



## The Relationship Between Students' Creative Thinking Ability & Their Writing Skills of Analytical Exposition Text

Heni Novita Sari<sup>1</sup>, Muhamad Farhan Ramadhan<sup>2</sup>

The Study Program of English Education, The University of Muhammadiyah Prof DR. Hamka

e-mail: [henisalman.17@gmail.com](mailto:henisalman.17@gmail.com)

### Abstrak

Penelitian ini bertujuan untuk menemukan bukti empiris ada atau tidaknya hubungan yang signifikan antara kemampuan berpikir kreatif siswa dengan keterampilan menulis teks eksposisi analitis siswa kelas VIII SMPN 51 Jakarta. Metode penelitian yang digunakan adalah tipe kuantitatif korelasional. Teknik analisis data menggunakan *Person Product Moment*. Populasi dan sampel penelitian ini adalah 190 populasi & 36 responden SMPN 51 Jakarta. Hasil analisis dan perhitungan statistik menunjukkan bahwa  $r_{observed}$  adalah 0,63 dan  $r_{tabel}$  adalah 0,33 pada taraf signifikan 0,05 dengan  $df = 36-2 = 34$ . Ini terbukti bahwa  $r_{observed}$  lebih tinggi dari  $r_{tabel}$  ( $r_o > r_t$ ). Ini menunjukkan bahwa  $H_0$  ditolak dan  $H_1$  diterima, sedangkan hasil uji-t adalah 6,09 lebih tinggi dari  $t_{tabel} = 1,69$  ( $r_o > r_t$ ). Oleh karena itu,  $H_0$  ditolak dan  $H_1$  diterima. Alhasil, ada hubungan signifikan antara berpikir kreatif siswa dengan keterampilan menulis teks eksposisi analitis siswa kelas VIII SMPN 51 Jakarta.

**Kata Kunci:** *Berpikir Kreatif, Menulis, Keterampilan Menulis.*

### Abstract

The research was to find the empirical evidence of whether or not there was a significant relationship between students' creative thinking ability & their writing skills of analytical exposition text for the eight-grade of SMPN 51 Jakarta. The method of the research was correlational quantitative type. The data analysis technique used the *Person Product Moment*. The population & sample of this research was 190 population and 36 respondents of SMPN 51 Jakarta. The finding of the analysis & statistical calculation showed that  $r_{observed}$  was 0.63 and  $r_{table}$  was 0.33 in the significant level of 0.05 with  $df = 36-2 = 34$ . It proved that  $r_{observed}$  was higher than  $r_{table}$  ( $r_o > r_t$ ). It showed that  $H_0$  was rejected and  $H_1$  was accepted, meanwhile the result of t-test was 6.09 which was higher than  $t_{table} = 1.69$  ( $r_o > r_t$ ). Therefore,  $H_0$  was rejected and  $H_1$  accepted. As a result, there is significant relationship between students' creative thinking and their writing skills of analytical exposition text for the eighth-grade students of SMPN 51 Jakarta.

**Keywords:** *Creative Thinking, Writing, Writing Skill*

### INTRODUCTION

Writing is one of the skills besides speaking, listening, and reading. Writing is the act or process of producing and recording words that can be read and understood. Additionally, it is also a vehicle of communication by using both signs and symbols to express diverse languages and emotions.

Writing is a way of communicating in written words. Students can use the printed language to express their ideas on a piece of paper. Related to Shields' opinion (2010), writing is recognized as one of literacy activities that is more complicated than speaking skill because writing process requires different competencies and skills that involve the stages of prewriting, drafting, revising and editing. Writing needs more attention and skills of pouring ideas creatively.

Writing is seemingly complex. According to Richard & Renandya (2002) as in Suparman, L., Marhaeni, A.A.I.N., & Dantes, N. (2013) said that the difficulty of writing is in developing and organizing the ideas using an appropriate choice of vocabulary, sentence and paragraph organization and translate these ideas into a readable text. Strengthened with Rashtchi's opinion (2019), EFL learners often encounter enormous challenges in mastering writing skills, which is essential to learning English. Writing does not only put the words, but we also need to be serious for organizing the ideas correctly.

In Indonesia, a study indicated that students show psychological, linguistic, and cognitive problems in their writing (Rahmatunisa, 2014). Writing is necessary to have the serious treatment given by the teacher. The students need to have both sufficient writing knowledge for their cognitive and linguistic aspects and fun writing learning for their comfortable psychological situations.

Amelia (2020) comments that the students start learning to communicate through written form as they begin to interact with others at collage level. Therefore, after students learn to write, they can learn how to express their thoughts, feelings, to pour their ideas for the written form, and also to increase their vocabulary level. Dealing with Imani's idea (2019), writing is one of the productive skills that need some rules like content, grammar, language use, vocabulary and mechanics. In writing activities, students do not only interact with the written form, but they also need a lot of vocabulary to help them express their ideas. They can also learn more grammar knowledge because writing is also related to grammar.

Moreover, writing has become an important skill that must be mastered by every student, because it can be used for the communication besides speaking activity. From the explanation above, it can be concluded that communication to one another is not only through speaking, but it is also through writing. According to Arni Muhammad (2011:95), verbal communication is using symbols or words by expressing it orally or verbally, or in writing. Therefore, verbal communication refers to the oral or written expression so that the message's recipient can understand it.

Based on the basic competencies of the 2013 English curriculum, the eighth-grade students are expected to be able to write several genres of text. The analytical exposition text is one of the texts that students in the eleventh grade must learn. When writing the text, the students must express and present their opinions or arguments to support the thesis to convince the reader about the work being written. In addition, the practice of writing English is not easy for them because several factors must be taken into account, such as word choice,

grammar, punctuation, sentence structure, coherence, consistency, and other components.

Related to the course of the English language teaching and learning process in SMPN 51 Jakarta, the writer observed some problems there. In this case, it's related with the students' writing skills of analytical exposition texts. While studying about writing, the students had experience both difficulties and confusion. Their understanding of the analytical exposition text was totally weak. students didn't know what to write, and confusedly to arrange their ideas in English. Moreover, they have less time to practice writing consequently. English teachers should also help students to practice their better writing skills.

The students who want to write as well as possible should expand their knowledge by reading a lot to make it easier for them to write anything. Furthermore, another thing that may also be needed in writing is the ability to think creatively. Because to be able to carry out writing activities, the student requires both imagination and creativity. Writing is not only pouring ideas and opinions on a paper, but it also brings how the readers can understand and enjoy the writing itself. Therefore, the ability to think creatively is very necessary for writing. This can encourage good writing. Related to the comments of Putri and Rukiyah (2021:3), writing refers to the productive activity. It doesn't only need to have the understanding from the concept and imagination, but it also needs to have both stable depth and consistency. In the matter of writing activity, the students can convey their ideas and thoughts through writing together with training their ability in creative and critical thinking.

Based on the explanation above, the writer wants to know and to describe The Relationship Between Students' Creative Thinking Ability and Their Writing Skills of Analytical Exposition Text for the Eight Grade Students of SMPN 51 Jakarta.

## **METHODOLOGY**

The study employed a quantitative method as well as a correlational design. It was carried out to discover and describe the relationship between two variables, covering independent and dependent variables-creative thinking ability and writing skills in analytical exposition text. The data instrument used the questionnaire in the form of creative thinking skills and analytical exposition writing test to obtain various data related to students' creative thinking ability scores and their scores of writing analytical exposition text. To obtain the students' scores of creative thinking skills, the writer gave the questionnaire related to creative thinking. Within 30 minutes, participants were given 33 questions. Their writing skills scores of analytical exposition texts were obtained through writing test. In 45 minutes, the participants were asked to write the analytical exposition text (200-250 words in length), freely choosing only one of the five topics provided.

Before analyzing the data, the writer conducted the pre-requisite tests (normality test and linearity test). The Chi Square technique was also used to find out the normality of the data. For the linearity test, the writer also visualized it into

scatter diagram. After doing the pre-requisite test, the writer conducted the correlation test in order to find out whether or not there is correlation between the students' creative thinking ability and their writing skills of analytical exposition text. To analyze the data of this study, the writer used the Pearson Product Moment correlation. To identify the significance between the student's creative thinking (X) and their writing skill (Y), the writer used the significance test by implementing t-test correlation formula.

## RESULTS AND DISCUSSIONS

Having conducted the research, the writer has collected the empirical data of the two variables, they are: the students' creative thinking ability (X) and the students' writing skills of analytical exposition text (Y). Each group of data can be described as follows:

### The Statistics

**Tabel 1. The statistic data of the scores of students' creative thinking (X) and the scores of students' writing skill test (Y)**

No	Statistic	The scores of students' creative thinking (X)	The scores of students' writing skills (Y)
1	Total of Sample	36	36
2	Total score of X and Y	3187	2339
3	mean	89,17	65,13
	Standard deviation (s)	9,32	13,06

### The Distribution Table of Frequency

a. The score of students' creative thinking ability (X)

**Table 2. The frequency distribution table of creative thinking (X)**

No	Interval	Frequency
1	71-76	4
2	77-82	6
3	83-88	6
4	89-94	8
5	95-100	8
6	101-106	4

b. The scores of students' Writing skill of analytical exposition text (Y)

**Table 3. The frequency distribution table of writing skill of analytical exposition text (Y)**

No	Interval	Frequency
1	30-39	1
2	40-49	3
3	50-59	8
4	60-69	10
5	70-79	9
6	80-90	5

Related to the above explanation, the writer also used the Chi-square test ( $\chi^2$ ) to analyze the two variables. Here is the following interrelated interpretation:

a) The normality test for the data of students' creative thinking

**The Chi-square table of the students' creative thinking**

Interval Class	Class limit	Zi	F(Zi)	Wide between Interval Class	Expected Frequency (fe)	frequency observed (fo)	$\frac{(fo-fe)^2}{fe}$
	70.5	-2.00	0.4772				
71-76				0.0641	2.3076	4	1.241
	76.5	-1.36	0.4131				
77-82				0.1519	5.4684	6	0.052
	82.5	-0.71	0.2612				
83-88				0.2333	8.3988	6	0.685
	88.5	-0.07	0.0279				
89-94				0.1878	6.7608	8	0.23
	94.5	0.57	0.2157				
95-100				0.1731	6.2316	8	0.50
	100.5	1.22	0.3888				
101-106				0.0798	2.8728	4	0.44
	106.5	1.86	0.4686				$\chi^2_o = 3.15$

From the Chi-square table above, the result of  $\chi^2_{\text{observed}}$  is around 3.15 and  $\chi^2_{\text{table}}$  is around 7.81 in the significance level of 0.95 with  $df = 6 - 3 = 3$ . Because  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ , it can be concluded the data of their writing skills of analytical exposition text for the eight grade students of SMPN 51 Jakarta is **normally distributed**.

b) Normality test for the data of writing skill

**The Chi-square table of the students' writing skill**

Interval Class	Class limit	Z(i)	F(Zi)	Wide between Interval Class	Expected Frequency (fe)	frequency observed (fo)	$\frac{(fo-fe)^2}{fe}$
	29.5	-2.728	0.4968				
30-39				0.0218	0.7848	1	0.059
	39.5	-1.962	0.475				
40-49				0.0901	3.2436	3	0.018
	49.5	-1.197	0.3849				
50-59				0.2185	7.866	8	0.002
	59.5	-0.431	0.1664				
60-69				0.1616	5.8176	10	3.007
	69.5	0.335	0.1293				
70-79				0.1795	6.462	9	0.997
	79.5	1.100	0.3643				
80-90				0.0829	2.9844	5	1.361
	90.5	1.943	0.4738				$\chi^2_o = 5.44$

From the Chi-square table above, the result of  $\chi^2_{\text{observed}}$  is around 5.44 and  $\chi^2_{\text{table}}$  is around 7.81 in the significance level of 0.95 with  $df = 6 - 3 = 3$ . Because  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ , it can be concluded the data of their writing skills of analytical exposition text for the eight grade students of SMPN 51 Jakarta is **normally distributed**.

Referring to the previous result of the calculation, it found that  $r_{\text{observed}}$  is 0,63 and  $r_{\text{table}}$  in the level significance of 0,05 with  $df = 36 - 2 = 34$  is 0.339. Because  $r_{\text{observed}} > r_{\text{table}}$ , it showed that  $H_0$  is rejected and  $H_1$  is accepted. In other words, there is a significant relationship between students' creative thinking ability and their writing skill of analytical exposition text for the eighth-grade students of SMPN 51 Jakarta.

Based on the calculation above, the writer got the result that the  $t_{\text{observed}}$  is around 6.09 and  $t_{\text{table}} = 1.69$ . It showed that  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$ . Related to this,  $H_0$  was rejected and  $H_1$  was accepted. It can be concluded that there is a significance relationship between students' creative thinking and their writing skill of analytical exposition text for the eight grade students of SMPN 51 Jakarta.

Dealing with these finding, this study was closely related with the previous research concerning with Fostering Students' Critical Thinking Skills Through High-Level Questioning in Analytical Exposition Text written by Muhammad Handi Gunawan, Erma Rahmawati, Didi Suherdi, and Anni Kristanti Yunandami (2022). The findings showed that there were positive implications for the application of high-level questioning in students' critical thinking skills.

Another relevant research dealt with the topic of Exploring EFL Students' Critical Thinking in Writing Analytical Exposition Text: An SFG-Based Analysis written by Indah Nopita (2020). It found out that students need stimulation of critical thinking for writing the argument and giving the strong evidence in analytical exposition text.

## CONCLUSION

Creative thinking ability is one of the factors that affect students' writing ability. What is closely related to students' beliefs is that they can complete several actions or situations. The higher our thinking ability, the students, the more they can overcome obstacles in writing which can continue to improve their writing skills. To validate this assumption, therefore, the writer needs to do this research.

Based on the explanation and the correlation analysis, it showed that  $r_{\text{observed}}$  was around 0.63 and  $r_{\text{table}}$  was around 0.33 in the significant level of 0.05 with  $df = 36 - 2 = 34$ . In other words,  $r_{\text{observed}}$  was higher than  $r_{\text{table}}$  ( $r_o > r_t$ ). As the result,  $H_0$  was rejected and  $H_1$  was accepted. It showed that there is a significant relationship between students' creative thinking and writing skill, From the t-test, it was obtained that the result of  $t_{\text{observed}}$  was around 6.09 which was higher than  $t_{\text{table}} = 1.69$  ( $r_o > r_t$ ). Therefore,  $H_0$  was rejected and  $H_1$  was accepted. It can be concluded that there is a significant relationship between students' creative

thinking and their writing skills of analytical exposition text for the eighth-grade students of SMPN 51 Jakarta.

## REFERENCES

- Amelia, Y. (2020). An Analysis on The Students' Writing Skill in Writing Class. *Journal of English Language and Education*.
- Gunawan, M.H., R. Erma, S. Didi, & Y.K. Anni. (2022). Fostering Students' Critical Thinking Skills Through High-Level Questioning in Analytical Exposition Text. *Indonesian EFL Journal (IEFLJ)*.
- Imani, F. O. (2019). The effect of using hero quest strategy toward the students writing skill of recount text. *Journal English and Education*: <https://jele.or.id/index.php/jele/article/view/48>
- Nopita, Indah. (2020). Exploring EFL Students' Critical Thinking in Writing Analytical Exposition Text: An SFG-Based Analysis. *English Ideas: Journal of English Language Education*.
- Muhammad, Arni. (2011). *Komunikasi Organisasi*. Jakarta: Bumi Aksara.
- Putri, N. N., & Rukiyah, S. (2021). Keefektifan Media Wattpad dalam Pembelajaran Menulis Puisi pada Siswa Kelas X SMK Setia Darma Palembang. *Kredo: Jurnal Ilmiah Bahasa dan Sastra*.
- Rahmatunisa, W. (2014). Problems faced by Indonesian EFL learners in writing argumentative essay. *English Review: Journal of English Education*. <http://journal.uniku.ac.id/index.php/ERJEE>.
- Rashtchi, M. (2019). Scaffolding argumentative essay writing via reader-response approach: A case study. *Asian-Pacific Journal of Second and Foreign Language Education*. <https://doi.org/10.1186/s40862-019-0078-2>.
- Shields, M. (2010). *Essay Writing A Students' Guide*. London: Sage.
- Suparman, L., Marhaeni, A., & Dantes, N. (2013). The Effect of Contextual Teaching and Learning Approach and Achievement Motivation upon Students' Writing Competency for the tenth grade Students of SMAN 1 Keruak In The Academic Year 2012-2013. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha*.