

CHAPTER I

INTRODUCTION

A. Background of the Research

Skills in English are one factor that is indispensable in the current era of globalization. Therefore learners of English as a Foreign Language (EFL) need to master it. There are four aspects of skills in English, namely listening, speaking, reading, and writing. According to Nunan, of the four skills, writing is a complex process, and proficiency in writing is generally seen as one of the language skills that must be mastered.¹ Based on this statement, students often have difficulty writing in English due to a lack of vocabulary, grammatical errors, and problems in writing such as running out of ideas, feeling afraid of being wrong, and other obstacles, thus becoming writer's block. Writing in English requires good and correct vocabulary and grammar to become perfect writing and is worth reading.

¹ David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, New York: Prentice Hall, p. 91.

Based on the result of the interview with the English teacher of SMK Negeri 1 Kota Serang, learning English writing material is very good because it can train students' writing skills. According to the teacher, 50:50 students can easily understand the material presented in class. In writing materials, usually, the difficulty for students is the lack of vocabulary. To improve students' writing skills, the teacher usually asks students to 'free writing' or write whatever is thought of into a paragraph to find out the extent of their writing ability. The method used is a process approach. Songs are the medium the teacher employs, and students are asked to write sentences from the song, also using pictures, and students are asked to write or describe what the picture is about using their own words. The teacher then analyzes the grammar in accordance or not with the structure. At the end of learning writing material, students hope to be able to make text following its structure.²

From the result of the interview above, one of the writing tasks given by the teacher is free writing. Based on the information obtained by the researcher from the theory of multiple intelligences,

² Ika Widiartati, S.Pd, "Improve Students' Writing Skills," *interview* (WhatsApp), pre-research, February 24th, 2020.

of course, this is an easy thing for some students, especially for students who tend to like language learning. It is important to know how to organize a class and understand the conditions of each student to make the teaching and learning process more effective, and this can help students improve their achievement. The conditions of the students here mean that the teacher facilitates based on the characteristic, type of learning style, and multiple intelligences.

An originator of the theory of multiple intelligences, Howard Gardner contends that intelligence, as it is commonly defined, does not adequately encompass the full range of human abilities. Instead of relying on a curriculum, the theory proposes that schools should focus on “individual-centered education,” with curricula tailored to the needs of each child or student. This includes helping students to develop their weak intelligence. Gardner admits that the eight intelligences he has identified are independent. Their intelligence can develop over time and at different levels in different individuals. However, it is closely related to students, many teachers, and parents find that as a person

becomes more skilled in one area, the entire sphere of intelligence can be increased.³

From various sources that the researcher reads and understands, the researcher concludes that every individual from birth has all types of intelligence, but only one to two types of intelligence develop better or are more dominant. Other intelligence may also increase with age, depending on the individual developing other intelligence. Genetic and environmental factors can influence the development of a person's intelligence so everyone has different intelligence, but the level of development is different. Therefore, the role of parents and teachers in developing students' intelligence is critical. Howard Gardner classified multiple intelligences into eight types of intelligence: logic-mathematical, visual-spatial, verbal-linguistic, kinesthetic, intrapersonal, interpersonal, musical, and naturalistic intelligence. The type of verbal-linguistic intelligence is one of the eight multiple intelligences that tend to like things about language and can use language effectively, both in speaking and writing.

³ Howard Gardner, "Theory of Multiple Intelligences," (handout), Accommodation tool for skiing, (America: PSIA-Rocky Mountain Division – AASI, 2014).

In learning, students must first have the intention and motivation so that the learning they receive is easier to understand and form knowledge to store in long-term memory by the brain. Motivation to learn sometimes doesn't just come from within, it needs external motivation given by the teacher by motivating students, so that appears internal motivation from students. Therefore, in addition to providing motivation, teachers need to provide strategies in learning that can motivate students, such as giving challenges. The researcher's statement is reinforced by Sansone and Harackiewicz, that extrinsic and intrinsic motivation can influence activity choices in the short and long term throughout life, as well as creativity, academic success, and perseverance.⁴

Then to find out whether students are motivated or not, the teachers need to evaluate in a way, the students respond to the challenges and motivation given. The researcher's statement, in this case, is also stated by Muhlisin, that response in learning is related to motivation. Students who are less motivated to learn usually have a low response rate, so the messages conveyed during the learning

⁴ Carol Sansone and Judith M. Harackiewicz, *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*, California: Academic Press, (2000), p. 453.

process are less understandable. The response is important in achieving learning objectives because it can increase student learning motivation.⁵

The students who tend to have linguistic intelligence need to give the writing challenge to be motivated to practice and optimize their abilities. Therefore, the researcher designed a technique that can challenge students to explore writing ideas freely and creatively. The researcher gives the challenge of writing using two types of writing, namely free writing and creative writing. The writing challenge is in the form of exploring free writing into creative writing. Students can begin writing by freewriting whatever they think. The basic idea of free writing then developed into a different literary work, namely creative writing in the form of a short story. In this case, the students are challenged to build imagination, develop a story, point of view, plot, conflict development, etc., to produce a short story. Although the idea has developed into a story, there needs to be an aspect in writing, one of which is paying attention to the grammar used to produce creative

⁵ Ahmad Muhlisin, "Analysis of Students' Response of the Implementation of RMS (Reading, Mind Mapping, and Sharing) Learning Model in Philosophy of Science," *Unnes Science Education Journal* 7, No. 1 (2018): 14, accessed 18 September 2021.

writing that can be read and the purpose of a story can be conveyed clearly. The more skilled a person is in honing ideas, the quality of the writing will be better. At the end of the research, it is also to find out how the students respond to the challenges of exploring both types of writing and their motivation to apply writing skills at a later time to optimize their abilities, especially in writing.

In this research, the researcher will complete the topic and the following research gaps in previous research. The first is from Marcelline Gratia Sephira Taum, which focuses on the student's responses and the implementation of free writing activities in basic writing class. Whereas from Chanikan Inprom, the research focuses on the effects of implementation and students' opinions toward English creative writing instruction using Multiple Intelligence theory. The research gap in this research is that the time constraint is not sufficient to apply all the intelligence to the lesson and see the progress, and another limitation is the lack of time at each stage due to the time it takes to think and write. Temporary, from Ruth Damaris Niño Díaz, this research focuses on the implementation of Alan Maley's proposal on creative writing in the form of a poem and pedagogical. This research gap is unfocused on the structure,

syntax, or grammatical rules. The last from Ekaterina Arshavskaya focuses the research on implementing a series of creative writing exercises with second language learners, attitudes towards creative writing, and applying characteristic pedagogy to second language classrooms. Has a research gap in the use of creative writing exercises and critical pedagogy that cannot do in this research because the sample is limited.

There is a similarity in the four previous research that only used free writing or creative writing. Whereas this research combines two types of writing in other words, namely focuses on integrated writing skills in free writing and creative writing, grammatical accuracy, as well as student responses to the application of these two types of writing and students' motivation to apply them at a later time to improve their writing ability. This research focuses on 10th-grade students with linguistic intelligence at SMKN 1 Kota Serang, so this research is a qualitative research case study.

In previous research, the researcher found research gaps, so in general, the researcher will discuss research findings in the context of education related to psychology, or more precisely,

educational psychology. Educational psychology aims to comprehend and improve the teaching and learning process. The knowledge and method of psychology, as well as other related fields, are developed and used by educational psychologists to look at what happens when a teacher teaches something to students in classroom instruction.⁶ According to educational psychologists Alexander & Winne, “educational psychology studies child and adolescent development, learning and motivation, including how people learn different academic subjects such as reading or mathematics, social and cultural influences on learning, teaching and teachers and assessment, includes testing.”⁷ The topics discussed include the challenges of exploring free writing into creative writing, students’ responses and motivation, multiple intelligences, especially linguistic intelligence, and students with dominant linguistic intelligence as participants. This finding is expected to be an innovation that can help students improve their writing skills in English and many other skill areas. Therefore, the

⁶ Anita Woolfolk, *Educational Psychology*, 13th Ed., England: Pearson Education Limited, (2016), p. 51, <https://www.pdfdrive.com/educational-psychology-d158520384.htm>

⁷ Anita Woolfolk, *Educational Psychology*, p. 40.

title of this research is **“Students’ Responses toward the Exploring of Free Writing into Creative Writing.”**

B. Identification of the Problem

The identification of the problems in this research are:

1. Learning to write seems less challenging.
2. Learning in class is only limited to free writing without any creative exploration of student writing.
3. Learning to write focuses more on the writing process, not on the results of writing as well, thus making students less aware of grammatical errors in their writing. It would be better to write not only about the process but also about the results.

C. Focus of the Study

Based on the identification of the problem above, the limitation of the problem them as follows:

1. The researcher focused on integrated writing skills in free and creative writing, grammatical accuracy, and student responses and motivation.

2. The research subjects were limited to 10th-grade students with linguistic intelligence at SMKN 1 Kota Serang.
3. The result of writing is limited to free writing and creative writing.

D. Research Question of the Study

Based on the background of the above, the statements of the problem are:

1. How are the responses of students with linguistic intelligence toward the challenges of exploring free writing into creative writing?
2. How is the motivation of students' interest in writing by exploring free writing into creative writing at a later time?
3. How is the result of creative writing made by students?

E. Objectives of the Study

Based on the statement of the problem above, the objective of the research is to find out:

1. To know the responses of students with linguistic intelligence toward the challenges of exploring free writing into creative writing.
2. To know and understand the motivation of students' interest in writing by exploring free writing into creative writing at a later time to improve their writing skills.
3. To know the result of creative writing make by students.

F. Significance of the Study

This research hopefully can provide useful information theoretically and practically:

1. Theoretically

This research can use as a research reference about the challenges of exploring freewriting into creative writing applied to students, both all students and students with linguistic intelligence in optimizing writing ability.

2. Practically

- a. For the researcher, the research findings answer the central questions that motivated the researcher to conduct this

research and expect that this knowledge will be useful when the researcher begins her career as a teacher in the future.

- b. For teachers, this research will provide information that they can use the results as feedback on teaching English skillfully or can be one of the choices to do in their classroom.
- c. For students, the research findings expected can help all students know their intelligence, so they can find a way of learning in writing their own, and especially students with linguistic intelligence can be motivated to improve their writing skills.

G. Previous Research

Previous research is used as a benchmark, expands, and deepens the theory in the research study that will be carried out. Four related studies are similar to this research: two thesis and two journals.

1. The first previous research of this research is a thesis with the title “Basic Writing Students’ Responses Toward the Implementation of Free Writing Activity” by Marcelline Gratia Sephira Taum from English Language Education Study Program, Department of Language and Arts Education, Faculty

of Teachers Training and Education Sanata Dharma University Yogyakarta.

This research uses quantitative research with a non-experimental survey research design and uses purposive sampling. There have been three varieties of research instruments observation, questionnaire distribution (closed-ended statements), and student and lecturer interviews. The participants of this research were the lecturer and the students of Basic Writing Class E batch 2016 of Sanata Dharma University that consists of 5 students.

From the result of the analysis, there were seven benefits from the implementation of free writing activity towards students' writing improvement and performance those were; producing ideas faster, developing and arranging ideas coherently, selecting the diction correctly, completely understanding the topic, identifying arguments appropriately, building self-confidence in writing, and conveying ideas fluently. Students' behavioral responses during the implementation of free writing activity, namely students had a positive attitude. The observation shows there were two positive

attitudes. First, it was observed that the students were attentive to the lecturer's instruction and feedback. Second, the students seemed enthusiastic during the implementation of free writing activity. Students give verbal positive responses such as cheering for their groupmate.⁸

2. The second previous research of this research was a journal with the title "Effects of English Creative Writing Instruction Using Multiple Intelligences Theory on English Writing Ability of Higher Secondary Students" by Chanikan Inprom from Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University, Bangkok, Thailand.

This type of research is quantitative and qualitative. The quantitative data was collected through the comparison of students' pretest and post-test scores before and after the treatment, and through a questionnaire which was given at the end of the course to examine students' opinions toward the instruction. The qualitative data was collected through the focus group semi-structured interview and the reflection in students'

⁸ Marcelline Gratia Sephira Taum, *Basic Writing Students' Responses Toward the Implementation of Free Writing Activity*, Thesis English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education Sanata Dharma University Yogyakarta, 2017, p. 6.

logs to further examine students' opinions toward the instruction. The population of this study was upper secondary school students (grade 12) who studied in a creative reading and writing class in the 2nd semester of the academic year 2017 at Piyamaharachalai school. 39 students were used to examine during the treatment and were asked to complete the questionnaire and student logs. In addition, 6 students were chosen to be the representative of high, moderate, and low proficiency levels in the semi-structured interviews. The data collection tools included a needs analysis questionnaire, MI test, writing ability tests (pretest and posttest), and questionnaires. Data Analysis use the paired-sample t-test which was used to calculate whether the English writing pretest and post-test scores were significant or not. In addition, descriptive statistics including mean score (\bar{x}), and standard deviations (S.D.) were used to calculate students' degree of opinion.

The findings of this study are to the improvement of English writing ability; following implementation of the treatment, students' writing ability appears to have increased accordingly. Students improved significantly in terms of

appropriateness and creativity, while the accuracy of the sentence structure slightly increased. Based on the students' pretest and post-test scores, students with strong verbal-linguistic intelligence tended to have higher post-test scores for writing English in fiction and non-fiction compared to the strengths of other MI. Students with strong interpersonal intelligence also show high post-test scores. While students' responses toward English creative writing instruction using MI theory helped increase their motivation and confidence extent so that can perform it freely without fear. As the results of the interview revealed that all six students expressed positive responses to the instructions and their motivation level appeared to be increased.⁹

3. The third of this research was a thesis with the title, "An Implementation of Alan Maley's proposal on creative writing as a tool for developing writing skills in an EFL tenth graders group at Bravo Paez IED School" by Ruth Damaris Niño Díaz from Distance B.Ed. In English as a Foreign Language, Faculty of Education, Universidad Santo Tomás.

⁹ Chanikan Inprom and Major Ra-shane Meesri, "Effects of English Creative Writing Instruction Using Multiple Intelligences Theory" 13, No. 3 (2018): 55–70.

The type of this research is based on the qualitative research paradigm; however, the research methodology for this study is based on the principles and processes of action research. The research participants consisted of around 30 tenth-grade students. For sampling, 12 of the 30 students in tenth advanced class indicated an interest in participating in the implementation of this creative writing proposal. The data analysis criteria are based on the content analysis approach and narrative analysis. Data collection using instruments in the form of students' writing results, audio-recorded interviews, and journals.

The average student has a positive impact on improving their writing, both the use of vocabulary, lexicon, and accurate grammatical structures. Learners also show an appropriation of the proposed topics while developing each workshop showing improvement in their writing. The results of this research project show that creative writing is a mediation that impacts and extends language learning to EFL students. Then, it can involve a pedagogical contribution to the English

program at Bravo Paez IED School after being able to benefit students from other grades.¹⁰

4. The fourth or last previous research of this research was a journal with the title, “Creative Writing Assignments in a Second Language Course: A Way to Engage Less Motivated Students” by Ekaterina Arshavskaya from English as a Second Language, Utah State University.

The type of this research is grounded in the qualitative methodology approach the research design employed grounded theory. The participants included nine international undergraduate students enrolled in an advanced-level academic writing course offered at a southwestern American university during the fall of 2014. Data analysis proceeded in two stages, the researcher wrote interpretive memos, students’ written assignments and responses, and content analysis.

Overall, the L2 students in this study appreciated the opportunity to participate in creative writing assignments and benefit from this activity. The study concludes that creative

¹⁰ Ruth Damaris and Niño Díaz, “An Implementation of Alan Maley’s Proposal on Creative Writing as a Toll for Developing Writing Skills in an EFL Tenth Graders at Bravo Paez IED School,” *Faculty Education Undergraduate* (2016): 1–130.

writing assignments can be an effective mediational tool for fostering motivation and engagement with writing, and argues it calls for more research in this area. The analysis also demonstrates that creative writing activities based on critical pedagogy enable L2 writers to draw on a variety of sources of knowledge. Finally, the study finding shows that creative writing is effective not only as a learning space for L2 students but also as a way for the instructor to interact with students by commenting on the content of student writing, creating a non-threatening environment for L2 learners to express and develop their ideas in writing.¹¹

H. Systematic Discussion

The systematic discussion in this research paper is divided into five chapters, which will be presented as follows:

CHAPTER I: INTRODUCTION

This chapter provides the background of the research, identification of the problem, statement of the problem, objectives

¹¹ Ekaterina Arshavskaya, 'Creative Writing Assignments in a Second Language Course: A Way to Engage Less Motivated Students', *InSight: A Journal of Scholarly Teaching*, 2015 <<https://doi.org/10.46504/10201506ar>>.

of the research, significance of the research, previous research, and systematic discussion.

CHAPTER II: THEORETICAL FOUNDATION

This chapter consists of the theories related to this research. It covers theories about responses, motivation, free writing and creative writing, linguistic intelligence, surface strategy taxonomy, and previous research.

CHAPTER III: RESEARCH METHODOLOGY

This chapter explains in detail how the study will conduct and analyzed. It clarifies the research method, the place and time of the research, the research population and participants, data collection instruments, the technique of data collecting, and the data analysis technique.

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

This chapter describes the research findings and discussion based on the results of the research.

CHAPTER V: CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research based on the analysis in chapter four for further research.