing at Fifth Semester of IAIN Curup?

### **C. Objective of The Research**

Based on the research questions above, the objective of this research is to analyze:

1. To find how is Students' Fluency Creative Thinking in Creative Writing at Fifth Semester of IAIN Curup?
2. To find how is Students' Flexibility Creative Thinking in Creative Writing at Fifth Semester of IAIN Curup?
3. To find how is Students' Originality Creative Thinking in Creative Writing at fifth Semester of IAIN Curup?
4. To find how is Students' Elaboration Creative Thinking in Creative Writing at Fifth Semester of IAIN Curup?

### **D. Delimitation of The Research**

This research is a limited, because this study focuses on creative thinking in creative writing. The researcher limited the sample on the study, which consist of a class of fifth-semester students in the English study program.

### **E. Significances of The Research**

This research results can be used and give some benefits as follow:

1. Theoretically

This research is added to the result of research on the analysis of creative thinking in creative writing among fifth-semester students. Theoretically, the findings of this research are intended to be used as references for further study in the future for a better understanding the creative thinking in creative writing.

## 2. Practically

Practically, this study is expected to give more information to English teachers, learners, and future researchers. So, another researcher can find some solution to solve the creative thinking in creative writing, and the students' creative writing class can be successful.

## F. Operational Definitions

The research needs definition all of the terms used in this research as follows:

### 1. Creative Thinking

Creative thinking is a natural and not a different way of thinking.<sup>5</sup> Theoretically, creativity ought to be taught and learned much like other academic disciplines. Creative thinking is a cognitive process that operates at the level of awareness.

### 2. Creative Writing

Creative writing is generally understood as writing that comes from the imagination or isn't factual.<sup>6</sup> Creative writing can produce an inventive, original literary creation or composition and be applied to numerous writing genres. Theoretically, creative writing is a type of artistic expression that draws on the vision to convey meaning through imagery, narrative, and drama.

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<sup>5</sup> Saxe Mclear, "Guide To Better Creative Thinking" accessed from <https://play.google.com/store/books/details?id=GzEkDQAAQBAJ>, on February 01, 2023 at 16:09

<sup>6</sup> Casey Clabough PhD, *Creative Writing*, (New York: Penguin Group (USA) Inc., 2014), p. 10.

## **G. Systematic of The Research**

The three chapters of the study paper are divided by the researcher. The introduction in Chapter I consists of the background of the research, research question, objective of the research, significances of the research, limitation of the research, operational definitions, and systematic of the research. The literature review is in chapter II, a review of related theories consisting of the definition of creative thinking, and creative writing, a review of related findings and theoretical hypotheses. The research methodology is in Chapter III, consisting of research design, population and sample, techniques of collecting data, instruments, validity/reliability and technique of data analysis. The fourth chapter IV, is research findings and discussion. And the fifth chapter V, is the conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Related Theories

##### 1. Creativity

###### a. Definition of Creativity

Barron as cited in Munandar defined creativity is the ability to bring something new into existence.<sup>7</sup> The production of something new is included in almost all the definitions given by those who investigated creative behavior. Producing in this context means not only producing new ideas, but also useful for the individual and society.

In addition, Siefertzi said creativity is the generation of new ideas or the recombination of known elements into something new, providing valuable solutions to a problem.<sup>8</sup> According to Boden, it all can be done in a way combinational (new combinations of familiar ideas), exploratory (the generation of new ideas by the exploration of structured concepts), and transformational (the transformation of some dimension of the structure, so that new structures can be generated).<sup>9</sup> This is grounded in everyday capacities such as the association of idea, reminding, perception, analogical thinking, searching a structured problem-space, and reflecting self-criticism.

Furthermore, Kaufman as cited in Rosen and Mosharraf stated that creativity is the development of a novel product, idea, or problem solution that is of value to the individual and/or the larger social group.<sup>10</sup> This means to develop something new that already exist by using new way with the aim to be useful for ourselves and others.

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<sup>7</sup> Sukarni Catur Utami Munandar, *Creativity and Education*, p. 27.

<sup>8</sup> Eleni Siefertzi, *Creativity*, (2000), p. 2.

<sup>9</sup> Margaret A. Boden, "Creativity and Artificial Intelligence", Vol. 103, 1998, p. 348.

<sup>10</sup> Yigal Rosen and Maryam Mosharraf, *online performance Assessment of Creativity skills: Findings from International Pilot Study*, (Singapore: Pearson, 2014), p. 2.

According to those theories, it can be concluded that the definition of creativity is the ability to produce or to generate something new that is different than before, and to develop something that is already exist to be new by combining elements using a new concept with the aim to generate new ideas, new problem solutions, new products, etc. which is useful to ourselves and societies.

Those are definitions of creativity in general not creativity in term of writing. The definition of creativity in term of writing defined by Ramet as having the power to create an imaginative, original literary production or composition and can be applied to a very broad spectrum of writing genres.<sup>11</sup> It means the ability to create writing with different styles that have not existed before. It is supported by Malloch who said that creative writing as trying to change the state of affairs by creating something new in a new way or even attempting to mould the public opinion or attitude by writing about the state of affairs in an original style with a skillful use of words and expressions.<sup>12</sup> It means that thinks critically and reshapes something known into something that is different and original.

#### **b. Aspect of Creativity**

In creativity, there are several aspects that can serve as the indicators whether someone is considered creative or not. There are three aspects of creativity in verbal forms as stated by Torrance, namely fluency, flexibility, and originality.

1. Fluency refers to the number of different ideas one can produce.<sup>13</sup> Fluency implies understanding, not just remembering information that is learned.

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<sup>11</sup> Adele Ramet, *Creative Writing: How to Unlock Your Imagination, Develop Your Writing Skills – and get published*, (Oxford: How To Books Ltd, 2007), p. 11.

<sup>12</sup> Douglas Malloch, *Advanced Introduction to Creative Writing*, p. 1.

<sup>13</sup> Rababah, Luqman M., et.al. “The Level of Creativity in English Writing among Jordanian Secondary School Students”, Vol. 10, 2013, pp. 25-29.



2. Flexibility refers to the variety of ideas one produces.<sup>14</sup> It involves the ability to see things from different points of view, to use many different approaches or strategies. It was expected that the more creative persons will show more variety in the form of sentence, in use of sentence as well as in length of sentence. The two content categories are the use of imagination and fantasy. These two categories as characteristics of flexibility in ideas.
3. Originality refers to how unusual are the ideas one produce.<sup>15</sup> It involves synthesis or putting information about a topic back together in a new way. The criteria of originality include originality in theme, solution or ending, and style of writing. Humor was included as another component of originality. The last component of originality is „the use of invented words or names.”

## 2. Creative Thinking

### a. Definition of Creative Thinking

As stated above, Creative thinking is a natural way of thinking, a thought process that generates various possible ideas and practices. Creative thinking is sound, not strange, reasoning. To create, you must be mentally and emotionally flexible yet persistent enough to extract and recombine threads from daily experience, your knowledge and image bank, the sense, and intuition. Your mind and body should feel relaxed and open to be most effective.<sup>16</sup> Based on theory, creative thinking is cognitive that gives birth to creative thoughts.

Another expert according to Jankowska et al., “The thinking process is one of the abilities of creativity to understand and work by

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<sup>14</sup> *Ibid.*

<sup>15</sup> *Ibid.*

<sup>16</sup> John Fabian, *Creative Thinking & Problem Solving*, (New York: CRC Press, 1990), pp. 14-17.

using abstract or concrete concepts in new or different ways. Creative thinking is the ability of the thinking process to identify and propose solutions to a problem, generate new ideas and combine new ideas with previous ideas.”<sup>17</sup> Based on theory, Creative thinking is a reasoning process that focuses on idea exploration and finding the correct answer. Creative thinking is also essential in the social field, so humans can improve their quality of life with the ability to think creatively.

Creative thinking involves independent skills and dispositions and has gradually been included in thinking skills, an ability to critically evaluate whether certain information may support different claims, is the basic pattern for critical and creative thinking.<sup>18</sup> Based on theory, Creative thinking is an original and reflective reflection that produces a complex product.

#### **b. Characteristic of Creative Thinking**

According to Gilhooly, Ball & Macchi (2015) state that there are many characteristics of creative thinking skill.<sup>19</sup>

- a. Flexibility
- b. Authenticity
- c. Multiple thinking
- d. Wondering
- e. Thinking fast and independent
- f. To be open to criticism
- g. Rationalism
- h. Being suspicious

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<sup>17</sup> Jankowska, D. M., Gajda, A., & Karwowski, M. *How children's creative visual imagination and creative thinking relate to their representation of space.* (International Journal of Science Education, 2019), p.41 (8), p. 1–22.

<sup>18</sup> Glassner, & Schwarz as cited in Lila Puspitasari et al. *Analysis of Students' Creative Thinking in Solving Arithmetic Problems.* (International Electronic Journal of Mathematics Education, 2019) Vol. 14, No. 1, p. 49-60.

<sup>19</sup> Gilhooly, K. J., Ball, L. J., & Macchi, L. Insight and creative thinking processes: Routine and special. (Thinking & Reasoning, 2015) 21(1), pp. 1-4.

- i. To come up with different solutions
- j. To realize and define the problem
- k. To suggest possible solutions

### **c. Indicators of Creative Thinking**

The details of each indicator of the skill to think creatively are described in sequence as follows.<sup>20</sup>

#### **a) Fluency**

The aspect of fluency is viewed from the skill of students to answer questions and convey their ideas. Fluency is defined as the answer with a number of answers if there are questions, fluently expresses his ideas, Can quickly see the faults and weaknesses of an object or situation.

Fluency is the first consideration. It is the basis for all that follows. Fluency means writing and speaking with ease. It comes from a Latin term meaning flowing. This is why fluency is the first consideration for creative thinking. Until your students can write freely and get their ideas flowing, they'll struggle to unlock their most creative thoughts.

#### **b) Flexibility**

Flexibility is seen from student's skill to provide various interpretations of an image, story, or problem and if given a problem usually think of a variety of different ways to solve it. The word flexibility is the pliant, easily bent.

#### **c) Originality**

The aspect of originality is viewed from students' skill to reading or hearing ideas, work on finalizing new ones. They take risks and discover new territory. Help your students understand that taking risks and making mistakes is part of the creative process and can help them learn.

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<sup>20</sup> Guilford, J. *Creativity*. (USA: American Psychologist; 1950), p. 444-454.

d) Elaboration

Elaboration is looking for a deeper meaning to the answer or problem solving by performing detailed steps, develop or enrich the ideas of others, tried/tested the details to see which way to go. Elaboration of an idea is about illustrating the richness of its potential to meet a given purpose. Elaboration gives substance to an idea, and acts to support its fitness for purpose.

**d. Assessment of Creative Thinking**

The assessment of creative thinking ability used performance level achievement with value 1 to 5 for each element assessed.<sup>21</sup>

1. Fluency; based on the number of words and the number of main ideas students find in summarizing explanatory text.
  - a. If it is less than 25 words and can find less than or one main idea of the text content (score 1).
  - b. 25 - 49 words and can find 2 main ideas of the text content (score 2).
  - c. 50 - 74 words and can find 3 main ideas from the text content (score 3).
  - d. 75 - 100 words and can find 4 main ideas from the text content (score 4).
  - e. \More than 100 words and can find 5 main ideas from the text content (score).
2. Flexibility; including flexibility in sentence structure and flexibility in content and ideas.
  - a. The composition of the text does not fit the text structure, does not retain the main idea of writing (score 1).
  - b. The composition of the text does not fit the text structure and retains the main idea of writing (score 2).

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<sup>21</sup> Munandar, Utami. Pengembangan Kreativitas anak berbakat. (Jakarta: Rineka, 1999). p. 480

- c. The composition of the writing is less appropriate to the structure of the text and slightly retains the main idea of writing (score 3).
  - d. The composition of the writing is quite appropriate to the structure of the text and little to maintain the main idea of writing score 4).
  - e. The composition of the text corresponds to the structure of the text and retains the main idea of writing (score 5).
3. Originality; the extent to which the content or style of thought in summarizing the text indicates originality (uncommon). In this case students can choose diction and style of writing or sentence that is not exactly similar to the text that they have read.
- a. There are more than 7 sentences that use the exact word choice with the original text (score 1).
  - b. There are 5-6 sentences that use the exact word choice with the original text (score 2).
  - c. There are 3-4 sentences that use the exact word choice with the original text (score 3)
  - d. There are 1-2 sentences that use the exact word choice with the original text (score 4).
  - e. There are no sentences that use the exact word choice with the original text (score 5).
4. Elaboration; if the subjects involves themselves in an event appropriate to the text and express their opinion according to the essence of the intended context, meaning and information of the text summarized.
- a. Expressing opinions that strongly disagree with the essence of the intended context, meaning and text information summarized (score 1).

- b. Expressing opinions that are inconsistent with the essence of the intended context, meaning and text information summarized (score 2).
- c. Expressing opinions that are less in line with the essence of the intended context, meaning and text information summarized (score 3).
- d. Expressing a sufficient opinion according to the essence of meaning, meaning and text information summarized (score 4).
- e. Disclose opinions that correspond to the essence of the intended context, meaning and text information summarized (score 5).

### 3. Creative Writing

#### a. Definition of Creative Writing

According to Milton and MacKenzie, creative writing imaginatively expresses ideas and thoughts using emotion, passion, and magic.<sup>22</sup> The feeling here means writing emotionally. Then passion is defined as encouragement when writing. At the same time, magic is the books used as references for writing. Meanwhile, Mason stated that creative writing is an open and imaginative form of writing in which writers freely ideas their unique thoughts and feelings.<sup>23</sup> The writer does this to keep the experience, to share the background, and to contribute expertise to mental and physical health. Furthermore, Raines defined creative writing as a way to

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<sup>22</sup> Nina Milton and Vicky MacKenzie, “*Foundations: Creative Writing*,” (OCA, 2016), p. 11.

<sup>23</sup> John Mason, as cited in Ganda Herdiansyah, *The Correlation Between Students’ Creativity And Their Recount Text Writing Ability At The Second Semester Of The Eighth Grade At Smpn 2 Terusan Nunyai Lampung Tengah In 2017/2018 Academic Year*, (UIN Raden Intan Lampung: 2018). p. 12

express itself in new and exciting ways.<sup>24</sup> It means creative writing is where saying uses imagination in written form.

Additionally, Marshall said creative writing is the use of written language to conceptualize, explore and record experience in such a way as to create a unique symbolization of it.<sup>25</sup> The symbol is the end product of the process of personal decomposition, randomization, and rearrangement of experience. Based on those theories, it can be concluded that creative writing is an imaginative form of writing in which the writer expresses ideas, the thoughts, and feelings. It can be writing that has never existed before (original) or writing with variations of writing style.

So, Creative writing is about writing with a style. Such an identity, style in writing make it more than comprehensible one. Style is way of the researcher to persuade and invite the readers get in his writing. The writing that has identity will be easy to knowing the owner and differentiate it from the other writing. Each writing has a signature that unique and original, symbolize the researcher self.

Fiction is an example of creative writing. Most of people love fiction or story about imagination here, especially the students. This is a good chance to motivate the students in improving their writing by giving them treatment to create their imagination into a written text.

## **b. Type of Creative Writing**

In creative writing, there are many other types of products called genre; it is divided into two: non-fiction and fiction.<sup>26</sup> The

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<sup>24</sup> Kristan Raines as cited in Ganda Herdiansyah, *The Correlation Between Students' Creativity And Their Recount Text Writing Ability At The Second Semester Of The Eighth Grade At Smpn 2 Terusan Nunyai Lampung Tengah In 2017/2018 Academic Year*, (UIN Raden Intan Lampung: 2018). p. 13.

<sup>25</sup> Sybil Marshall, *Creative Writing*, (London: Macmillan, 1974), p. 7.

<sup>26</sup> Earnshaw, S. *The Handbook of Creative Writing*. (Edinburgh: Edinburgh University, 2007), p. 12

students are free to write anything such as in non-fiction they can write a personal essay, articles, biography, short story, and so on. Another genre of creative writing is fiction, like short stories, novels, poetry which is for students who are expert in arts and literature. These types of creative writing nowadays are easily accessible through the use of the internet. This advantage of using the internet and free websites should be applied as a language learning method.

### c. Process of Creative Writing

According to Morley proposes seven creative writing methods about the creative writing process.<sup>27</sup> Which are as follows:

1. The first stage is preparation, which involves active reading, imitation, interrogation, play, and reflection.
2. The second step is planning through Idea Generation.
3. Third, training creates a wave of unconsciousness that washes away the pages you are writing.
4. Fourth, start rewriting some of them in sentences or lines of meaning, and then start writing.
5. Fifth, maintain a good workflow, even if it is a syntactic word count, by spending hours and write quickly and meaningfully.
6. Sixth, the silent pool allows you to reclaim your scholarship in peace.

### d. Characteristics of Creative Writing

Anybody can write. But, not most are a writer. For one to be called an honest writer, they have to possess some characteristics. Here are some characteristics of an honest writer.<sup>28</sup>

#### a) Discipline

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<sup>27</sup> Morley, D. *The Cambridge introduction to creative writing*, (Cambridge University Press, 2007), p.17

<sup>28</sup> Djaidja Mouna and Tahimene, "Investigating the Factors That Enhance EFL Creative Writing," no. June 2021 (n.d.). p. 16



A good creative writer is disciplined. Writers are often required to jot on the identical content over and another time. The re-writes and edits are going to be frustrating. Still, an honest piece of writing is required. Therefore, an honest writer will devote enough time to writing, re-writing, and editing his or her work. It doesn't matter how small or big the work is, an honest writer will always re-evaluate it.

b) Clarity

A good creative writer will always express their idea clearly. They put their thoughts in a very simple and clear manner. Any reader can easily understand their work. During a well written piece, every detail is wise. Readers do not stray. Also, readers mustn't re-read passages to know the foremost argument. In good writing, the author sticks with the foremost idea. They do not flee on too many lines. They stick with the plot. A good writer also has the facility to need you to an artless world and provide you with a detailed description.

c) Attentive to details

Good writers hear details. They're good observers. If they're required to follow certain requirements, they're doing it perfectly. This characteristic also makes them good editors. They're ready to easily spot any error. Therefore, their writing piece is often clean. No grammar errors, typos, misspellings, or punctuation errors.

d) Massive vocabulary

Good writers have a robust vocabulary. They don't use identical words over and once again. Instead, they use unusual and interesting words all told their writings. With this skill, they're able to maintain the interest of their readers. With this skill, they're also able to express their thoughts effectively since they need the proper word for each situation.

## e) Patience

A creative writer is patient. This is often because the possibilities of facing rejection are many. Some customers have even rejected work after seven revisions. A decent writer won't quit; they'll continue having patience and faith in their work. There are times when a writer will not have anything to feature in his or her document. But only if one is patient that they're going to complete writing their piece.

## f) Right education

To effectively cover a subject, a decent writer will have a correct education; this implies that they need the right knowledge to handle topics in their field. This data is acquired during school years and through research.

## g) Experience

A good writer will have experience in writing. How does one know if one is experienced or not? An experienced writer knows the way to write modern academic papers. As an example, they're going to use the most recent edition of the formatting styles. If they're using APA style, they know there are some changes. They use the right format.

## h) Creativity

A good writer is creative as a talent. They think outside the box. They're able to create amazing content. Through this creativity, they're ready to produce unique and original content. This differentiates them from mediocre writers.

## i) Good writing skills

Good writers have great writing skills. They need good grammar in addition as punctuation skills. Bad grammar creates a foul impression. Also, wrong punctuation can change the intended meaning.

## j) Self-motivation

Human beings have moments of difficulties and mental blocks. An honest writer knows this and doesn't wait to be motivated. In fact, good writers are ready to motivate themselves. This allows them to stay writing even when the going gets tough.

k) Professionalism

Readers care about the standard of any writing. This can be why some pieces are considered good. To secure readership and build a career in writing, your writing must be good.

## **B. Review of Related Findings**

The researcher elaborates on some of the previous studies in this research. This is important because we can see the differences, aims, and results. From this elaboration, the writer hopes some of this research can be essential references for writing this research. Here, the researcher provided two journals related to this research and could be taken as the examples and guidance in doing this study.

First, a study entitled *An Analysis of Creative Thinking Ability in Writing Explanation Text on Elementary School Students* was conducted by Ruksah Nur Kholisayah, et al.<sup>29</sup> Based on the journal, the study aims to describe creative thinking ability, describe the obstacles faced by teachers in improving the creative thinking ability, and describe the efforts of teachers to improve students' creative thinking ability in writing explanation text. The research is a qualitative descriptive. The number of subjects in this study were 98 students from four different elementary schools in Sragen, Indonesia. Purposive sampling was used as the sampling method. Data collection is collected from test, interview and observation. Data analysis techniques used are statistical analysis descriptive and percentage descriptive. The results of

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<sup>29</sup> Ruksah Nur Kholisayah and Mintasih Indriayu, "An Analysis Of Creative Thinking Ability In Writing Explanation," n.d (2018): pp. 478–84.

this study indicate that students' creative thinking ability is in the medium category. The highest percentage indicator of students' creative thinking ability is the originality and the lowest is elaboration. Constraints faced in creative thinking ability is the use of a less precise model of learning, teachers focus on developing student's cognitive ability than the ability to think creatively, inadequate facilities and lack of utilization of the environment as a learning resource. Efforts are being made to improve the ability of creative thinking in writing explanation text is to use appropriate learning methods one of which is scaffolding learning method and build students' interest through literacy activities.

Second, the title is titled *An Analysis on Students' Creative Thinking Ability in Writing Narrative Paragraph*, selected by Hasfira Hasfira, et al. and this research is descriptive qualitative research.<sup>30</sup> Based on the journal, the purpose of this research is to describe the student's creative thinking ability on writing narrative paragraph. The sample in this research is 32 students. The instrument of this research is test. The researcher used several data analysis techniques are data reduction, display data, conclusion/verification. Based on data analysis, the results are analyzed from five categories: very high, high, medium, low, very low. The result of this research was 7 or 21,9% students in the very high category, 3 or 9,4% of students in the high category, 4 or 12,5% of students in the medium category, 2 or 6,2% of students in the low category, 16 or 50% of students in the very low category. Therefore, it can be concluded that the students' creative thinking ability in writing narrative paragraph at the second semester of English Language and Education at the University of Pahlawan Tuanku Tambusai is very low.

From the result above, the researcher can conclude that the student's creative thinking in writing explanation text is to use appropriate learning methods one of which is scaffolding learning method and build students'

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<sup>30</sup> Hasfira Hasfira, Citra Ayu, and Vitri Angraini Hardi, "An Analysis on Students' Creative Thinking Ability in Writing Narrative Paragraph" 5, no. 1 (2024): pp. 240–47.

interest through literacy activities and the students' creative thinking ability in writing narrative paragraph at the second semester of English Language and Education at the University of Pahlawan Tuanku Tambusai is very low.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Kind of the Research

In this research, the researcher used descriptive qualitative. According to Whitney descriptive study is the problem in society, furthermore because the procedure applicable within the community and specific situations, including relationships, activities, attitudes, views, and processes that are ongoing and therefore the effects of a phenomenon.<sup>31</sup> Moreover Gay and Airasian, descriptive research determines and describes the way things are, thus this research reported the results of the research even as it absolutely was found.<sup>32</sup> It means the researcher presented this research based on the real data which were found in field, without any additions or assumptions. The important data in this case means the data obtained from the results of the checklist and questionnaire which described clearly with none any additional words or opinions of the researcher.

From the explanation above, situations and phenomenon are the important things for being discussed by the researcher. The researcher concluded that descriptive qualitative research is a kind of the research with the characteristic and purpose to beat the particular problem nowadays and to collect the data and information to be formatted, explained, and then analyzed. In this research, the researcher described the phenomena occurred in creative writing class. This research was designed to analysis students' creative thinking in creative writing.

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<sup>31</sup> Whitney, E.L and Milholland, M. *A Four Year Continuation Study of a Teachers College*

<sup>32</sup> Gay, L.R & Airasian, *Educational Research: Competencies for analysis and application* (6th ed), (Upper Saddle River, NJ: Prentice Hall, 2000), P.175

## B. Subject of the Research

Subject of the research or somewhat known by study population refers to people who are the focus of the study.<sup>33</sup> In this research choosing the subject, the researcher used total population sampling, where examined the complete population (i.e., the total population) that have a particular set of characteristics. In sampling, units are the items that frame the population.

As the subject of this research, the researcher choose 5th semester students of English study program IAIN Curup who joined creative writing class in learning writing. There were two regular classes involved such as, 5th A (35 students) and B (36 students). Thus the total number of the student was 77 participants. The researcher has taken 35 from 50 students' creative writing in the form of biography as their assignment. The researcher choose five semester students because based on writing lecturer and lecturer and analyzed several creative thinking especially in creative writing.

## C. Technique of Collecting Data

Creswell explained much about how are the data collected in qualitative research. There are five interrelated steps within the process of qualitative data collection. These steps must not be seen as linear approaches but often one step within the process does follow another.<sup>34</sup> In this qualitative research, the researcher used document analysis technique and questionnaire for collecting the data needed.

### 1. Document Analysis

According by Bowen, document analysis is a type of qualitative research during which documents are interpreted by the researcher to provide voice and meaning around an assessment topic. Documents are stable, “non-reactive” data source, meaning that they can be read and

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<sup>33</sup> Stephen D. Lapan and Marry Lynn T, Quartaroli, *Qualitative Research: An Introduction to Method and Design*, ( San Francisco : Jossey-Bass, 2012), p. 83

<sup>34</sup> Melong in Suharsimi Arikunto"s book, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipra, 2010), P.3

reviewed multiple times and remain unchanged by the researcher influence or research process.<sup>35</sup>

The documents during this research were students' collocation ability in writing essay. The researcher analyzed the collocation ability in writing essay and the students know about combination of collocation.

## 2. Questionnaire

The questionnaire was given to the students. The use of questionnaires aims to make students able to find out self-assessments related to students' creative thinking in creative writing. The questionnaire prepared by the researcher the type of the questionnaire is a close-ended type.

The close-ended type was used to know students' creative thinking in creative writing. Furthermore, a close-ended format questionnaire is questions that include multiple choice answers. Multiple-choice questions fall under the category of closed-format questions. These multiple choices could either be in even numbers or odd numbers the researcher can easily calculate statistical data and percentages.

The likert scale is most commonly used to measure attitudes, opinions, and perceptions toward an object.<sup>36</sup> In this technique, the student answers the question of the questionnaire. The researcher was sure that obtaining data with the questionnaire is the best way to collect data because the students can easily give information based on their answers that are suitable to the questions in the questionnaire.

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<sup>35</sup> Triad 3, *An Introduction to Document Analysis*, <https://led500.trbox.ca/2016/244>, Accessed on February 22, 2024

<sup>36</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, and R & D* (Bandung, Alfabeta, 2018), p. 134



According to Prof. Sugiyono, the most commonly used attitude or opinion scale was the likert scale. The table below showed the score for each rating scale.<sup>37</sup>

Table 3.1  
Score for Likert Scale

No.	Statement		Score	
			Positive Statement (+)	Negative Statement (-)
1.	Strongly Agree	SD	4	1
2.	Agree	D	3	2
3.	Disagree	A	2	3
4.	Strongly Disagree	SA	1	4

(Sumber : Sugiyono, 2017)

#### D. Instrument

Researchers need tools or instruments to collect the data from the participant. The instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose.<sup>38</sup> The instrument used for this study is document analysis and questionnaire.

<sup>37</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, and R & D* (Bandung, Alfabeta, 2017), p. 136

<sup>38</sup> David Wilkinson and Petter Birmingham, *Using Resarch Instrument : A Guide for Researcher* , ( New Petter Lane, London : Routladge Falmer, 2003), P.3

## 1. Checklist

Checklist is a list of items you need to verify, check or inspect.<sup>39</sup> So, the researcher just need to write checks (√) on the blank. The checklist consists of the kind of students' creative thinking in creative writing. The purpose is to make systematic note. This instruments of the research because the researcher needed to collect the completeness of students problem to combining a couple of word of creative thinking in creative writing.

## 2. Questionnaire

Questionnaire is used to provide descriptive quantitative data to answer the four research questions which are to describe Students' Fluency in Creative Writing in The sixth Semester of IAIN Curup, to describe Students' Flexibility in Creative Writing in The fifth Semester of IAIN Curup, to describe Students' Originality in Creative Writing in The fifth Semester of IAIN Curup and to describe Students' Elaboration in Creative Writing in The fifth Semester of IAIN Curup. So, the main instrument the researcher helped by an instrument a questionnaire.

The researcher instrument used a questionnaire to get responses from the fifth-semester students about students' creative thinking in creative writing. This research questionnaire was used to collect primary data in analyzing students' creative thinking.

The questionnaire refers to quantitative method. The researcher tried to use a questionnaire to measure the students' creative thinking in creative writing. The table of questionnaires can be seen below in Table 3.3.

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<sup>39</sup> Jonathan Brum, *What is a checklist?*, <http://nimonik.com/2011/10/what-is-a-checklist/>, Accessed on February 22, 2024

Table. 3.2  
Blueprint of questionnaire  
The Students' Creative Thinking in Creative Writing

No.	Indicators of Creative Thinking	Sub-Indicators of Creative Thinking	Items	Judgments			
				SD	D	SA	A
1.	Fluency	1. Answer with a number of answers if there are questions	1. I demonstrate fluency in answering some questions if there are questions in creative writing.				
		2. Fluently expresses his ideas 3. Can quickly see the faults and weaknesses of an object or situation	2. I am fluent in expressing and determining ideas, even those that challenge my thinking, as they train me to comprehend my content in creative writing.				

	3. I can quickly identify the faults and weaknesses of writing about an object or situation in creative writing.				
	4. I can quickly make improvements to the content aspects of the written work through self-assessment in creative writing.				
	5. I think creatively because it can train me to improve my structure in creative thinking.				
	6. I am fluent to think creatively because it can improve my				

			mechanics in creative writing.				
			7. I am fluent in producing ideas about new things, which allows for smoothness in expressing those ideas and frameworks into a complete piece of creative writing.				
			8. I can generate many ideas in creative writing.				
			9. I have a certain amount of ideas, and I cannot really do much to change them.				
2.	Flexibility	e. Provide various interpretations of an	10. I demonstrate flexibility in providing various				

		image, story, or problem.	interpretations of an image, story, or problem in creative writing				
		f. If given a problem usually think of a variety of different ways to solve it.	11. I think and explore multiple solutions when faced with a writing problem in creative writing.				
			12. I think discussion with people different viewpoints because it can train me to comprehend to content that I write.				
			13. I engage in discussions with people who hold different viewpoints to train myself in enriching the interpretations				

		of the content I write in creative writing.				
		14. I think of a variety of different ways to solve creative writing.				
		15. I think of a variety of different ways to solve creative writing.				
		16. I am able to determine how to solve a problem or what approach will be used to solve difficulties, and constraints in creative writing.				
		17. I am able to create a way of solving problems in creative writing with my own thinking.				

			18. I lose interest and enjoyment in thinking to write creatively when it is difficult				
3.	Originality	1. After reading or hearing ideas, work on finalizing new ones	19. I demonstrate originality in my creative writing by actively working on finalizing new ideas after reading or hearing other ideas.				
			20. I generate unique and fresh concepts in my creative writing.				
			21. I can develop my own creative ideas in my writing that differ from existing ones.				
			22. I am capable of transforming existing ideas or				



		<p>concepts into new and original forms in their creative writing.</p>				
		<p>23. I produce new ways of thinking to increase my comprehension of the content written during creative writing.</p>				
		<p>24. I produce new poetry to increase my comprehension of the structure written during creative writing.</p>				
		<p>25. I produce new creativity in creative writing because this way contributes a lot to my originality.</p>				

			26. I make a new short story to increase my comprehension of the structure written during creative writing.				
			27. I am not able to produce new ideas with my own thinking in creative writing.				
4.	Elaboration	1. Looking for a deeper meaning to the answer or problem solving by performing detailed steps, 2. Develop or enrich the ideas of others, 3. Tried/tested the details to	28. I generate an effort to use detailed techniques and steps that helps me think differently to increase content in creative writing.				
			29. I plan to solve problems with procedural ways to present a deeper meaning				

	see which way to go.	of my creative writing.				
		30. I develop new ideas to increase elaboration in creative writing.				
		31. I am able to explain and describe something in greater detail.				
		32. I elaborate ideas in creative writing with specific information.				
		33. I can develop and enrich my friends' opinions in creative writing.				
		34. I test my writing product within creative writing to find weaknesses.				

			35. I add details of the object in creative writing to fix its shortcomings.				
			36. I don't generate an effort to use detail techniques that helps me think differently to increase content in creative thinking.				

Note: SD (strongly disagree); D (disagree); A (agree); SA (strongly agree)

### E. Technique of Data Analysis

Gay and Peter Airasian state that there are some steps in analyzing the data, they are as follows<sup>40</sup>

#### 1. Data Managing

There were two kinds of data provide in this research. The first kind was I form of documents gotten from writing essay lecturer, they were the writing essay products made by the sixth semester students of English study program of IAIN Curup academic year 2018/2019 which managed by the researcher before conducting the other steps of data

<sup>40</sup> L.R Gay and Peter Airasian, *Educational Research*, (USA: Clarinda Compani, 2000). P.224

analyzing. And the next the researcher managed the data from the result of questionnaire from students collocation ability in writing essay.

## **2. Reading / Memoing**

After managing the data, the researcher read the data many times for a better understanding of them. From the result of questionnaire, the researcher made a transcript of it about students' collocation ability in writing essay. And the document analysis, the researcher analyzed the guidelines which were used by the students' collocation ability in writing essay.

## **3. Classifying**

The process of classifying is ordering field notes or transcriptions into categories that represent different aspects of the data. In this research, the researcher divided the data into two parts, there were the data from questionnaire and document analysis. The researcher started to classify each data into several categories based on the research questions and indicators.

## **4. Describing**

The researcher describes the data from questionnaire and document checklist into some paragraphs based on the results of questionnaire and documents checklist about collocation ability. In this step, the researcher started to describe all of the data that would help the researcher to try and do the subsequent step in analyzing the data.

## **5. Interpreting**

Interpretation is additionally an element of process of writing the results of the research. Interpreting is that the reflective, integrative and explanatory aspects of dealing with a study data. Data interpretation is predicated heavily on the connections, common aspects, and linkages among the data, especially the identified categories and pattern. This was the last step in this data analyzing. Here, the researcher interpreted all the data supported all theories related and research question emerged early.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The researcher presents the analyses and creative thinking of the fifth semester students in creative writing in this chapter. To get its findings, the survey used a questionnaire. All fifth-semester students enrolled in IAIN Curup's English Study Department were given the survey. Out of the 41 students in the sample, only 35 did not return the questionnaire after it was completed on November 28, 2023. All students must complete this activity in order to develop their creative thinking and creative writing skills. It is a questionnaire with fifteen items that is intended to find out how they feel about the way paragraphs are composed. Three areas related to the proposed research were included in the data presentation: 1) Descriptive information about students' creative thinking fluency in the fifth semester of IAIN Curup; 2) Descriptive information about students' creative thinking flexibility in the fifth semester of IAIN Curup; and 3) Descriptive information about students' originality in the fifth semester of IAIN Curup regarding their creative thinking 4) Descriptive information about students' creative thinking elaboration in creative writing during the IAIN Curup fifth semester.

#### **1) Students' Fluency Creative Thinking in Creative Writing**

Students specifically employ the questioning method known as "fluency creative thinking" in their creative writing. The writer sent a questionnaire to students enrolled in the English study department at IAIN Curup in order to get information about the students' creative writing fluency. The questionnaire was created by the author using IBM SPSS Statistics 29 to determine the students' overall score for fluency in creative thinking in creative writing after the data on students' creative thinking in writing was gathered. Based on their questionnaire results, students' claims of being highly creative (VC) or entirely less creative (CLC) might be used to determine if they employed fluent creative

thinking in their creative writing. Furthermore, as indicated by the following table, the students' creative thinking fluency in creative writing.

**Table 4.1**  
**The Items of Students Fluency**  
**Creative Thinking in Creative Writing**

<b>No.</b>	<b>Items</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1.	I demonstrate fluency in answering some questions if there are questions in creative writing.	11,4 %	2,9 %	88,6 %	0 %
2.	I am fluent in expressing and determining ideas, even those that challenge my thinking, as they train me to comprehend my content in creative writing.	5,7 %	14,3 %	68,6 %	11,4 %
3.	I can quickly identify the faults and weaknesses of writing about an object or	2,9 %	22,9 %	71,4 %	2,9 %

	situation in creative writing.				
4.	I can quickly make improvements to the content aspects of the written work through self-assessment in creative writing.	2,9 %	25,7 %	62,9 %	8,6 %
5.	I think creatively because it can train me to improve my structure in creative thinking.	2,9 %	2,9 %	82,9 %	11,4 %
6.	I am fluent to think creatively because it can improve my mechanics in creative writing.	2,9 %	11,4 %	74,3 %	11,4 %
7.	I am fluent in producing ideas about new things, which allows for smoothness in expressing those ideas and	2,9 %	17,1 %	80 %	5,7 %



	frameworks into a complete piece of creative writing.				
8.	I can generate many ideas in creative writing.	5,7 %	8,6 %	77,1 %	11,4 %
9.	I have a certain amount of ideas, and I cannot really do much to change them.	5,7 %	11,4 %	65,7 %	20 %

The items related to students' creative thinking fluency in creative writing were shown in Table 4.1. The creative thinking fluency in creative writing was measured using nine different items. The reason the students' ability to think clearly during the writing class received a questionnaire score of 0% (completely less creative) was because they were not used to solving problems or solving phenomena during the learning process, which would have taught them how to respond to questions with a range of ideas. However, because students were used to being given tasks that trained them to easily answer questions with a range of ideas, their ability to think fluently was categorised as completely less creative (CLC) on the questionnaire, scoring 88.6%. The lecturers started the learning process by offline distributing lectures, media, and questions and answers about the subject matter. The lesson then moved on to discussing student-generated problems in an interactive way. This helps to provide students with a variety of perspectives and approaches to help them come up with answers to problems that lecturers pose through thought-provoking, challenging questions that encourage participation.

## 2) Students' Flexibility Creative Thinking in Creative Writing

Students' adaptability Students specifically apply the questioning technique known as "Creative Thinking" in Creative Writing. The writer gave out questionnaires to students in the English study programme IAIN Curup as the research's subject in order to find out about the students' creative thinking flexibility in creative writing. Following the collection of data regarding students' creative thinking flexibility in creative writing, the questionnaire was examined using IBM SPSS Statistics 29 to determine the students' overall creative thinking flexibility score in creative writing. Based on their extremely creative (VC) or completely less creative (CLC) questionnaire scores, students could be asked to indicate whether they applied flexibility in their creative thinking when writing creatively. Furthermore, the following describes the students' adaptability and creative thinking in creative writing.

**Table 4.2**  
**The Items of Students Flexibility**  
**Creative Thinking in Creative Writing**

No.	Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I demonstrate flexibility in providing various interpretations of an image, story, or problem in creative writing.	2,9 %	17,1 %	82,9 %	0 %
2.	I think and	5,7 %	8,6 %	74,3 %	11,4 %

	explore multiple solutions when faced with a writing problem in creative writing.				
3.	I think discussion with people different viewpoints because it can train me to comprehend to content that I write.	8,6 %	8,6 %	65,7 %	17,1 %
4.	I engage in discussions with people who hold different viewpoints to train myself in enriching the interpretations of the content I write in creative writing.	0 %	11,4 %	71,4 %	20 %
5.	I think of a variety of different ways to solve creative	0 %	11,4 %	71,4 %	20 %

	writing.				
6.	I think of a variety of different ways to solve creative writing.	2,9 %	14,3 %	68,6 %	14,3 %
7.	I am able to determine how to solve a problem or what approach will be used to solve difficulties, and constraints in creative writing.	0 %	20 %	68,6 %	14,3 %
8.	I am able to create a way of solving problems in creative writing with my own thinking.	0 %	17,1 %	68,6 %	14,3 %
9.	I lose interest and enjoyment in thinking to write creatively when it is difficult.	0 %	22,9 %	60 %	22,9 %

The items pertaining to students' creative thinking flexibility in creative writing were displayed in Table 4.2. Nine of the items had to do

with how adaptable creative thinking is when it comes to creative writing. Because students are unable to think flexibly and produce multiple takes of an image, story, or problem, their ability to think easily in the creative writing lessons was classified as completely less creative (CLC) on the questionnaire, with a score of 0%. This is evident from the students' responses to questions, such the first one. However, because pupils may interpret from a variety of angles, their ability to think fluently was classified as fully less creative (CLC) on the questionnaire, with an 82.9% score. Additionally, the application of e-learning to the process of learning will give students the flexibility needed to solve problems from a different point of view and approach.

### **3) Students' Originality Creative Thinking in Creative Writing**

The creativity of the students Students specifically apply the questioning technique known as "Creative Thinking" in Creative Writing. As the study's target population, students in the English study programme IAIN Curup were given questionnaires by the author to gauge their originality and innovative thinking in creative writing. Following the collection of data on students' creative originality thinking in creative writing, the questionnaire's total score for students' originality creative thinking in creative writing was determined by the writer using IBM SPSS Statistics 29. Based on their very creative (VC) or completely less creative (CLC) questionnaire scores, teachers can determine whether or not students applied originality and creative thinking to their creative writing. Furthermore, the students' creativity and uniqueness in their creative writing are outlined in the following table.

**Table 4.3**  
**The Items of Students Originality**  
**Creative Thinking in Creative Writing**

No.	Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I demonstrate originality in my creative writing by actively working on finalizing new ideas after reading or hearing other ideas.	2,9 %	11,1 %	77,1 %	11,4 %
2.	I generate unique and fresh concepts in my creative writing.	5,7 %	17,1 %	77,1 %	11,4 %
3.	I can develop my own creative ideas in my writing that differ from existing ones.	2,9 %	14,3 %	74,3 %	8,6 %
4.	I am capable of transforming existing ideas or	0 %	22,9 %	65,7 %	11,4 %

	concepts into new and original forms in their creative writing.				
5.	I produce new ways of thinking to increase my comprehension of the content written during creative writing.	0 %	11,4 %	77,1 %	11,4 %
6.	I produce new poetry to increase my comprehension of the structure written during creative writing.	0 %	28,6 %	68,6 %	2,9 %
7.	I produce new creativity in creative writing because this way contributes a lot to my originality.	2,9 %	17,1 %	62,9 %	17,1 %
8.	I make a new short story to increase my	2,9 %	11,4 %	82,9 %	2,9 %

	comprehension of the structure written during creative writing.				
9.	I am not able to produce new ideas with my own thinking in creative writing.	11,4 %	31,4 %	54,3 %	5,7 %

The items of students' originality and creative thinking in their creative writing were displayed in Table 4.3. The originality of creative thinking in creative writing was the subject of nine items. The creative writing class's students' ability to think clearly was rated as entirely less creative (CLC) on the questionnaire, with a score of 0%. This is because the indicators of original thinking questions do not encourage students to form opinions or come up with ideas based on their thinking. On the other hand, students' ability to think clearly was rated as creative (C) on the questionnaire, with a score of 82.9%. This is because students were given answers that were different from the teacher's, because they are accustomed to coming up with their own answers, and because they use their own words rather than paraphrasing them from books or the internet.

#### 4) Students' Elaboration Creative Thinking in Creative Writing

Students specifically employ their elaboration creative thinking in creative writing as a questioning tactic. Students in the English study programme IAIN Curup were given questionnaires by the writer in order to learn more about the students' creative thinking in creative writing. The questionnaire was created by the writer using IBM SPSS Statistics 29 to determine the overall score of the students' elaboration of creative



thought in creative writing after the data about their work was gathered. Based on their very creative (VC) or completely less creative (CLC) questionnaire scores, teachers could determine whether or not pupils employed elaborate creative thinking in their creative writing. Additionally, the following describes how the students elaborated on creative thinking in their creative writing:

**Table 4.4**  
**The Items of Students Elaboration**  
**Creative Thinking in Creative Writing**

No.	Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I generate an effort to use detailed techniques and steps that helps me think differently to increase content in creative writing.	2,9 %	8,6 %	77,1 %	11,4 %
2.	I plan to solve problems with procedural ways to present a deeper meaning of my creative writing.	2,9 %	17,1 %	68,6 %	11,4 %
3,	I develop new	2,9 %	14,3 %	65,7 %	17,1 %

	ideas to increase elaboration in creative writing.				
4.	I am able to explain and describe something in greater detail.	5,7 %	22,9 %	56 %	14,3 %
5.	I elaborate ideas in creative writing with specific information.	5,7 %	8,6 %	65,7 %	20 %
6.	I can develop and enrich my friends' opinions in creative writing.	2,9 %	5,7 %	74,3 %	17,1 %
7.	I test my writing product within creative writing to find weaknesses.	2,9 %	11,4 %	71,4 %	14,3 %
.8.	I add details of the object in creative writing to fix its shortcomings	2,9 %	8,6 %	71,4 %	17,1 %
9.	I don't generate an effort to use	5,7 %	37,1 %	51,4 %	8,6 %

	<p>detail techniques that helps me think differently to increase content in creative thinking.</p>				
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The items that students elaborated on in their creative writing were displayed in Table 4.4. The elaboration of creative thinking in creative writing was addressed by nine different items. According to the observation of the learning process in the creative writing class, students were not trained to develop and deepen ideas when making group presentations in their own style, which is why their ability to think fluently was categorised as completely less creative (CLC) on the questionnaire with a score of 2.9%. However, because students' language development can be optimised in creative writing learning at the stage of generating and presenting the work, the students' ability to think fluently was classified as creative (C) on the questionnaire, scoring 77.1%. In order to promote the healthy development of their creativity, students are used to actively talking, cooperating in groups, and presenting the outcomes of discussion activities to the class.

### 5) Students Creative Thinking in Creative Writing

Based on document analysis of 6 text of students' creative writing, the researcher found that the students can use creative thinking well based on type of creative writing by Earnshaw.

The finding can be presented as follow:

**Table 4.5**  
**Students Creative Thinking in Creative Writing at Fifth Semester Students**

No.	Students	Type of Creative Writing	Indicator of Creative Thinking	Total Score	Description
1	Student 1 (Ahmad Annizar)	Short Story	Fluency	9	<ul style="list-style-type: none"> <li>➤ 98 words and can find 4 main ideas "Love in the Pages." (score 4)</li> <li>➤ More than 77 words and can find 5 main ideas "rolling hills and a winding river." (score 5)</li> </ul>
			Flexibility	8	<ul style="list-style-type: none"> <li>➤ The composition of the text does not fit the text structure, does not retain the main idea of writing (score 1)</li> <li>➤ The composition of the writing is less appropriate to the structure of the text and slightly retains the main idea of writing "He had no idea that this visit would change his life forever." (score 3)</li> <li>➤ The composition of the writing is quite appropriate to the structure of the text and little to maintain the main idea of writing "Beside him, there was David, a man with sharp</li> </ul>

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		eyes and a smile that spread confidence” (score 4)
Originality	8	<ul style="list-style-type: none"> <li>➤ There are more than 7 sentences that use the exact word choice with the original text (score 1)</li> <li>➤ There are 3-4 sentences that use the exact word choice with the original text (score 3)</li> <li>➤ There are 1-2 sentences that use the exact word choice with the original text (score 4)</li> </ul> <p>Example Word:</p> <p>“As a Library Keeper/Librarian, he is not just an ordinary librarian, but also the keeper of the secrets of love stored on every page. David knew that among the stacks of books that filled this shop, there were untold love stories, waiting to be discovered. And then there was Mrs. Jenkins, the old woman who is an integral part of Library of Love in the Pages. With a crimson robe and a friendly smile, he is the keeper of time that crosses generations,</p>

					watching love stories bloom and fade along the way. Mrs. Jenkins is a memory keeper, recalling every romance that has ever filled this room.”
			Elaboration	9	<ul style="list-style-type: none"> <li>➤ Disclose opinions that correspond to the essence of the intended context, meaning and text information summarized (score 5)</li> <li>➤ Expressing a sufficient opinion according to the essence of meaning, meaning and text information summarized (score 4)</li> </ul> <p>Example Word: “The atmosphere of the library is not just about borrowing books, but rather a celebration of love that never ends.”</p>
2	Student 2 (Renita Wulandari)	Biography	Fluency	7	<ul style="list-style-type: none"> <li>➤ More than 100 words and can find 5 main ideas education, research, and English teaching professional development. “Nastiti's teaching experience includes courses</li> </ul>

				<p>in English and English Textual Studies at IAIN Curup-Bengkulu, along with additional courses such as basic English, intensive courses, and TOEFL preparation. Furthermore, Nastiti has actively participated in academic and administrative activities, serving as a bulletin editor, committee member, and placement test examiner. And then, Nastiti's academic achievements encompass various accolades, including the English Season Award, LPDP Scholarship, and recognition as the top student in the English Education program. With exceptional proficiency in both English and Indonesian languages, Nastiti continues to make significant contributions to the realms of education, research, and English teaching professional development.”</p> <p>(score 5)</p> <p>➤ 43 words and can find 2</p>
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					main ideas “talented educator “ (score 2)
			Flexibility	7	<p>➤ The composition of the writing is quite appropriate to the structure of the text and little to maintain the main idea of writing (score 4)</p> <p>➤ The composition of the writing is less appropriate to the structure of the text and slightly retains the main idea of writing (score 3)</p> <p>Example Word:  “Nastiti Handayani is a <u>talented educator</u> who has pursued higher education in English Education.”</p> <p>“Nastiti's teaching experience includes courses in English and English Textual Studies at IAIN Curup-Bengkulu, along with additional courses such as basic English, intensive courses, and TOEFL preparation.”</p>
			Originality	6	➤ There are 3-4 sentences that



			<p>use the exact word choice with the original text (score 3)</p> <ul style="list-style-type: none"> <li>➤ There are 5-6 sentences that use the exact word choice with the original text (score 2)</li> <li>➤ There are more than 7 sentences that use the exact word choice with the original text (score 1)</li> </ul> <p>Example Word:  “Furthermore, Nastiti has actively participated in academic and administrative activities, serving as a bulletin editor, committee member, and placement test examiner. And then, Nastiti’s academic achievements encompass various accolades, including the English Season Award, LPDP Scholarship, and recognition as the top student in the English Education program.”</p>
		Elaboration	<p>6</p> <ul style="list-style-type: none"> <li>➤ Expressing opinions that are less in line with the essence of the intended context,</li> </ul>

					<p>meaning and text information summarized (score 3)</p> <p>➤ Expressing opinions that are inconsistent with the essence of the intended context, meaning and text information summarized (score 2)</p> <p>➤ Expressing opinions that strongly disagree with the essence of the intended context, meaning and text information summarized (score 1)</p> <p>Example Word: “With exceptional proficiency”</p>
3	Student 3 (Nurul Dzakiyyah)	Short Story	Fluency	9	<p>➤ More than 100 words and can find 5 main ideas “a very beautiful village located on the southernmost island of Indonesia” (score 5)</p> <p>➤ 75 - 100 words and can find 4 main ideas “they are often prohibited and restricted.” (score 4)</p>
			Flexibility	9	<p>➤ The composition of the text corresponds to the structure</p>

				<p>of the text and retains the main idea of writing (score 5)</p> <p>➤ The composition of the writing is quite appropriate to the structure of the text and little to maintain the main idea of writing score 4)</p> <p>Example Word:          “In”          “Because”          “One day”</p>
		Originality	8	<p>➤ There are 1-2 sentences that use the exact word choice with the original text (score 4)</p> <p>➤ There are 3-4 sentences that use the exact word choice with the original text (score 3)</p> <p>➤ There are more than 7 sentences that use the exact word choice with the original text (score 1)</p> <p>Example Word:          “Because_she was born as a middle child, Mawar always inherited used goods</p>

				<p>from her older sisters. This is also because Mawar's father's salary is not enough to buy new things. However, this never made Mawar discouraged, she accepted all the items her brothers gave her, because she felt they were still suitable for use. However, the heart of a 6-year-old child also wants to experience new and special items bought by his father and mother. “</p>
		Elaboration	8	<ul style="list-style-type: none"> <li>➤ Expressing opinions that strongly disagree with the essence of the intended context, meaning and text information summarized (score 1)</li> <li>➤ Expressing opinions that are less in line with the essence of the intended context, meaning and text information summarized (score 3)</li> <li>➤ Expressing a sufficient opinion according to the essence of meaning, meaning and text information summarized</li> </ul>

					(score 4)  Example Word: "Doctor, I really want to be a doctor, can our family afford it, Dad?"
4	Student 4 (Deki Perliansyah)	Short Story	Fluency	9	<ul style="list-style-type: none"> <li>➤ 80 words and can find 4 main ideas "Slash's real name is Soul Hudson." (score 4)</li> <li>➤ More than 100 words and can find 5 main ideas from the text content "an invitation from New York to enliven the city's birthday event." (score 5)</li> </ul>
			Flexibility	8	<ul style="list-style-type: none"> <li>➤ The composition of the text corresponds to the structure of the text and retains the main idea of writing (score 5)</li> <li>➤ The composition of the writing is less appropriate to the structure of the text and slightly retains the main idea of writing (score 3)</li> </ul> <p>Example Word: "However" "In November 1993"</p>

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		“After hours finally came”
Originality	9	<ul style="list-style-type: none"> <li>➤ There are no sentences that use the exact word choice with the original text (score 5)</li> <li>➤ There are 1-2 sentences that use the exact word choice with the original text (score 4)</li> </ul> <p>Example Word:</p> <p>“However, when he was 4, his parents divorced due to financial problems in his family, and his mother decided to leave him with his father. He moved to Los Angeles with his father when he was 5 years old, then his father left town because of work and he lived with his grandmother at that time. Slash who still lacks love from his parents, becomes naughty towards his environment and because of the lack of attention, he prefers to seek attention by making noise. As a result, at the age of 11, he was still in grade 3 of elementary school, and he stuck at 3 grade for 2 years. In the end, he graduated from</p>

					elementary school at the age of 14.”
			Elaboration	9	<ul style="list-style-type: none"> <li>➤ Disclose opinions that correspond to the essence of the intended context, meaning and text information summarized (score 5)</li> <li>➤ Expressing a sufficient opinion according to the essence of meaning, meaning and text information summarized (score 4)</li> </ul> <p>Example Word: "What do you mean? We've been here waiting for you for hours but you come so casually, don't you think about them?"</p>
5	Student 5 (Fadiza Kartika)	Biography	Fluency	8	<ul style="list-style-type: none"> <li>➤ More than 100 words and can find 5 main ideas “the rule of three” (score 5)</li> <li>➤ 72 words and can find 3 main ideas “a small town.” (score 3)</li> </ul>
			Flexibility	5	<ul style="list-style-type: none"> <li>➤ The composition of the writing is less appropriate to the structure of the text and</li> </ul>

				<p>slightly retains the main idea of writing (score 3)</p> <ul style="list-style-type: none"> <li>➤ The composition of the text does not fit the text structure and retains the main idea of writing (score 2)</li> </ul> <p>Example Word: “Day 1”</p>
		Originality	7	<ul style="list-style-type: none"> <li>➤ There are no sentences that use the exact word choice with the original text (score 5)</li> <li>➤ There are 5-6 sentences that use the exact word choice with the original text (score 2)</li> </ul> <p>Example Word: “It’s 5.30 pm now and Elsie is heading to the market she walks around to find the nice cardigan for her mom. After 10 minutes looking around Elsie choses a brown knitted cardigan. After that she goes to a chocolate shop for a box of chocolate, at that time Elsie sees a little girl with her mother that makes Elsie misses many memories of moment when she was with her</p>



					mom. After gets everything for the present, Elsie heading home. She will prepare the present and all the stuff for back to hometown tomorrow.”
			Elaboration	7	<ul style="list-style-type: none"> <li>➤ Disclose opinions that correspond to the essence of the intended context, meaning and text information summarized (score 5)</li> <li>➤ Expressing opinions that are inconsistent with the essence of the intended context, meaning and text information summarized (score 2)</li> </ul> <p>Example Word: “Yes that was a good idea one cardigan..... and maybe a box of chocolate? Hmm that sounds nice, yes a box of chocolate.”</p>
6	Student 6 (M Royhan Hidayat)	Short Story	Fluency	7	<ul style="list-style-type: none"> <li>➤ More than 100 words and can find 5 main ideas “He is a kind, friendly and humorous person and easy” (score 5)</li> <li>➤ 42 words and can find 2 main ideas “the slightest.”</li> </ul>

					(score 2)
			Flexibility	8	<ul style="list-style-type: none"> <li>➤ There are no sentences that use the exact word choice with the original text (score 5)</li> <li>➤ There are 3-4 sentences that use the exact word choice with the original text (score 3)</li> </ul> <p>Example Word: “Furthermore” “In addition”</p>
			Originality	9	<ul style="list-style-type: none"> <li>➤ There are no sentences that use the exact word choice with the original text (score 5)</li> <li>➤ There are 1-2 sentences that use the exact word choice with the original text (score 4)</li> </ul> <p>Example Word: “His educational career began at Luqman Al-Hakim Elementary School, Surabaya, after graduating from elementary school he continued to the Junior High School (SMP) level with the same</p>

				<p>school, namely Luqman Al-Hakim Junior High School Surabaya. After graduating from junior high school, he continued his high school studies in Tangerang, precisely at MAN 1 Serpong. After graduating from MA, he continued his education at STAI Luqman Al-Hakim college, Surabaya. After completing his S1 Studies with an S.Pd.i degree, he returned to the land of Bengkulu to get his master's degree at the University of Bengkulu which he could take in just 2 years with an M.Pd, degree. Furthermore, still with the same alma mater, he continued his studies to take his Doctoral degree at the University of Bengkulu.”</p>
		Elaboration	9	<ul style="list-style-type: none"> <li>➤ Disclose opinions that correspond to the essence of the intended context, meaning and text information summarized (score 5)</li> <li>➤ Expressing a sufficient opinion according to the essence of meaning, meaning and text</li> </ul>

				information summarized (score 4)  Example Word: “commonly called Pak Irwan”
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Based on table, the researcher found the type of creative writing such as biography and short story. The researcher found 4 texts short story and 2 text biography in creative writing were can use with other word.

## B. Discussion

The researcher examines the creative writing produced by fifth semester students in this area. The researcher employed a questionnaire to get information from 35 respondents from the fourth semester of science who had studied creative writing using English as a strategy for learning to write in order to find out about the creative thinking of the fifth semester English students at IAIN Curup. The 36 items in the questionnaire are divided into 4 primary indicators. The details that follow discuss the use of creative thinking in creative writing by offering brief analyses of the study's findings as well as some theoretical justifications.

In terms of a fluency indication, in this instance the response that, in the event that a question is asked, provides multiple responses, effectively conveys his thoughts, able to recognize a situation's or an object's flaws quickly. The advantage or mean percentage of 88.6% indicates that it is very creative (VC). According to fluency indicators, students are drawn to creative writing because it helps them communicate ideas more smoothly, identify errors in their work quicker, and develop their comprehension of the subjects they write about. It implies that creative writing and fluent creative thinking are trustworthy and legitimate. This occurs because, when presented with series image media, pupils must analyse the image thoroughly in terms of image continuity; hence, they are unable to relate events to the relationships between words in paragraphs.

However, studies indicate that the majority of third graders' lack of soft skills is normal.<sup>41</sup>

The ability to perceive a picture, tale, or problem in multiple ways and, when faced with a challenge, come up with multiple solutions are examples of the flexibility indication. Based on these results, the flexibility indicator can be classified as creative (C) with an average or mean percentage of 82.9%. Due to the fact that, in their experience, students have not yet made the most of their flexibility to incorporate fresh and original ideas derived from everyday life and the surroundings into their stories; very few students have done so. It implies that flexible creative thinking is a legitimate and trustworthy approach to creative writing. One of the most prevalent and important forms for cognitive ability is this indication.<sup>42</sup>

Work on finalising new ideas in the originality indicator that is reading or hearing them. Based on these results, the originality indicator, which has an average or mean percentage of 77.1%, can be classified as creative (C). Because the most students feel that the more they write creative, the better their grasp of the topic and originality of ideas in creative writing will be. They therefore believe that writing creatively can teach them how to read or hear more innovative thoughts. Additionally, the creative writing will provide them with a wealth of English concepts. It implies that creativity and originality in writing are reliable and legitimate. This is a result of the kids' lack of engagement with the natural world and the requirement for a detailed narrative. Students' inability to make decisions based on language in the series visual media and their limited ability to describe images in-depth show how much interest many still have in the story.<sup>43</sup>

The sign of elaboration includes developing or enhancing the ideas of others, trying/testing the specifics to determine which course of action to take,

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<sup>41</sup> Durnali, M., Orakci, Ş., & Khalil, T. *Fostering creative thinking skills to burst the effect of emotional intelligence on entrepreneurial skills*. (Thinking Skills and Creativity, 2022), 101200.

<sup>42</sup> Chasanah, A. N. (2019). *Cognitive Growth Learning Model to Improve the Students' Critical Thinking Skills*. JRAMathEdu (Journal of Research and Advances in Mathematics Education, 2019), 4(2), 112–123.

<sup>43</sup> *Ibid*, p.112-123.

and searching for a deeper meaning in the response or problem solving by carrying out specific actions. Based on these results, the attitude component with an average or mean percentage of 74.3% can be classified as fairly creative (FC). Due to the fact that students will be developing or enhancing the ideas of others in creative writing, they will be searching for a deeper meaning in the solution or problem solving by following specific processes. This indicates that creative writing elaborations are a genuine and trustworthy method of creative thinking. This is because the story must remain cohesive throughout as pupils must draw connections between sentences and be integrated between paragraphs. The final phase in creating a work plan or producing specific learning stages is called thinking elaboration.<sup>44</sup>

Based on the explanation above, it can be concluded that the highest percentage or the most dominant indicator is fluency that have percentage of 88.60%. Students are drawn to creative writing because it adds significantly to their narrative, image, or problem-solving process. Additionally, via creative writing, they can improve their understanding of the ideas presented and how they are structured.

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<sup>44</sup> Capron Puozzo, I., & Audrin, C. *Improving self-efficacy and creative self-efficacy to foster creativity and learning in schools*. (Thinking Skills and Creativity, 2021), p. 42.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research's questionnaire, which measures students' creative writing during the fifth semester of IAIN Curup. Discussions and results can demonstrate that. In conclusion, students' creative writing might be influenced by their creative thinking. Like other academic disciplines, creativity should be taught and learned. This shouldn't be the situation. Imagination lies in the mingling of concepts. It is a cognitive process that operates at the level of awareness. This is linking two concepts in the mind to create new interpretations, which explains creativity and abstract cognition. Despite the low percentage of elaboration and the high percentage of fluency in the results, all facets of the students' creative thinking in their creative writing have a favourable outlook on creative thinking. For students to develop their creative thinking in creative writing, creativity is therefore advantageous.

#### **B. Suggestion**

Following receipt of the questionnaire results, the researcher would like to make the following suggestions that might be helpful:

1. For the Lecturers

The result of this research will help the writing lecturers to choose the appropriate strategy in teaching learning process especially in creative writing in order to increase students' creative thinking in creative writing.

2. For the Students

As the most difficult English skill, creative writing is something that students must learn to do well. In order to improve their creative writing, students must be aware of the proper techniques that their lecturers employ to support them. They will therefore be more receptive to the medium utilised in creative writing classes, which should help them to be able to utilise English politely.

### 3. For the further Researcher

By using the findings as a guide for their subsequent research, the authors of the future works should be able to expand on current one with fresh creativity. Consequently, it would be ideal for future researchers to identify the variable that describes other indicators aside from those that were present in this study that influence creative thinking in creative writing.



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## Appendices 1

### Blueprint of questionnaire

#### The Students' Creative Thinking in Creative Writing

No.	Indicators of Creative Thinking	Sub-Indicators of Creative Thinking	Items	Judgments			
				SD	D	SA	A
1.	Fluency	1. Answer with a number of answers if there are questions	1. I demonstrate fluency in answering some questions if there are questions in creative writing.				
		2. Fluently expresses his ideas 3. Can quickly see the faults and weaknesses of an object or situation	2. I am fluent in expressing and determining ideas, even those that challenge my thinking, as they train me to comprehend my content in creative writing.				

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	3. I can quickly identify the faults and weaknesses of writing about an object or situation in creative writing.				
	4. I can quickly make improvements to the content aspects of the written work through self-assessment in creative writing.				
	5. I think creatively because it can train me to improve my structure in creative thinking.				
	6. I am fluent to think creatively				



			because it can improve my mechanics in creative writing.				
			7. I am fluent in producing ideas about new things, which allows for smoothness in expressing those ideas and frameworks into a complete piece of creative writing.				
			8. I can generate many ideas in creative writing.				
			9. I have a certain amount of ideas, and I cannot really do much to change them.				

2.	Flexibility	<p>1. Provide various interpretations of an image, story, or problem.</p> <p>2. If given a problem usually think of a variety of different ways to solve it.</p>	<p>1. I demonstrate flexibility in providing various interpretations of an image, story, or problem in creative writing</p> <p>2. I think and explore multiple solutions when faced with a writing problem in creative writing.</p>				

		<p>3. I think discussion with people different viewpoints because it can train me to comprehend to content that I write.</p>				
		<p>4. I engage in discussions with people who hold different viewpoints to train myself in enriching the interpretations of the content I write in creative writing.</p>				
		<p>5. I think of a variety of different ways to solve creative writing.</p>				
		<p>6. I think of a variety of different ways to solve creative</p>				

			writing.				
			7. I am able to determine how to solve a problem or what approach will be used to solve difficulties, and constraints in creative writing.				
			8. I am able to create a way of solving problems in creative writing with my own thinking.				
			9. I lose interest and enjoyment in thinking to write creatively when it is difficult				
3.	Originality	1. After reading or hearing ideas, work on finalizing new	1. I demonstrate originality in my creative writing by				

		ones	actively working on finalizing new ideas after reading or hearing other ideas.				
			2. I generate unique and fresh concepts in my creative writing.				
			3. I can develop my own creative ideas in my writing that differ from existing ones.				
			4. I am capable of transforming existing ideas or concepts into new and original forms in their creative writing.				
			5. I produce new ways of thinking to increase my comprehension				

			of the content written during creative writing.				
			6. I produce new poetry to increase my comprehension of the structure written during creative writing.				
			7. I produce new creativity in creative writing because this way contributes a lot to my originality.				
			8. (Q19) I make a new short story to increase my comprehension of the structure written during creative writing.				
			9. I am not able to produce new ideas with my own thinking in creative writing.				

4.	Elaboration	<p>1. Looking for a deeper meaning to the answer or problem solving by performing detailed steps,</p> <p>2. Develop or enrich the ideas of others,</p> <p>1. Tried/tested the details to see which way to go.</p>	<p>2. I generate an effort to use detailed techniques and steps that helps me think differently to increase content in creative writing.</p>				
			<p>3. I plan to solve problems with procedural ways to present a deeper meaning of my creative writing.</p>				
			<p>4. I develop new ideas to increase elaboration in creative writing.</p>				
			<p>5. I am able to explain and describe something in greater detail.</p>				

			6. I elaborate ideas in creative writing with specific information.				
			7. I can develop and enrich my friends' opinions in creative writing.				
			8. I test my writing product within creative writing to find weaknesses.				
			9. I add details of the object in creative writing to fix its shortcomings.				
			10. I don't generate an effort to use detail techniques that helps me think differently to increase content in creative				



			thinking.				
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(Source: <sup>45</sup>)

Note: SD (strongly disagree); D (disagree); A (agree); SA (strongly agree)

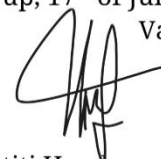
**Notes from Validator:**

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The blue color words or statements mean the validator’s additional point for your instrument.
- The red color means something that you need to revise or delete.

Curup, 17<sup>th</sup> of June 2023

Validator



Nastiti Handayani, M.Pd

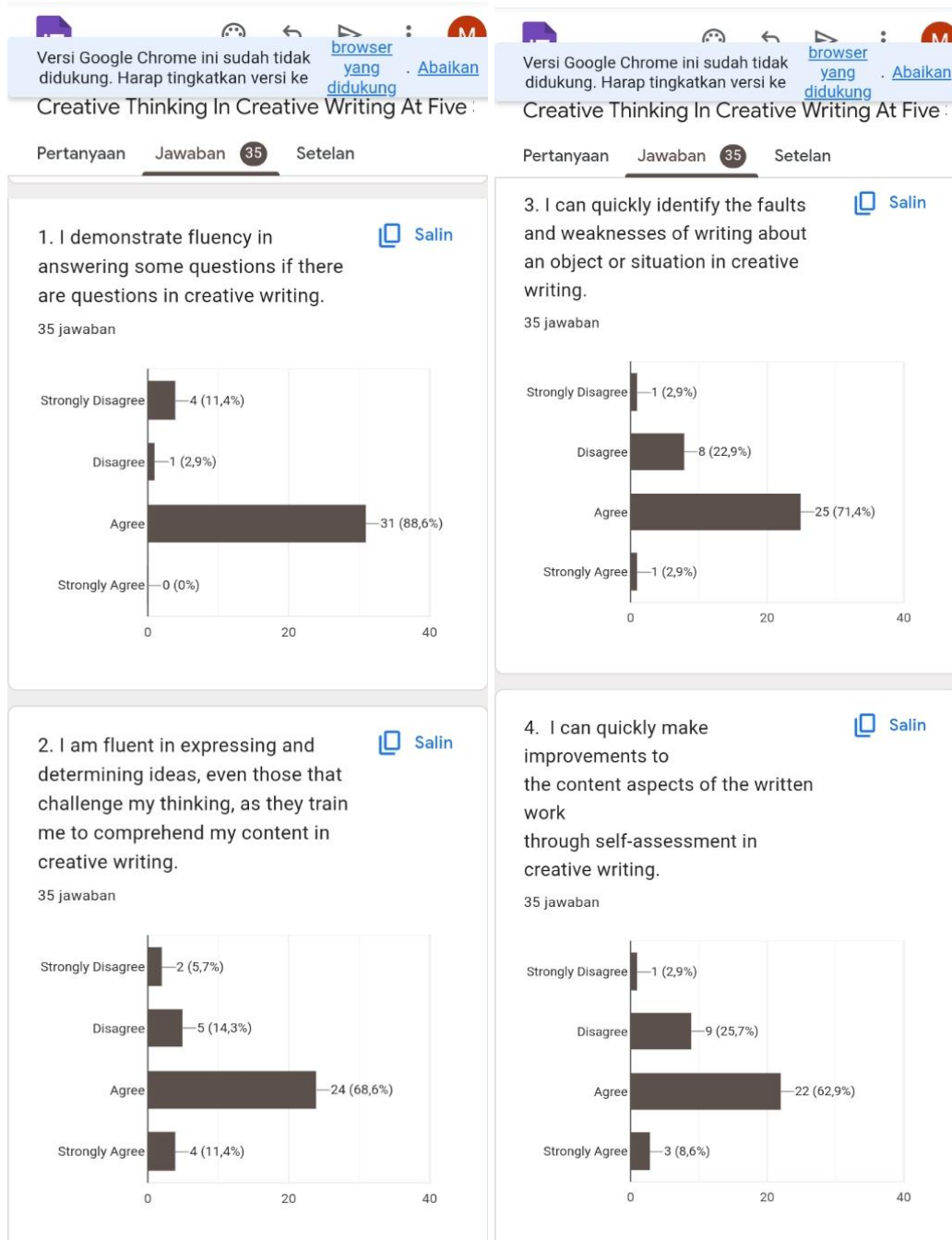
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<sup>45</sup> Ramalingam et al., “CREATIVE THINKING : Definition and Structure.”



## Appendices 3

### Questionnaire of the Students' Responses



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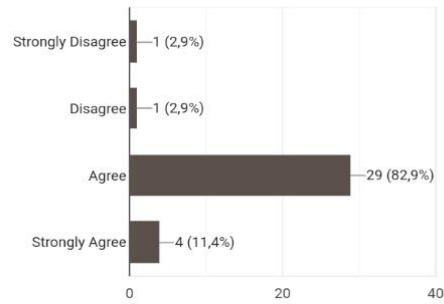
Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

5. I think creatively because it can train me to improve my structure in creative thinking.

[Salin](#)

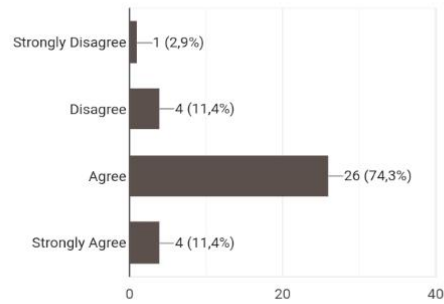
35 jawaban



6. I am fluent to think creatively because it can improve my mechanics in creative writing.

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35 jawaban



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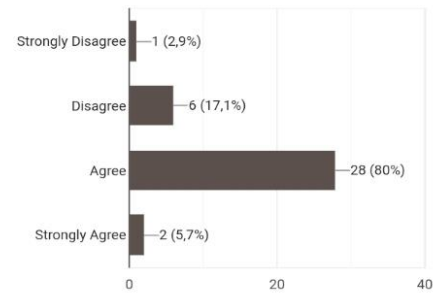
Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

7. I am fluent in producing ideas about new things, which allows for smoothness in expressing those ideas and frameworks into a complete piece of creative writing.

[Salin](#)

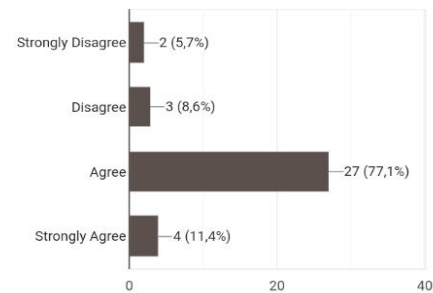
35 jawaban



8. I can generate many ideas in creative writing.

[Salin](#)

35 jawaban



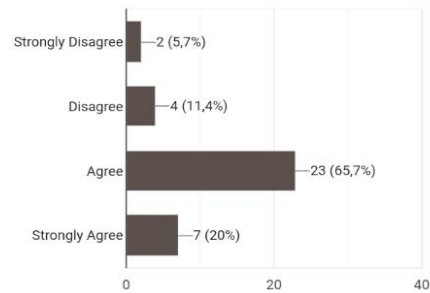
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Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

9. I have a certain amount of ideas, and I cannot really do much to change them. [Salin](#)

35 jawaban



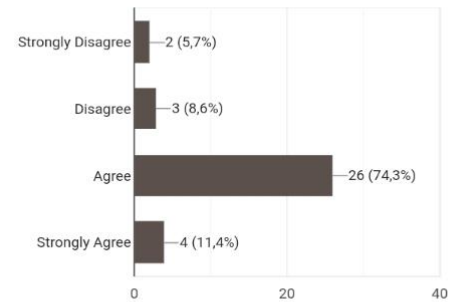
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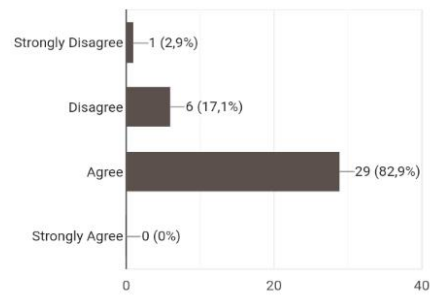
11. I think and explore multiple solutions when faced with a writing problem in creative writing. [Salin](#)

35 jawaban



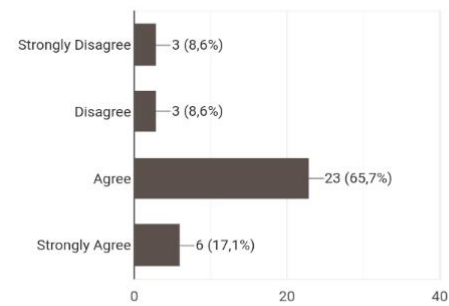
10. I demonstrate flexibility in providing various interpretations of an image, story, or problem in creative writing. [Salin](#)

35 jawaban



12. I think discussion with people different viewpoints because it can train me to comprehend to content that I write. [Salin](#)

35 jawaban



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### Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

13. I engage in discussions with people who hold different viewpoints to train myself in enriching the interpretations of the content I write in creative writing. [Salin](#)

35 jawaban

Response	Count	Percentage
Strongly Disagree	0	0%
Disagree	4	11,4%
Agree	25	71,4%
Strongly Agree	7	20%

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### Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

14. I think of a variety of different ways to solve creative writing. [Salin](#)

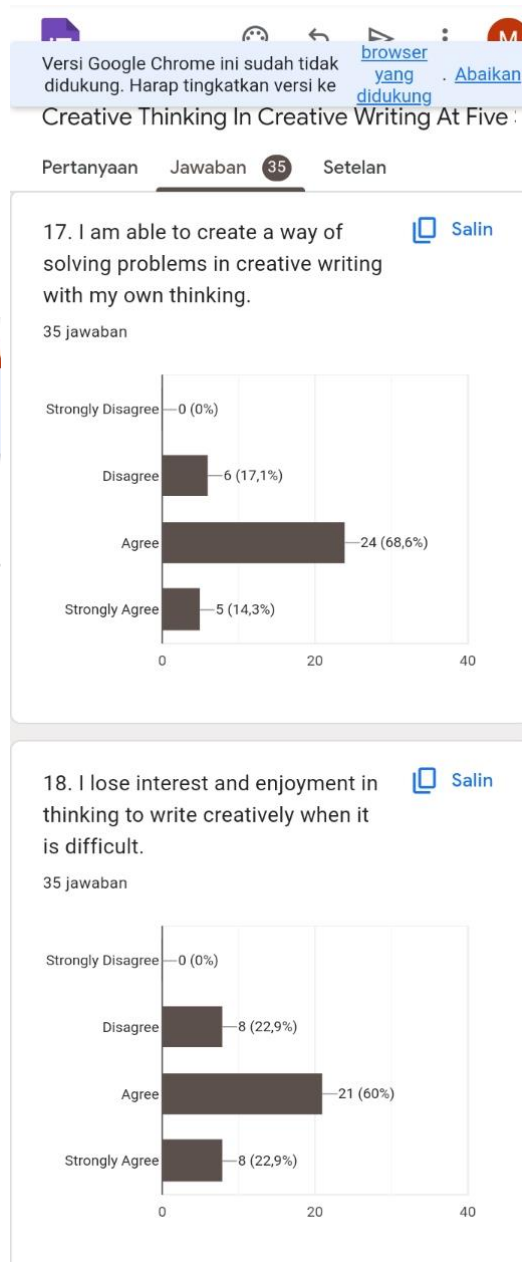
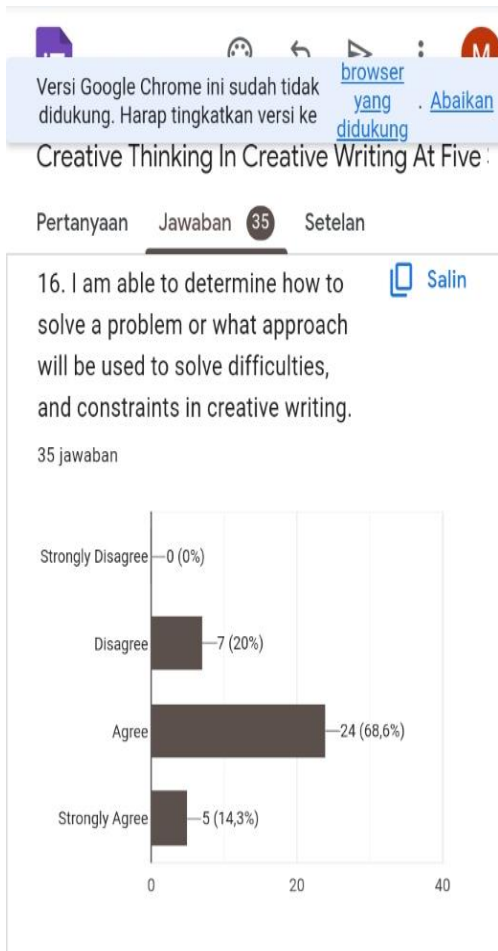
35 jawaban

Response	Count	Percentage
Strongly Disagree	0	0%
Disagree	4	11,4%
Agree	25	71,4%
Strongly Agree	7	20%

15. I think of a variety of different ways to solve creative writing. [Salin](#)

35 jawaban

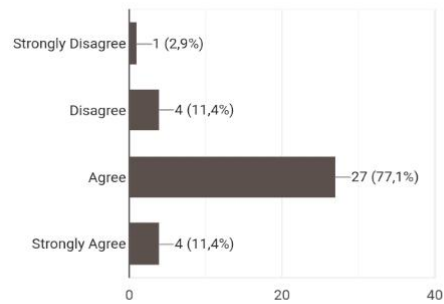
Response	Count	Percentage
Strongly Disagree	1	2,9%
Disagree	5	14,3%
Agree	24	68,6%
Strongly Agree	5	14,3%



19. I demonstrate originality in my creative writing by actively working on finalizing new ideas after reading or hearing other ideas.

[Salin](#)

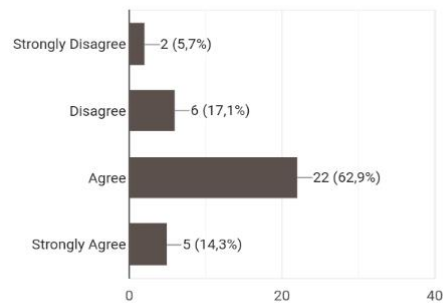
35 jawaban



20. I generate unique and fresh concepts in my creative writing.

[Salin](#)

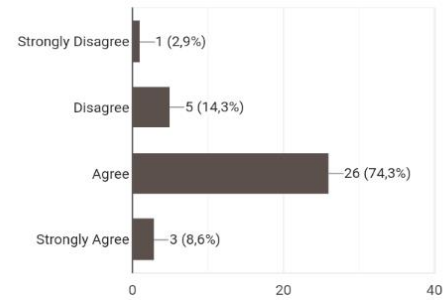
35 jawaban



21. I can develop my own creative ideas in my writing that differ from existing ones.

[Salin](#)

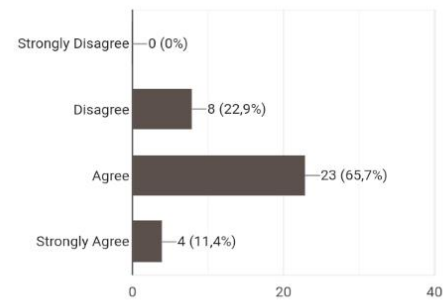
35 jawaban



22. I am capable of transforming existing ideas or concepts into new and original forms in their creative writing.

[Salin](#)

35 jawaban





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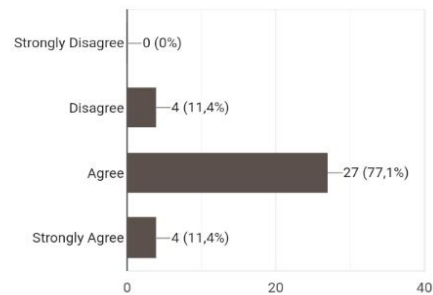
Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

23. I produce new ways of thinking to increase my comprehension of the content written during creative writing.

[Salin](#)

35 jawaban



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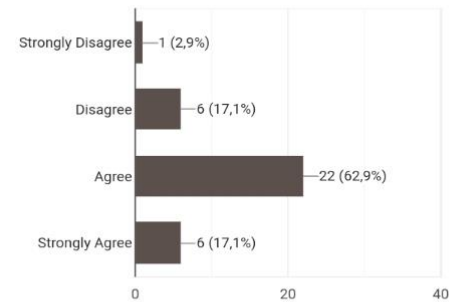
Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

25. I produce new creativity in creative writing because this way contributes a lot to my originality.

[Salin](#)

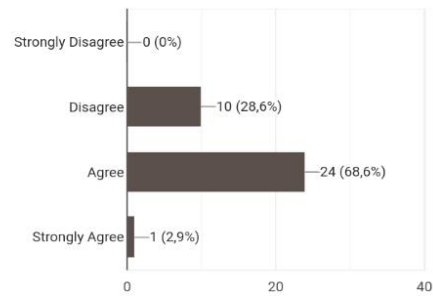
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24. I produce new poetry to increase my comprehension of the structure written during creative writing.

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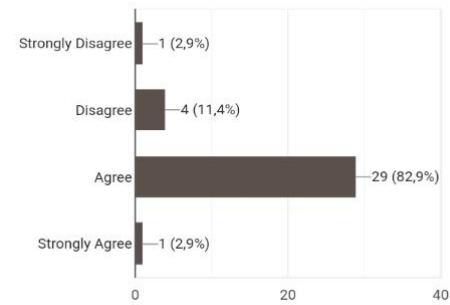
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26. I make a new short story to increase my comprehension of the structure written during creative writing.

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35 jawaban



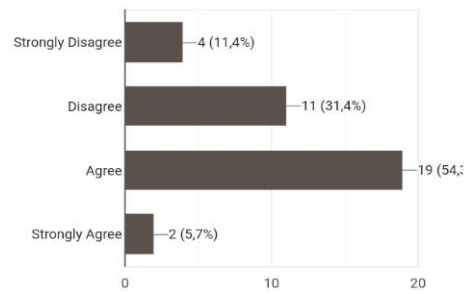
### Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

27. I am not able to produce new ideas with my own thinking in creative writing.

[Salin](#)

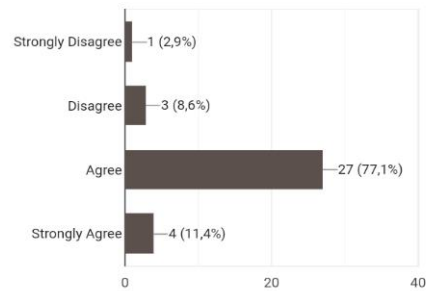
35 jawaban



28. I generate an effort to use detailed techniques and steps that helps me think differently to increase content in creative writing.

[Salin](#)

35 jawaban



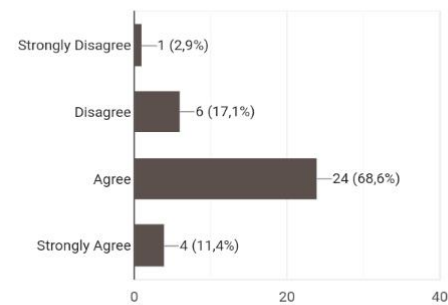
### Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

29. I plan to solve problems with procedural ways to present a deeper meaning of my creative writing.

[Salin](#)

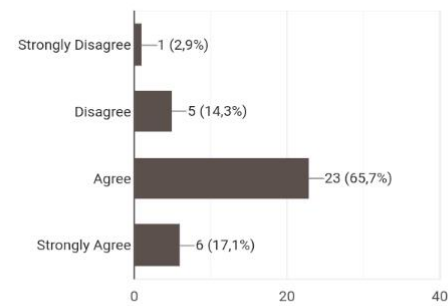
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30. I develop new ideas to increase elaboration in creative writing.

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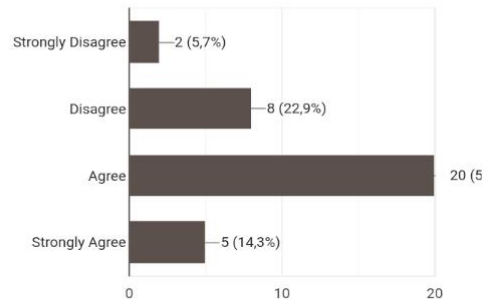
Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

31. I am able to explain and describe something in greater detail.

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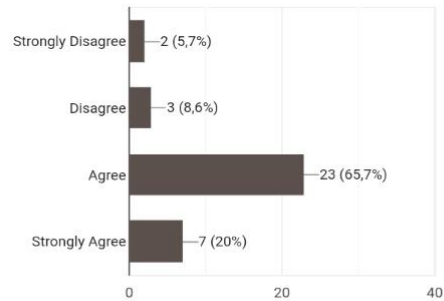
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32. I elaborate ideas in creative writing with specific information.

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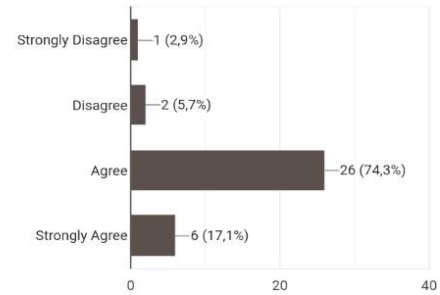
Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

33. I can develop and enrich my friends' opinions in creative writing.

[Salin](#)

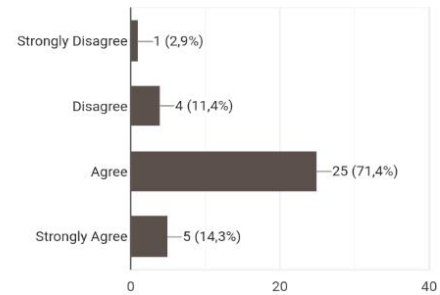
35 jawaban



34. I test my writing product within creative writing to find weaknesses.

[Salin](#)

35 jawaban



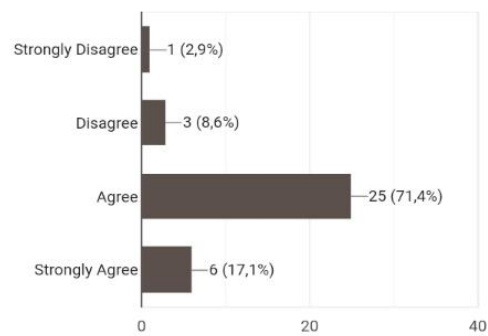
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## Creative Thinking In Creative Writing At Five

Pertanyaan Jawaban **35** Setelan

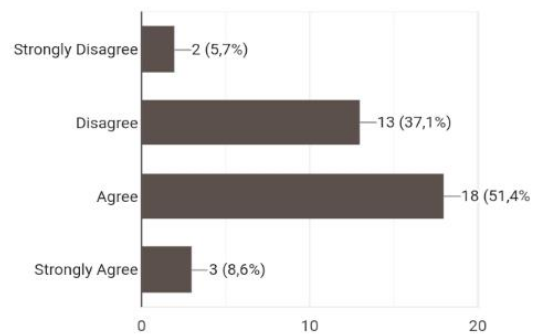
35. I add details of the object in creative writing to fix its shortcomings. [Salin](#)

35 jawaban



36. I don't generate an effort to use detail techniques that helps me think differently to increase content in creative thinking. [Salin](#)

35 jawaban



## Appendices 4

### Document Analysis

Name : Ahmad Annizar

Class : TBI 5A

fluency = 9

flexibility = 8

Originality = 8

Elaboration = 9

In a small town nestled between rolling hills and a winding river, there is a story of young romantics whose lives are destined to intertwine in the most unexpected way. Sarah, with fiery red hair and a heart as bright as her curls, is a young woman with an interest in literature, finding solace in the pages of books. He had an uncanny ability to lose himself in stories, seeking refuge from the chaos of everyday life. One rainy afternoon, Sarah decided to visit the library of his favorite place to look for new adventures in novel ties. He had no idea that this visit would change his life forever. Welcome, where unexpected stories gather and celebrate the beauty of words that roam freely and a library that is a silent witness to love and untold stories. Beside him, there was David, a man with sharp eyes and a smile that spread confidence. As a Library Keeper/Librarian, he is not just an ordinary librarian, but also the keeper of the secrets of love stored on every page. David knew that among the stacks of books that filled this shop, there were untold love stories, waiting to be discovered. And then there was Mrs. Jenkins, the old woman who is an integral part of Library of Love in the Pages. With a crimson robe and a friendly smile, he is the keeper of time that crosses generations, watching love stories bloom and fade along the way. Mrs. Jenkins is a memory keeper, recalling every romance that has ever filled this room.

The atmosphere of the library is not just about borrowing books, but rather a celebration of love that never ends. Sarah, David, and Mrs. Jenkins is a cast of characters who dance in harmony with words, weaving an unforgettable love story between pages filled with secrets and happiness. And, this room not only provides books, but also presents abundant love, ready to be reached by anyone who opens their heart to dive into "Love in the Pages."

flexibility

8

Elaboration

9

8  
originality

9  
fluency

Name : Renita Wulandari

Class : TBI 5B

fluency : 7  
flexibility : 7  
Originality : 6  
Elaboration : 6

Nastiti Handayani is a talented educator who has pursued higher education in English Education. Born in Kepahiang, Bengkulu, on September 2, 1990, Nastiti holds an outstanding academic record, with a Bachelor's degree from STAIN Curup-Bengkulu and a Master's degree from Universitas Pendidikan Indonesia.

Nastiti's teaching experience includes courses in English and English Textual Studies at IAIN Curup-Bengkulu, along with additional courses such as basic English, intensive courses, and TOEFL preparation. Furthermore, Nastiti has actively participated in academic and administrative activities, serving as a bulletin editor, committee member, and placement test examiner.

Nastiti's academic achievements encompass various accolades, including the English Season Award, LPDP Scholarship, and recognition as the top student in the English Education program.

With exceptional proficiency in both English and Indonesian languages, Nastiti continues to make significant contributions to the realms of education, research, and English teaching professional development.

Name : Nurul Dzakiyyah

Class : TBI 5B

fluency : 7  
flexibility : 7  
originality : 6  
elaboration : 7

In a very beautiful village located on the southernmost island of Indonesia. There lived a girl who had three brothers. The daughter's name is Mawar, her first older sister is Sekar, her second older sister is named Menur, and her younger brother is named Syatria. Mawar is said to come from a well-off family, not too rich and not too poor. His father was a private employee, and his mother did not work. Many people say that the salary of a private employee is large, but to support his four children and wife, Mawar's father has to work hard to earn extra money.

Because she was born as a middle child, Mawar always inherited used goods from her older sisters. This is also because Mawar's father's salary is not enough to buy new things. However, this never made Mawar discouraged, she accepted all the items her brothers gave her, because she felt they were still suitable for use. However, the heart of a 6-year-old child also wants to experience new and special items bought by his father and mother.

Mawar's father, who is familiarly known as Mr. Januar, works diligently and diligently every day to meet the family's needs. Mawar's childhood with her family was very beautiful. There is much happiness in simplicity. The mother, who loved him and his siblings with all her heart, was even willing to be scolded by neighbors when she wanted to borrow money for her sick child or to send college money to her first daughter who was far away on the island of Java. Even though she is only 6 years old, Mawar's parents already have high hopes for their children

Fadiza Kartika  
21551015  
TB1 5A  
Creative Writing

#### Mom's Cardigan

She wakes up and turn on the light. She always do that, "the rule of three" whenever she want to do something but actually she does not want to. She looks at the calendar beside her bed, then she notices that her mom's birthday is near, 2 days left until she visits her mom in her hometown. Elsie is a bit confused about what present she has to bring for her mother. It's actually has been 2 years Elsie has not come back home, she really misses her mother. After 5 minutes thinking she is planning to buy a cardigan.

"Yes that was a good idea one cardigan..... and maybe a box of chocolate? Hmm that sounds nice, yes a box of chocolate."

Tomorrow at 5.30 pm after work, Elsie will be going to the market looking for the present.

#### Day 1

09.00 am, what a nice day it's sunny outside, Elsie getting ready to go to work. She eats her sandwich and leaving after that. Elsie used to work in marketing department in her office but last year she decided to resign. Now she is working in a florists shop named *Joy's Flowers*. Elsie found that she was interesting in arranging flower so she decided to learn it right after she resign from her office. Elsie spends her days as a florist, that day is very busy because lots of orders come in. Elsie usually goes home at 4 pm but when the shop is busy she could go home at 5 pm.

"Woah what a busy day!, take a break El you have to stretch your muscles" said Joy, the florist's owner. Elsie remember that in 2 days by now she has to go to her hometown so she ask Joy to take days off.

"Hey Joy, I was wondering if I could snag a day off on Friday, you know it's been a while I never back home to see my mom and actually Friday is my mom's birthday"

"Oh yeah sure you could goes for 2 day tho, she must me misses you so much, don't worry I'll call my friend Jhon when you go. By the way how long have you not seeing your mom?"

"Aw hahah it's been 2 years"

"What!! Are you serious?"

"Yeah, I miss her so much"

"She is definitely misses you so much!, oh and have you prepared the present for your mom?"

"After today work is over I am going to the market"

"Oh alright then"

"Thank you so much Joy"

"No worries"

It's 5.30 pm now and Elsie is heading to the market she walks around to find the nice cardigan for her mom. After 10 minutes looking around Elsie choses a brown knitted cardigan. After that she goes to a chocolate shop for a box of chocolate, at that time Elsie sees a little girl with her mother that makes Elsie misses many memories of moment when she was with her mom. After gets everything for the present, Elsie heading home. She will prepare the present and all the stuff for



Name: M Royhan Hidayat

Class: TBI 5B

**Biography: Dr. Irwan Fathurrochman, S.Pd.I., M.Pd.**

His name is Dr. Irwan Fathurrochman, S.Pd.I., M.Pd., commonly called Pak Irwan. He is a kind, friendly and humorous person and easy to get along with lecturers and students, although it does not diminish his authority as a lecturer in “the slightest.”

His educational career began at Luqman Al-Hakim Elementary School, Surabaya, after graduating from elementary school he continued to the Junior High School (SMP) level with the same school, namely Luqman Al-Hakim Junior High School Surabaya. After graduating from junior high school, he continued his high school studies in Tangerang, precisely at MAN 1 Serpong. After graduating from MA, he continued his education at STAI Luqman Al-Hakim college, Surabaya. After completing his S1 Studies with an S.Pd.i degree, he returned to the land of Bengkulu to get his master's degree at the University of Bengkulu which he could take in just 2 years with an M.Pd. degree. Furthermore, still with the same alma mater, he continued his studies to take his Doctoral degree at the University of Bengkulu.

His work experience started from being Head of Quality Assurance Institute at Institute Agama Negeri Curup, and now he serves as Vice Director of Postgraduate Program at Institute Agama Islam Negeri (IAIN) Curup. In addition, he also became a reviewer for several national journals and even became a reviewer for several international journals. He is also active in writing several books, including published works: Group Counseling Assessment, Organizational Behavior and Culture, Quality Management of Education in Higher Education, Management and Methodology of Islamic Religious Education, Anti-Corruption Education, AMOS Learning Basics. “He is a kind, friendly and humorous person and easy”

## **My Guitar My Ambition**

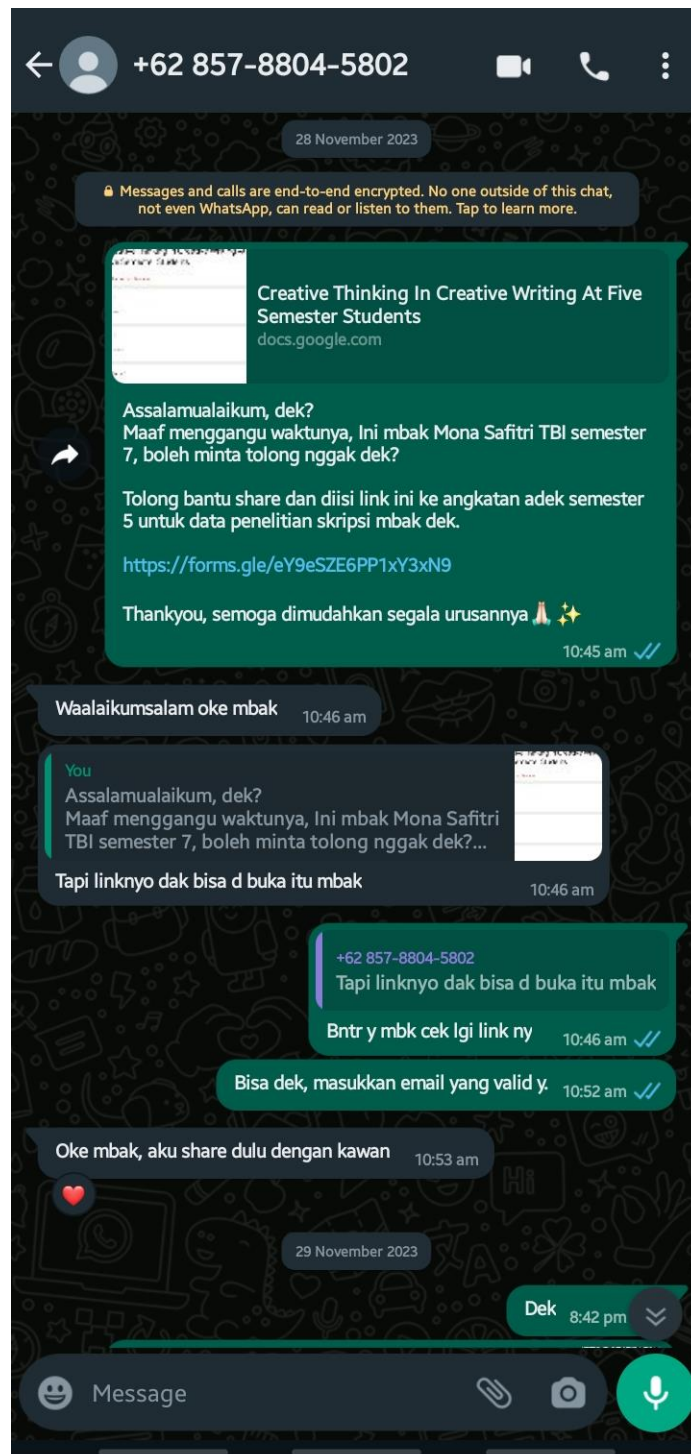
Slash's real name is Soul Hudson, he got this name when he was a kid, the nickname was given to him by his father. He was born on July 23 1965 in Hampstead-London, he is a child who is not too afraid of what his future will be like, he is one of those people who has no ambition. At the age of 3 years, he lived in London with his parents, they lived in harmony in one good family.

However, when he was 4, his parents divorced due to financial problems in his family, and his mother decided to leave him with his father. He moved to Los Angeles with his father when he was 5 years old, then his father left town because of work and he lived with his grandmother at that time. Slash who still lacks love from his parents, becomes naughty towards his environment and because of the lack of attention, he prefers to seek attention by making noise. As a result, at the age of 11, he was still in grade 3 of elementary school, and he stuck at 3 grade for 2 years. In the end, he graduated from elementary school at the age of 14.

When he was 16 years old and went to junior high school, he began to understand what was happening in his family. Slash who at that time was filled with uncertain thoughts about his family, then made him unable to continue his studies. The surrounding environment at that time was still vulnerable to drugs and drinking, making Slash very easily influenced. He becomes wild and uncontrolled, a child who should live life as an educated student instead becomes a child living in a negative environment. One night, he was discovered by his grandmother about his behavior. His grandmother always forbade him from approaching this negative environment. However, Slash who is still unstable, doesn't listen to his grandmother's prohibitions. Finally, drinking alcoholic beverages has become his habit since he was 16 years old. His grandmother saw that her grandson was getting bigger day by day, and his grandmother took the initiative to buy him something to play with so he could feel at home. One day his grandmother came home from shopping at a market, accidentally, his grandmother passed by a rubbish dump and saw a guitar that was still playable. It is said that the guitar only has one chord. When he got home, his grandmother immediately gave the guitar to him, but he didn't care about it. His grandmother thought that he didn't like the guitar because it was broken, so his grandmother asked her neighbor to repair the guitar. One night when Slash came home from playing with his friends, he saw a guitar on the chair in his room. He still hasn't touched the guitar and still doesn't care about it. He was bored by himself, so he finally started

## Appendices 5

### Documentation



5 December 2023



Dek, tolong bantu share dan diisi link ini ke angkatan adek<sup>2</sup> semester 5 untuk data penelitian skripsi mbak dek.

<https://forms.gle/eY9eSZE6PP1xY3xN9>

Thankyou....

8:16 pm ✓✓

Walaikumsalam iya mbak 8:19 pm

7 December 2023



Dek, tolong bantu ingatkan kembali share dan diisi link ini ke angkatan adek<sup>2</sup> semester 5 untuk data penelitian skripsi mbak dek.

<https://forms.gle/eY9eSZE6PP1xY3xN9>

Thankyou....

1:19 pm ✓✓

Mbkk butuh 16 orang lagi dek 🙏 1:20 pm ✓✓

Tolong ss mbak yang udah 2:22 pm

- Dwi Oktavia
  - Natasya Aulia Putri
  - Istia Fitrya
  - Fadiza Kariska
  - Anisa Wulandari
  - Fidmi Iqonka n.s
  - Iham Salibandi
  - Amanda Aulia Tifani
  - Nurul Dzakiyyah
- 2:53 pm ✓✓

- M Royhan Hidayat
  - Andhri septalana
  - Ahmad Anzar
  - Thania putri koflana
  - Salsabila
  - Devi ariesta wijaya
  - Dekiperkansyah
  - Tiya Jeptia
  - Rerita Wulandari
- 2:53 pm ✓✓

## **BIOGRAPHY**



Mona Safitri, who usually called as nana was born in Sinar Gunung on September 18<sup>th</sup>, 2002. Her dad is Gopar Amin and her mom is Nurjana. She finished her study Elementary School at SD N 01 Kota Padang, and graduated in 2014. Then, decided to put his foot into next school at Junior High School at SMP N 2 Kota Padang and finished in 2017. After that, she continued her education journey at Senior High School at SMA N 10 RL and finally, he graduated in 2020. Then, she decided entering Institute College for Islamic Studies (IAIN) Curup and chose English Study Program as her faculty. Alhamdulillah She graduated her study in 2024.