

CHAPTER II

LITERATURE REVIEW

A. The Nature of Creative Thinking

It has already been discussed how creative thinking can be viewed in the outlined. It may prove simpler to create a clearer understanding of what it is about creative thinking that makes it different, though, by separating it from other types of thinking. The emphasis is now on how writing portrays creative thinking in the literature.

Creative thinking is a thought process that is oriented towards good and correct answers that need to be trained to students because it can help students respond to a problem from various points of view and is able to generate many ideas in solving the problem (Kusumaningrum and Djukri, 2016; Perry and Karpova, 2017). Its mean Creative Thinking is a process when the individual have a problem than looking a different ways of thinking to solve the problem with using a different perspective, concept from the usual.

Furthermore, the researcher has provided some definitions, classifications and the importance of creative thinking to expand our knowledge about creative thinking in detail.

1. The Definition of Creative Thinking

Creative thinking is usually stimulated by structured processes such as heuristic programs or the power to see patterns that are not obvious and by unstructured processes such as brainstorming. Creative thinking can get people to think using different perceptions, concepts. This has a lot to do with different perspectives.

Creative thinking skills are part of higher order thinking skills (HOTS) that students must have (Istiyono *et al.*, 2014). Creative thinking skills are skills to use creative ideas and techniques that are broadly unlimited; create new, useful ideas; describe, reconcile, analyze, and evaluate existing ideas to develop and maximize creative efforts (Putranta and Supahar, 2019). For Howard (2008) creative thinking is a complex cognitive process that involves the ability to move appropriately and easily between an array of thinking

modes mainly analytical and generative. Its mean creative thinking that involves the ability of thinking both analytical and generative. It also affects the thought process for evaluating outcomes and for producing those outcomes.

So based on the explanation above, creative thinking is a skill to use, create, or develop new ideas that are useful for maximizing a complex creative thinking in influencing the ability to think which has 4 aspects namely fluency, flexibility, originality and elaboration.

2. 4 Aspects of Creative Thinking

In relation to the world of education, especially in the learning process in the classroom, cognitively Williams (in De Caroli, 2013) said that there are four abilities that are used as indicators of creative thinking ability included in cognitive factors, namely fluency, flexibility, originality, elaboration. These four indicators can be used as a measure of a person's creative thinking ability. The traditional scoring method involves the indices of fluency (the number of relevant, meaningful responses), flexibility (the number of distinct clusters or categories in the produced responses), originality (statistically infrequent responses), and elaboration (amount of detail and elegance of the responses). Among those, originality is the most essential component of creativity, which is the focus of the present study (Acar *et al.*, 2016; Diedrich *et al.*, 2015)

Indicators of creative thinking to know in detail according to Munandar (2009) are as follows:

- 1) Fluency:
 - a) Come up with many ideas, many answers, many problem solutions, many questions smoothly
 - b) Provide many ways or suggestions for doing things
 - c) Thinking of more than one answer

In fluency, teachers who have a good level of fluency can provide many answers and are able to write down various ideas they have based on problems

related to objects. The more answers given, showed the higher the level of fluency ability of the teachers, in other words, the number of answers is directly proportional to the level of fluency ability.

2) Flexibility:

- a) Generate a variety of ideas, answers, or questions
- b) Seeing a problem from different points of view
- c) Looking for many alternatives or different directions
- d) Able to change the approach or way of thinking

In the ability of flexibility, the teacher is required to be able to see the object from various points of view, so that it allows him to be able to see the difference between the two. This ability certainly be a further consideration for teachers in classifying something according to a certain category, which is based on flexibility ability.

3) Originality

- a) Able to produce new and unique expressions
- b) Thinking of unusual ways
- c) able to make unusual combinations of parts.

The originality ability can be interpreted as the ability to generate new, innovative ideas that have never been thought of or expressed before. Teachers with good originality skills are not only able to provide good solutions, but they are also able to provide solutions that are new and innovative and have never been thought of before by anyone.

4) Elaboration

- a) Able to enrich and develop an idea
- b) Adding or detailing the details of an object, idea, or situation so that it becomes more interesting.

Teachers with good elaboration skills have no difficulty in writing down their reasons, or in describing each idea clearly and logically. The high level of teachers' elaborative thinking ability is not seen from how long the answer

is without paying attention to the substance and relevance of the answer to the answer requested, but the extent to which the teacher is able to provide the right answer by explaining it clearly, in detail, and elaboratively.

Therefore, we can assess and know how something is included in different parts of the indicator as explained above. Then, it can also distinguish between one indicator and another which make it easier to assess the data for each indicator.

So from 4 aspects above we can conclude that Fluency refers to one's ability to produce many ideas, ways, suggestions, questions, ideas, and alternative answers. Flexibility is an ability to generate ideas, answers, and questions that are varied from different perspectives. Originality is an ability to generate ideas to solve problems and create unique and distinctive thoughts. At last, elaboration refers to one's ability to develop ideas along with the details

After all the aspects, the researcher decide to choose 4 aspects that are adapted in the creative thinking test by Dave Briss, there are fluency, flexibility, originality, and elaboration.

3. The Importance of Creative Thinking in Education

The researcher provided some brief explanation about the importance of creative thinking for teacher and for education. Creativity also helps teachers in teaching process in the classroom, so teachers must be able to improve their creativity. A creative teacher can help students to understand the lessons quickly and increase the students motivation in learning, so students can always look forward to the lessons from the teachers. Therefore, creativity also shows that the person is competent to become a professional ideal teacher. Horng *et al.*, (2005) creative students need creative teachers: "only when teachers are willing to create, will students feel unrestrained and encouraged to be creative in the class". Teachers need to be able to mastering the creative thinking skills which are fundamental to EFL teaching. EFL teachers should also to be able to design a new learning environment than

before that do not focus on knowledge but rather to improve students thinking abilities. Developing students creative thinking skills enables them to assimilate information in different ways, apply their content knowledge in diverse manners, solve problems, overcome learning challenges as well as improve their language competences (Seelig, 2012).

For successful creative thinking instructions, teachers have not only the responsibility to comprise a varied menu of creative practices, but also to establish an appropriate creative classroom climate, one that is positive, open and pleasant. Students should feel comfortable, motivated and free to explore and express their opinions (Birdshell, 2013). Kim (2011) suggesting a need for creativity in education. While there are incredible signs of remarkable creation, there is also evidence everywhere we are in need of creativity development. It has been suggested there is a crisis in creativity thinking, with a decrease in creativity thinking scores. The importance of applying the creative thinking process in problem solving, as it would be the ideal strategy in order to develop creativity, as creativity and problem-solving have many similarities. Thus, is applying creative strategies in those processes that require a divergent, productive or idea-generating thinking style and analytical and evaluative strategies in those phases of the process that require a more conventional thinking or a convergent thinking style, aimed at finding a correct answer or its final elaboration.

In this section a distinction between the development of creative skills is made through overcoming the creative thinking barriers as a way to be aware of the internal and external conditioning factors of creativity, and how they are perceived in the educational context. Finally, the most relevant strategies for the development of creative skills are described in order to use them specifically in the educational context, with emphasis on problem solving.

B. The Nature of Profile

1. The Definition of Profile

According to Mulyani (1983: 1) a profile is a side view, outline, or biography of a person or group of the same age. Meanwhile, according to Alwi (2005: 40) a profile is a view of a person. So, a profile is an outline that explains a situation in a person or thing. In this study, what is meant by profile is a description of how the teacher's creative thinking is viewed in terms of his ability.

2. The Definition of Profile of Creative Thinking

Creative thinking skills are cognitive abilities to develop ideas, ideas and to solve a problem. Creative thinking skills are one of the important thinking skills to be developed in the field of education (Türkmen, 2015). Creative thinking skills are also needed for every teacher to help students improve their abilities and maximize creative thinking efforts in problem solving using a variety of ideas. Creative thinking skills also help teachers and students in being creative and innovative which aims to help them be able to face challenges that can always develop both now and later.

C. The Definition of Senior High School EFL Teacher

Based on educational laws, English language teachers are required to have proper academic qualifications that mean the teacher must hold Bachelor degrees in English language teaching and must hold teaching certificates. An EFL teacher is a person who has obtain a teaching qualification for the English language in a teacher education institution, and whose training has been recognized by the award of an appropriate teaching certificate, and by decree he is officially appointed to teach English as a foreign language in accordance with his teaching certificate (Rasyid, 2001:1). In addition, the status of English as a compulsory subject in some primary schools and most secondary high schools and tertiary education in Indonesia demands qualified EFL teachers (Dardjowidjojo, 2000; Jazadi, 2000; Lauder, (2008).

Senior High School EFL Teachers are teachers who teach English as a foreign language in senior high schools in Indonesia, especially in Kayong Utara Regency, West Kalimantan.

D. Previous Related Study

1. Previous Study

Previous studies also showed that the issue of creative thinking is relatively widespread, but they have focused on ways to better teach creative thinking in the classroom in order to teach creative thinking to students. The researcher believes that those researchers can be additional and valuable sources of information.

First, study is from Hana and Hamada (2017) entitled “*Creativity in the EFL Classroom: Exploring Teachers’ Knowledge and Perceptions*” conduct the purpose of the research is to determine how much teachers know about the fundamental ideas of creativity and the skills that go along with it. Additionally, the research looks into how teachers view creativity and how to incorporate it into English as a Foreign Language (EFL) classes. Also teachers have unfamiliarity with the concept of creativity and their lack of the awareness about when students used creative abilities in their courses. In addition to this, teachers also have a lack of understanding about creative thinking skills so they expressed their disagreement about including activities that encourage creative thinking for students.

Second, study based on Aldujayn and Alsubhi (2020) entitled “*Saudi EFL Teachers’ Interpretation toward Creativity*” state understanding EFL teacher attitudes toward creativity would help with planning and evaluating initiatives to foster creativity in classrooms as well as give useful insights into their practices in the classroom. The researcher collected attitudes toward creativity among 85 female Saudi EFL teachers. The study found that the participating teachers had positive attitudes toward creativity but just one teacher who agreed that creativity can be learned, while less teachers believed that creativity can be learned. Creativity is something that is unpredictable and also out of the teacher's

control and this is in line with the common belief out there. For these reasons, the teacher's lack of understanding about general definitions and concepts about creativity.

Third is according to Ni'mah and Sukartono, (2022) entitled "*Upaya Guru dalam Meningkatkan Kreativitas Berpikir Peserta Didik di Sekolah Dasar*" it is known that teachers have several obstacles in improving students' creative thinking because the teacher's ability is still low, teachers are also less creative in making teaching materials, lack of teachers in utilizing technology and lack of facilities and infrastructure. But, to solve the problem teacher have some efforts made by teachers such as respecting the ideas conveyed by students, stimulating students' creativity in learning and respect for questions and answers from students. Therefore, the role of the teacher is very large in triggering the creativity of students, with the creative thinking of students can be high learning motivation is certainly an ease for teachers

Fourth, the previous study from Sela Patriana, Junaidi, Maria Ulfah (2017) conducted the research entitled "*Analisis Kemampuan Berpikir Kreatif Siswa Dalam Proses Belajar Ekonomi Sma Negeri 4 Pontianak*" in West Kalimantan the level of students creative thinking is still considered less and that is because teachers do not understand the creative thinking ability of students. This study aims to determine students' creative thinking skills. The source of data in this study were all XII MIPA 3 class students totaling 38 students. The results show that the most achieved creative thinking skills of students are fluent thinking skills, while flexible thinking skills, original thinking skills, and detailing skills are still very poorly achieved by students. Therefore, teachers must be able to know and develop students' creative thinking abilities by utilizing the learning process and using effective learning methods.

Fifth, the research from Alda Swarni Dewi (2021) entitled "*The Profile Of Efl Teachers' Critical Thinking On Profession Descriptors*" it is revealed that the category of EFL Teachers critical thinking is highly skilled (57,5 %) and concluded that the EFL Teachers critical thinking is proficient in Kayong Utara Regency. It means that the teachers have to improve their practices and improve

their critical thinking, so they can teach and transfer their knowledge for students, because critical thinking is important for students not only for teachers, and also bring a greater impact and benefits for EFL teachers.

By five previous related studies above, the research is interesting in EFL teachers, that is crucial to be conducted to explore the ability and the profile of EFL teachers creative thinking skill in Kayong Utara Regency.