

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study and highlights research gaps that support the value of the current study, research questions, research objectives, the significance of the research, definitions of key terms, and the organization of the thesis.

### 1.1 Background of the Research

The importance of creative writing in English language acquisition is significant. It offers opportunities to explore, learn, and use the language differently from academic writing. In the 21st century education, creativity has also been studied concerning language acquisition, including in the English as a second or foreign language (ESL/EFL) context (e.g., Disney, 2014; Harper, 2016; Pennington, 2016; Tin, 2016; Zhao, 2014). One of the research studies conducted by Tin (2016) focused on the relationship between creativity and the development of complicated and diverse patterns in second-language production by learners. In addition, she contends that recent advances in complex/dynamic theory and emergentism have fundamentally altered our perspective on language, changing it from a 'communicative' to a 'creative' standpoint (Tin, 2016). Therefore, language serves not just as a method of communication but also as a mechanism for generating novel concepts and interpretations, even within the framework of language acquisition.

The development of creative writing in the English language has gained momentum to nurture imaginative expression by motivating students to produce various forms of creative literature, such as narratives or poetry (Chamcharatsri, 2013). *Creativity* is defined as the capacity to generate novel ideas that are both unexpected and comprehensible while also possessing some form of value (Boden, 2001). Demonstrating students' creative abilities within the educational setting is primarily seen in the written texts they generate through their writing proficiency.

Therefore, creativity and writing ability are closely intertwined and indistinguishable. The development of students' creative writing abilities is essential for the incorporation of particular features of the language (especially vocabulary and grammar) and for the development of their language competence; this is because, as stated by Smith, (2013), several motivational tasks should propel EFL students beyond the beginner stage of acquisition. Creative writing is expressing ideas and emotions on a specific subject freely using imagination (Oral, 2012). Creative writing facilitates language development across various domains, encompassing grammar, vocabulary, phonology, and discourse. Students are expected to modify the language in intricate and challenging ways to convey their distinct meanings. By doing this, people inevitably interact with the language more profoundly than most explanatory texts (Craik & Lockhart, 1972).

Moreover, creativity has been established as one of the fundamental components of the curriculum in Indonesian tertiary education. It is emphasized alongside innovation and productivity, aiming to produce exceptional graduates with creative abilities, confidence, and the capacity to excel in global competitions (Indonesian Higher Education Directorate, 2014). Indonesia's 2003 Education for All National Action Plan highlights three aspects of education quality: "skills, fostering of creativity and innovation, and moral elements" (Tobias, et al., 2014, p.12). The Indonesian Ministry of Education and Culture, in its regulation number 19 year 2005, also articulates the need to provide ample space for creativity, initiatives, and independence for students (Tobias et al., 2014). Creativity is also highlighted in the Law on the National Education System (*Undang-Undang Sistem Pendidikan Nasional*) no. 20/2003, which states that education is performed by giving examples, building will and motivation, as well as developing learners' creativity in the process of learning.

Talking into account the importance of creative writing, however, in reality, creative writing is not an easy task for many EFL college students including those from Indonesia. This is because creative writing is a form of creativity involving language in written form (Harper, 2016). Creativity is defined as the capacity to generate novel ideas that are both unexpected and comprehensible while also possessing some form of value (Boden, 2001). It is also strengthened by the fact that

the development of creative writing in the English language has gained momentum to nurture imaginative expression by motivating students to produce various forms of creative literature, such as narratives or poetry (Chamcharatsri, 2013). Therefore, to be proficient in writing EFL college students need to have good knowledge of how to recognize, manage and overcome such things as complexities at the level of a clause, grammatical; from, and unfamiliarity with the use of language since in creative writing they not only learn how to write but also reinforce several aspects of language that they have not completely mastered.

However, some practices could be improved regarding the difficulties found in creative writing. These difficulties relate to the course materials, lousy internet connection, students' motivation, and teachers' unclear explanations when the class was online (Nugraha, 2021); the difficulties in writing a recount text for which the students found difficulties elaborating and exploring their ideas; the lack of grammar and vocabulary (Rizkiyah, 2017); the students' low grammar mastery; students' low vocabulary mastery (Al Azhar & Maolida, 2019). Moreover, (Pineteh, 2013) proposed that numerous factors influence students' creative writing skills; these factors are associated with learners' motivation and low awareness of L2 learning. Moreover, the feedback given by teachers was inconsistent, less analytical, and less evaluative.

In addition, in reality, students still need more writing skills. They encounter challenges in writing due to their limited understanding of genre (Mirna, 2009), diminished motivation resulting from inadequate support (Tesfie, 2017; Zhang, 2018), insufficient focus on the writing process (Jasrial, 2019), and continued use of traditional teaching methods (Kamengko, et al., 2021). Regarding problems in EFL classrooms, teachers must use appropriate methods that coincide with the student's needs and objectives (Yan, 2005). Two methods commonly used for teaching writing in EFL classrooms are the Process-based and Genre-based approaches (Badger & White, 2000; Hyland, 2003). Nevertheless, several scholars contend that these two methodologies still include constraints (Badger & White, 2000; Hyland, 2003; Nordin & Mohammad, 2006). The process-oriented approach results in a repetitive cycle and fails to consider the context of the text and the intended audience (Badger & White, 2000; Hyland, 2003). The genre-based method

is characterized by perceiving learners as passive, which can result in excessive focus on written outcomes and excessive reliance on the teacher.

Based on the previous studies, there was a methodological approach that could potentially cope the problems being encountered, that is, a Process Genre Approach. A Process Genre Approach was one approach that has been proven effective in developing academic writing. A PGA, or Process-Genre Approach, is a methodology that integrates both process and genre methods in language teaching. This approach has been discussed by scholars such as Badger and White (2000), Yanghee & Jiyong (2005), and Yan (2005). The PGA serves as a tool to help students recognize the importance of both the outcome and their writing development (Yanghee & Jiyong, 2005). The PGA can support students in enhancing their writing abilities, emphasizing the outcome rather than solely their writing development (Yanghee & Jiyong, 2005). Multiple studies have investigated the PGA, including those undertaken by Badger & White (2000), Yan (2005), Yanghee & Jiyong (2005), Sari & Saun (2013), Gupitasari (2013), Pujianto et al., (2014), Palpanadan & Ismail (2014), Mujiono (2014), and Utami (2015). Most research has determined that using PGA is advantageous and effective in enhancing students' writing skills.

Moreover, PGA helps students develop writing skills for report text, specifically on the genre knowledge, writing process, and feedback from peers and teachers, observed from the teaching process and schematic structures and linguistic features analysis (Pujianto, et al., 2014). Meanwhile, by using the Process Genre Approach in teaching writing narrative text. The students can write a text step by step and not only write a text but also learn about a text genre in detail. In addition, there were several benefits of using the process genre approach in teaching writing narrative text, such as the student's more straightforward to write a text and the student's ability to make a text in detail (Al Azhar & Maolida, 2019). Meanwhile, all aspects of writing are increased after being taught using the GBA approach. The best-achieved writing aspect was style and quality expression. It assumed the use of words, phrases, sentences, and paragraphs in expressing the ideas were clear and compelling in writing style. In addition, the effectiveness of using the genre-based approach in improving the student's writing skills in the narrative text (Haryanti &

Sari, 2019). PGBA's assistance with cartoon movies has successfully improved students' skills in writing a narrative text (Syafi'i, 2017). Lastly, (Rizkiyah, 2017) emphasized that the result shows that the use of a process-genre-based Approach and YouTube Videos can improve the student's ability to write hortatory exposition texts.

Of all the previous studies, there is one that researched PGA in creative writing. The results obtained after the implementation of the Process-genre approach in Creative writing determined that writing fiction narrative stories contributed to developing learners' imagination; the stages of writing narratives: exposition, conflict, rising action, climax, falling action, and resolution led learners to use varied writing strategies to organize the ideas of the story, and show a more coherent story development. Moreover, the stages from the process-genre approach, namely, developing the context, modeling and deconstructing, joint constructing, and independent constructing, provided learners with scaffolding to write narratives. Each stage showed essential features to have a more organized process. In conclusion, creativity and language development were enhanced in the participants (Paulina, 2021).

However, all of the studies on applying the PGA were on the teaching of writing a creation text type. None of them discussed creativity in the students' writing. Accordingly, this study fills the creativity gap that is still limited in the context of tertiary education in Indonesia by synthesizing the process genre approach with narrative and creative writing. The creativity of the students can be identified from their creative writing skills, including fluency, flexibility, clarity, originality, and elaboration (Starko, 2005; Elashri & Ibrahim, 2013).

Thus, this study aims to investigate the Process Genre Approach to teaching not only the students' narrative writing but also creativity. In particular, the study aims to determine whether the process genre approach can help develop the English as a foreign language (EFL) students' creative writing and narrative at the tertiary level of education in Indonesia and how the students responded to the teaching program.

## **1.2 Objectives of the study**

Based on the explanation in the previous section, the study aimed.

1. to investigate how the Process-Genre Approach can assist EFL learners in producing a narrative text showing creativity.
2. to investigate what the EFL learners involved in this study say about the Process Genre Approach.

## **1.3 Research Questions**

Based on the stated objective, the following research questions can be formulated:

1. How can the Process-Genre Approach assist EFL learners in producing a good narrative text showing creativity?
2. What do the EFL learners involved in this study say about the Process Genre Approach?

## **1.4 Scope of the Study**

This study was limited to discovering activities in PGA that probably helped fifth-semester students develop their ability to write a narrative text and how the process of writing supports the students in creating a good text showing creativity in a creative writing class at a private university in Ende, East Nusa Tenggara Province. A narrative was chosen since it is a type of text that we often find in our life. The purpose of a narrative is to tell a story about a person or group of people, to show how a person or group of people responds to something, to explore social and cultural values in a particular community group, and to entertain the reader or listener: make the reader interested in what is being told (Pardiyono, 2007; Emilia, 2016).

## **1.5 Significance of the Study**

This study is intended to be theoretically, practically, and operationally significant. Theoretically, the findings are expected to enrich the existing theories of teaching writing, especially a Process-Genre Approach (PGA) in teaching

writing a narrative text and creativity. The findings are expected to benefit teachers, other researchers, and policymakers. It is also a guide to improve the practice of writing a narrative text. It guides the teacher in selecting, designing, and using the appropriate approach for teaching English writing.

Meanwhile, operationally, this study can give readers or other researchers input to further study in similar areas with different interests. This research is expected to contribute to teachers who should use GBA in teaching other courses such as academic writing and other English skills courses. For policymakers, especially in education, the study results are expected to give more attention to the education world, such as giving English teachers a chance to improve their teaching methods, attend seminars, training, or continue their studies at post-graduate studies, etc.

## **1.6 Definition of Key Terms**

1.6.1 Writing is a cognitive activity that allows students to delve into their ideas, generate meaning, and evaluate it simultaneously (Alodwan & S.S, 2014).

1.6.2 The writing process, as defined in this study, refers to the sequential steps the writers take. The stages involved in the writing process are pre-writing, writing/drafting, and post-writing. These stages have been proposed by various writing experts such as Britton (1975), Graves (1991), Friedlander (1990), Gibbons (2002), Bailey (2003), and Tompkins (2008).

1.6.3 Creative Writing is a form of creativity involving language in written form. The term 'creative writing' usually refers to two things - the activities done in creative writing and the completed works produced. (Harper, 2016). In the present study, the term creative writing refers to the process and the product. The process means the practice of composing creatively and artistically, while the product means students using their imagination and intellect, and centered upon personal and cultural knowledge (Harper, 2016).

1.6.4 The Process-Genre Approach (PGA) is a methodology that integrates the process and genre approaches with a specific focus on both the finished work and the writing development (Yanghee & Jiyoung, 2005; Badger & White, 2000). The present study adopted the process Process Genre



Approach proposed by Yan (2005) that focused on the product in the form of students' written texts and their writing enhancement, including preparing, modeling and reinforcing, planning, joint construction, independent construction, and revising stages.

#### 1.6.5 Narrative Text

A narrative is a written or spoken narrative that tells a story and aims to entertain or instruct the readers or listeners (Anderson & Anderson, 2003a). In narratives, the writer tells the events of a fictional, non-fictional story, or a combination of both types, in chronological order. In addition, narrative text can be either fictitious or actual story form that contains a series of events in which the story is told and how the context is given as features of the story building (Barwick, 2006). A key to comprehending a narrative is a sense of plot, theme, characters, and events and of how they relate (Rebecca, 2003). In the present study, students written texts based on their imagination, which contains five elements: plot, characters, setting, conflict, and theme. Furthermore, to understand the purpose of the narrative genre, students also identify the written text's schematic structure and linguistic features. Moreover, students used the mind mapping technique to produce their narrative text.

### **1.7 Organization of the Dissertation**

The dissertation is organized into several chapters.

1.7.1 Chapter I: Introduction; it encompasses the background information of the study as well as the particular questions being investigated, the objectives of the study, significance of the study, scope of the study, definition of the terms, and organization of the dissertation.

1.7.2 Chapter II: Literature review; it provides some theories from experts related to the study. They are Creative Writing, Writing, Approaches to Teaching Writing, narrative texts, overview of learning theories, and the importance of comprehending students' writing process in the teaching of writing.

1.7.3 Chapter III: Research Methodology; it examines the study methodology, which encompasses an overview of the methodology, participants, data collection, procedures, data analysis techniques, and triangulation or validity measures.



1.7.4 Chapter IV: Data Presentation and Discussion; it encompasses all the information gathered and analyzed by the writer in the research and interpretation of the data.

1.7.5 Chapter V: Conclusion and Suggestion it provides the study's conclusion and recommendations that other researchers with similar intentions replicate the study in the future.