



CHAPTER I

INTRODUCTION

I.1 Background of the Study

Language plays a crucial role in the development of human society. It is the main means of communication between individuals, groups and countries. Nowadays, more and more people are learning English as a foreign or second language, and their key objective is to get expertise in English. The abrupt changes in the broad field of economy, business, science, technology and education have triggered the youth and coming generation to improve their communication skills. Language acquisition involves four modules of teaching that includes in four English skills. The four language skills relate to each other. Listening, speaking, reading, and writing are the basic of English skills.

The ability to use a language in a communicative way, however, is not just a single unified skill. Most recent thinking has divided language ability into four separate English skill areas. Listening and reading are known as the receptive skills; while speaking and writing are known as the productive skills. Most teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other, due to the course and learner objectives. When learning new language material, the order of acquisition is generally this, for both second language learners and children learning their first language: Listening, which the learner hears a new item (sound, word grammar feature, etc.), Speaking, which the learner tries to repeat the new item, Reading, which the learner sees the new item in written form, and Writing which the



learner reproduces the written form of the item. Dita and Sarka (2014 : 1) decelerate that the text presents both productive skills, speaking and writing skills.

Speaking is a productive skill, which is the second of four language skills. Speaking involves using speech to express other meanings to other people. Learner's speaking skills are developed by focusing regularly on particular aspects of speaking as fluency, pronunciation, grammatical accuracy, body language. Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning. For instance of these interactive strategies; making eye contact, using facial expressions, asking check expressions, clarifying the meaning, and confirming understanding. Speaking fluently and accurately is needed. Fluency means speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation. When we speak, we use different aspects of speaking depending on the type of speaking we are involved in.

As well as English, writing is a very important thing to develop English. Therefore, the writing task is set as a final activity in a series that involves speaking about, then listening to and then reading about the topic. So, there are so many different challenges involved in becoming a proficient writer that students need explicit guidance and support. Writing constitutes an activity which involves and utilizes some imagination and creativity (Kate Grenville, 2001). It is due to the fact that writing is not only the activity in which one holds a pen or pencil and



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the way they learn to write and speak as well. Today's students need critical thinking and problem-solving skills not just to solve the problems of their current jobs, but to meet the challenges of adapting to our constantly changing workforce. Creativity is needed in speaking and writing skills to solve the problems faced. As a consequence, the ability to think creatively is important for writers or students because it can assist them to create a great writing. Heaton (1995 : 135) points out that one of the necessary components that lead good writing is treatment of content which relates to the use of creative thinking ability as well as the way ideas are developed so that all unrelated information can be eliminated or sorted out. As a result, learners are expected to think out of the box. Then, they should have some anticipation toward their readers' interlocutors' reactions. They are required to think creatively in order that readers and interlocutors can not only understand about what being read but also can enjoy their speaking and writing. Student based education and carefully planned lessons have great importance on discovering creativity. The activities enabling the students to be active, to express his or her thoughts easily and democratic atmosphere are effective to discover the creative sides of the students

In reality, many students have difficulties in their speaking and writing. It happens by numerous factors. It is actually the most widespread phobia, there can be no doubt that public speaking is something many people would rather avoid. It does not come easily, and even for those who can feel comfortable in front of an audience, an effective presentation requires substantial preparation—and even then so much can go wrong. Some problems faced by students in speaking



activities are: inhabitation, nothing to say, low participation, and mother tongue used. The difficulties are not only happened in speaking but also in writing. Byrne (1988, 4 in Ibrahim) states that certain psychological, linguistic and cognitive factors make writing a complex and difficult discourse medium for most people in both native and second language. That means an educator has to teach his or her students how to think instead of what to think. Furthermore, creativity to think is an ability to see various possible solutions to a problem. This will influence to be low development of the learners' creativity.

Indeed, most of learners got difficulties in learning English that was similar with the data observed and interviewed being done on February, 6th 2017 at MTs Al-Fajar. Moreover, the writer got some gaps between theory and reality. Some theories stated that someone's writing would be great if she or he has a great creativity. It is same as the statement for speaking. Someone's speaking should be great as great as their creativity. But the reality did not show the same as the theory. It can be seen by following descriptions. The students were passive in their English discussions or speaking but they could be active in discussion or speaking for other subjects such as Math, Science and others. And most of them like art or drawing and they could do it creatively but they still got difficulties to express word by word on their written especially for recount text. The students in majority failed to achieve the minimum standard score for English subject (70) at this school. The average score of the student's achievement was 64.6 of 70. The students' achievement indicated that their speaking and writing ability was not significant yet to reach the target.



Due to the important roles and effect of creative thinking ability in terms of the craft creativity of speaking and writing, a number to the craft of productive skills. For instance, creativity is thinking is found to have a significant relationship with productive skills performance in comparison and contrast type of speaking and writing ability. Attentions to enhance students' creativity due to the strong relationship between English language and creativity that should be done by English language educators as well. Among all elements of language teaching, and creativity have a very close and mutual relationship. Moreover, Aytan et al (2011 : 408) point out that a language teachers should help to form and develop creative thoughts by organizing activities suitable for the students' social and linguistic levels which are based on the use of the students' creative sides in the fields of listening, watching, reading, speaking, writing and learning grammar, apart from the ones given in the activity books. Furthermore, all of four English skills need creative thinking to improve the students' ability. Therefore, creative thinking is important to investigate whether or not it gives influence on students' speaking and writing abilities.

I.2 Statement of the Study

In language teaching, Maley's (1997) work has emphasized a focus on creativity through the use of texts drawn from a variety of different literary and non-literary sources that can be used to elicit creative thinking and foster the ability to make creative connections. Creativity has also been linked to levels of attainment in second language learning. Although, these study, Creative Thinking and Productive skills has relationship, previous researches show the controversy

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of their findings. Some researchers (e.g. Syamsul Khoir, 2012; Amber Yayin, 2012; and Zairil et al., 2015) found that there was significant relationship, which some researchers (e.g Muhammad Nadeem Anwar et al., 2012; and Priya Kumari, 2013) reported that there was no significant relationship. Actually there are numerous researches about Creative Thinking. It could be mapped into three considerations. There were numerous researches of Creative Thinking in Reading (e.g. Amber Yayin, 2012; Annis, 1998; Chen et al., 2005; and Zachopoulou et al., 2006). There were some findings revealed the relationship between Creative Thinking with Productive skill (e.g. Reza Vahdani Sanavi and Samaneh Tarighat, 2014; and wang, 2007). From the previous researches, it could be seen that the researches focus on the influence of Creative Thinking with Productive Skills were limited. Besides, in this research findings that Creative Thinking influenced Speaking.

I.3 Limitation of the Study

This study was focused on the relationship of creative thinking on students' speaking and writing ability. For the research subject, because the number of the students was only sixty students, with three classes, and all of them were taken as a total sampling of the research at MTs Al- fajar Pekanbaru. The research was conducted at MTs Al- fajar Pekanbaru which was located on Fajar street, Labuh Baru in Pekanbaru.



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I.4 Purpose and Objectives of the Research

The main aim of this study was to examine the influence of creative thinking on students' speaking and writing abilities at MTs Al-Fajar Pekanbaru. Specifically, the study was done to fulfil the following objectives:

- a. To find out the relationship of creative thinking with students' speaking ability at MTs Al-Fajar Pekanbaru.
- b. To find out the relationship of creative thinking with students' writing ability at MTs Al-Fajar Pekanbaru.
- c. To find out the influence of creative thinking with students' speaking and writing abilities at MTs Al-Fajar Pekanbaru.

I.5 Research Questions

Based on the explanations above, there were two problems those must be investigated in this research. Research questions are formulated as the following questions:

- a. Is there any significant relationship of creative thinking with students' speaking ability at MTs Al-Fajar Pekanbaru?
- b. Is there any significant relationship of creative thinking with students' writing ability at MTs Al-Fajar Pekanbaru?
- c. Is there any significant influence of creative thinking with students' speaking and writing abilities at MTs Al-Fajar Pekanbaru?



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I.6 Significance of the Study

This study was hoped to bring some benefits to the teachers, students, teaching and learning, and researchers. Based on the theory, the improvement of speaking and writing ability could be improved by this study. Practically, directions to teach English about speaking and writing could be obtained by this study.

This study was used as; to give descriptions about students' creative thinking and the development of the students' creative thinking, to give descriptions for English teachers about the important of students' creative thinking to develop their speaking and writing abilities, and to give descriptions about creative thinking to the students, in order to motivate teachers with lots of speaking and writing practice, it is helpful students to improve their speaking and writing abilities.

I.7 Rationale of the Study

Related to the limitation of the problem, this study was chosen because creative thinking involves the ability to out of the box. Sternberg & Davidson (1986) point out that creativity involves selecting the relevant aspects of a problem and putting pieces together into a coherent system that integrates the new information with what a person already knows. In a basic sense, it involves a series of decision-making choices between "two or more competing alternatives of action," each having "several pros and cons associated with it". Apart from creative thinking, Torrance (1995) states that fluency, flexibility and originality, are the main dimensions of creativity.

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Moreover, creative thinking can also foster perseverance, self-discipline, and a full practice, including mental activities such as: 1) asking question, 2) considering new uncommon information and ideas with an open mind, 3) building linkages, particularly between different things, 4) linking various things freely, 5) applying imagination in every situation to produce something new and different, and 6) listening to intuition (Costa, 2006).

It means that when the students write paragraphs and speak to the interlocutors, and their creative thinking was used to discover its influence toward students' speaking and writing abilities.

1.8 Definition of Key Terms

To see the scope of this research, the operational definition of the term used will be explained as follows:

a. Creative Thinking

This ability to think outside the box. Creativity to think is an ability to see various possible solutions to a problem (Guilfor in Munandar, 1999).

b. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997)

c. Writing

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper (Oshima and Ann, 1999:3)



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