

The Correlation Between Creativity, Cohesive Devices Mastery, and Writing Skill

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Abstract

This study is aimed to determine the correlation between: (1) creativity and writing skill, (2) cohesive devices mastery and writing skill, and (3) creativity, cohesive devices mastery simultaneously, and writing skill. The study used correlational method and was conducted in 28 students of the first semester of English Education of Teacher Training and Education Faculty of Sebelas Maret University in the academic year of 2014/2015 that was chosen by using cluster random sampling. In collecting the data, the researcher used tests: writing test, creativity test, and cohesive devices mastery test. The techniques which were used for analyzing the data were Regression and Correlation both simple and multiple. The results of analyzing data show that (1) there is a positive correlation between creativity and writing skill ($r_{x_1y} = 0.80179$); (2) there is a positive correlation between cohesive devices mastery and writing skill ($r_{x_2y} = 0.856$); and (3) there is a positive correlation between creativity and cohesive devices mastery simultaneously, and writing skill ($R = 0.88201$).

Keywords: correlation, creativity, cohesive devices mastery, writing skill

Abstrak

Penelitian ini bertujuan untuk menentukan hubungan antara: (1) kreatifitas dan kemampuan menulis, (2) penguasaan cohesive devices dan kemampuan menulis, dan (3) kreatifitas dan penguasaan cohesive devices secara bersamaan terhadap kemampuan menulis. Penelitian ini menggunakan metode korelasi dan dilakukan terhadap 28 siswa semester satu di Pendidikan Bahasa Inggris Universitas Sebelas Maret tahun ajaran 2014-2015 yang dipilih melalui metode sampel acak. Dalam memperoleh data, peneliti menggunakan tes, yaitu tes menulis, tes kreatifitas, dan tes penguasaan cohesive devices. Teknik yang digunakan untuk menganalisa data adalah regresi dan korelasi, tunggal ataupun ganda. Hasil penganalisaan data menunjukkan bahwa (1) adanya hubungan positif antara kreatifitas dan kemampuan menulis ($r_{x_1y} = 0.80179$); (2) adanya hubungan positif antara cohesive devices dan kemampuan menulis ($r_{x_2y} = 0.856$); dan (3) adanya hubungan positif antara kreatifitas dan penguasaan cohesive devices secara bersamaan terhadap kemampuan menulis ($R = 0.88201$).

Kata kunci: korelasi, kreativitas, penguasaan cohesive devices, kemampuan menulis

Introduction

Writing is known as an important skill for students' success. Graham and Perin in *Writing Next* state "along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy" (2007: 3). Meanwhile, writing is not easy to master even though in the first language. Writing needs high order thinking skills as well as communicative skills (Scarcella in Li, 2013: 32).

In writing skill, there are internal and external factors that influence. One of the internal factors that influences writing is creativity. Creativity is an ability to create a new combination and to generate idea (Elliot et al., 2000: 318). Thus, creativity makes writers express their ideas. With high creativity, simple idea can be seen as an excellent text and new idea can be developed to become amazing text.

Another variable that influence writing is cohesion. In producing text, writers are not only arranging words but also producing connected ideas to make readers understand. Haliday and Hasan believe that cohesion is important features of good writing (1976). Thus, using cohesive devices is one of the ways to make understandable text.

Writing skill has many influencing factors. The two of them are creativity and cohesive devices that are the variables chosen to be studied. Thus, the purpose of this study is to find out the correlation between students' creativity and writing skill, students' cohesive devices mastery and writing skill, and students' creativity, cohesive devices mastery simultaneously, and writing skill.

Writing skill is known as a complex skill. According to Bell and Burnaby, writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously (Nunan, 1998: 36). The variables in writing consist of content, organization, vocabulary, grammar, and mechanics. These variables determine the quality of writing (Reid, 1993: 246). Then, Brown divides skills that need to be acquired to produce good writing into micro and macro skills (2004: 221). The micro skills of writing include in practicing specific written forms at the level of word or sentences and macro skills emphasize on content and organization (Ur, 1996: 162).

Brown in *Teaching by Principle* adds more explanation about writing. He states that written products are the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally (2001: 335). In other words, writing includes thinking, drafting, and revising processes to produce written product as the final concern. Otherwise, the process is not linear; writers can plan, draft, and edit, but then re-plan, re-edit, and re-revise (Harmer, 2004: 4).

There are many definitions of creativity but there is no one can represent in universal. Drevdahl defines creativity as the capacity of persons to produce compositions, products or ideas of any sort which are essentially new or novel and previously unknown to the producer (cited in Hurlock, 1981: 325). Then, Elliot, et al., add about appropriateness. Creativity means generating novel and appropriate idea (2000: 318). Creativity has central creative features, that are novelty, appropriateness and new. Then, Guilford states that the distinctive aspect of

creative thinking is divergent thinking, which is characterized by, among other things, flexibility, originality, and fluency (Cecco, 1974: 455). In line, Torrance divides the features of creativity into fluency, flexibility, and original thinking (1990, cited in Hu & Adey, 2002).

Many researchers believe cohesion has critical role in language use and communication. Cohesion differentiates a text and a collection of unrelated sentences. According to Halliday and Hasan, a text has features: texture and tie that are provided by cohesion relation (1976: 2). According to McCarthy, cohesion is how the grammar of English offers a limited set of options for creating surface links between the clauses and sentences of a text (1991: 25). Similar definition of cohesion is given by Kafes (2012: 83), cohesion “can be defined roughly as the set of possibilities in the language that allow for the text to hang together”.

Otherwise, Halliday and Hasan have explained cohesion in deep in their book, *Cohesion in English*. Cohesion happens when interpretation of some element in discourse needs another element (1976: 4). Cohesion is expressed partly through the grammar and partly through the vocabulary; it is called cohesive devices. There are five major types of cohesive devices: 1) reference, 2) substitution, 3) ellipsis, 4) conjunction, and 5) lexical cohesion. Then, based on previous research, the most commonly used category of cohesive devices in written text is lexical, conjunction, and reference (Field and Yip, 1992; Johns, 1980; Zhang, 2000, cited in Ghasemi, 2013).

Many studies have been done to investigate the relationship between cohesive devices and writing skill. One of the studies which proves there is correlation between cohesive devices and writing skill is a research conducted by Hamid R.K., Hamed Ghaemi, and Mehdi Alimardani Heravi (2012: 25). Then, the research by George A.Mcculley (1985: 269) finds out that some features of cohesive ties are important for coherence, and coherence has strong relationship with the quality of writing. However, some researchers have investigated the correlation between creativity and academic achievement. The study proves the important of creativity in education come from Meera K. P. and Remya P who investigated the correlation between creativity and academic achievement, and a research conducted by Hajilou, Y., Yazdani, H., and Shokrpour, N. (2012: 131) who investigated the relationship between creativity and lexical knowledge.

Regarding the review of related theories, the present study tends to prove the following hypotheses that happen in students of the first semester of English Education of Teacher Training and Education Faculty of Sebelas Maret University in the academic year of 2014/2015: 1) There is positive correlation between creativity and writing skill, 2) There is positive correlation between cohesive devices mastery and writing skill, and 3) There is positive correlation between creativity and cohesive devices mastery simultaneously, and writing skill.

Research Methodology

The research used correlational method with quantitative approach. In this study, there were two kinds of correlational variables: a dependent variable (Y) and independent variables (X). The independent variables were creativity (X_1) and

cohesive devices mastery (X_2), and the dependent variable was writing skill (Y). The participant of this study was 28 students from the first semester students of English Education of Teacher Training and Education Faculty of Sebelas Maret University in the academic year 2014/2015 which was chosen by using cluster random sampling.

Researcher used test to measure creativity, cohesive devices mastery and writing skill. To measure creativity, verbal creativity test from Munandar (1983) was applied. Then, to measure cohesive devices mastery, the researcher used an objective test in the form of multiple choices. The test was focused on five types of cohesive devices mastery; those were reference, substitution, ellipsis, conjunction, and lexical cohesion. To collect data about the student's writing skill, the students were asked to write 2 paragraphs by using the topic they were interested in. They were instructed to consider content, organization, grammar, mechanics, and vocabulary. The test arranged in three weeks: creativity test in the first week, writing test in second week, and cohesive devices mastery test in third week.

Research Results

In this part, the correlation between students' creativity and writing skill, the correlation between students' cohesive devices mastery and writing skill, and the correlation between students' creativity and cohesive devices mastery simultaneously, and writing skill were presented. Firstly, before the correlation was calculated, the normality test was calculated. The results showed that the data of dependent and independent variables were in normal distribution and came

from normally distributed population. Next, based on regression analysis, the regression of creativity and writing skill was linear and significant. In line, regression of cohesive devices mastery and writing skill was linear and significant. The results mean there is relationship between creativity and writing skill, and cohesive devices mastery and writing skill that make increase and decrease of writing skill followed linearly by increase and decrease of creativity and cohesive devices mastery. According to the regression computation, the regression line of creativity and writing skill was $\hat{Y} = 33.43 + 0.543X_1$. From the regression line, Y value can be predicted if the X_1 value is given. The equation of simple regression means writing skill (Y) will increase 0.543 units when creativity (X_1) is increased by 1 unit. Then, from regression computation, writing skill and cohesive devices mastery had regression line: $\hat{Y} = a + bX = 63.577 + 0.181X_2$. The equation means writing skill (Y) will increase 0.181 unit when cohesive devices mastery (X_2) is increased by 1 unit.

In the calculation of simple correlation, the result of the simple correlation computation between creativity and writing skill was $r_{xy} = 0.8017$ and $t_o = 6.84$. Because t_o was higher than t-table or $6.84 > 1.70$, the coefficient of correlation was significant. To know the contribution of creativity toward writing skill, coefficient of determination was calculated. From the computation, r^2 is 0.643 which means that 64.3% variance of writing skill is determined by creativity and 35.7% variance of writing skill is determined by other factors. In conclusion, there is positive correlation between creativity and writing skill.

In the calculation of simple correlation between cohesive devices mastery (X_2) and writing skill (Y), the result was 0.856. To know the significance, t_o was calculated and compared with t-table. The result was $t_o = 8.46$ and t_o was higher than t_t (1.70) which means coefficient of correlation between cohesive devices mastery and writing skill is significant. The coefficient of determination between cohesive devices mastery and writing skill was 0.734. It means that 73.4% variance of writing skill is determined by cohesive devices mastery, and 26.6% is determined by other factors. In conclusion, there is positive correlation between cohesive devices mastery and writing skill.

Then, in order to find out the correlation between creativity and cohesive devices mastery simultaneously, and writing skill, multiple regression was calculated first. From the calculation it was found that the coefficient of α_0 , α_1 , and α_2 are 49.45, 0.229, and 0.125. Thus, the regression line was $\hat{Y} = a_0 + a_1X_1 + a_2X_2 = 49.45 + 0.229X_1 + 0.125X_2$. From the multiple correlation analysis, it was found that coefficient of multiple correlation (R) was 0.88201. To know the significance, F_o was calculated and consulted to F_t . F_o from the calculation was 43.79, it was higher than F-table (5.57). It means the coefficient of multiple correlation is significant. After that, the coefficient of determination was computed by squaring the coefficient of correlation and transferring to percent value. From the computation, R^2 was 0.7794. It means the sharing of creativity (X_1) and cohesive devices mastery (X_2) in variance of writing skill (Y) is 77.94%. Meanwhile, the 22.06% variance of writing skill (Y) is determined by

other factors. It can be concluded that there is a positive correlation between creativity and cohesive devices mastery simultaneously, and writing skill.

Discussion

A positive correlation between creativity and writing skill shows that creativity is able to support writing skill. Creativity as psychological aspect is needed in the process of writing. This assumption is proved by Scarcella who states that writing involves the writer's employing high-order thinking skills as well as communicative skills, one of them is creativity (Li, 2013: 32). Moreover, creativity influences how persons arrange the knowledge they have. Without creativity, writers will restrict their ideas. Content in writing requires original and appropriate ideas which are the characteristics of creativity. This assumption is proven by Jones and Wyse (2004: 20) that the composition of writing requires considerable amounts of creativity. It can be concluded that writing requires creativity because writing requires ability to think creatively and develop thoughts.

The second result is there is positive correlation between cohesive devices mastery and writing skill. It means cohesive devices influence the writing quality. The contribution of cohesive devices is to differentiate a text from a collection of unrelated sentences becomes comprehensible text. It is because it creates links across sentence boundaries to make the sentence connected. Thus, by using cohesive devices, writer will produce better writing quality that are comprehensible and connected. It is in line with the recent study by Hamid, Ghaemi, and Mehdi (2012). Their research result shows that writing scores

significantly co-varied with the total number of cohesive devices. Moreover, Raimes points out that one of variables that writer has to deal with is organization which include paragraphs, topic and support, cohesion, and unity (1983: 6). Because cohesion is aspect in writing, the mastery of cohesive devices will indicate the writing skill.

The third result is there is positive correlation between creativity and cohesive devices mastery simultaneously, and writing skill. It shows that writing skill is supported by creativity and cohesive devices mastery simultaneously. Writing can be defined as process of thinking, drafting, and revising to produce text that can convey meaning. It means the process and the product from writing has important role (Berlin, 1998, in Kroll, 1990: 25). As a process, writing can be defined as a process of thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly (Nunan, 2003: 88). In this writing process, creativity is needed because creativity is the process of forming ideas or hypotheses, testing hypotheses, and communicating the result (Torrance in Anwar, et al., 2012). Moreover, based on the research result, it clearly shows that students with higher creativity will produce higher writing score. With higher creativity, students easily develop ideas using their knowledge. In the contrary, students in lower creativity will face difficulty in developing ideas and controlling variables that influence writing product. Simultaneously, writing produces written products called text to convey writers' messages. According to Widdowson (1978: 25), text is contextually appropriate when they express propositional development of the discourse as a whole. However, texture and propositional

development are provided by cohesive relation that exists. In short, by ability of using cohesive devices correctly, writers can produce good text that will indicate good writing skill of writer. This is proven by Haliday and Hasan who state that cohesion and coherence are important features of good writing. Then, it is supported by Givon (1983 in Kafes, 2012: 83) who states that cohesive devices, through which cohesion is realized, enable communicators to produce language which is connected, coherent, and relevant to the subject at hand.

Conclusion and Suggestion

Based on the result of the study, it can be concluded that there is correlation between creativity and writing skill, there is correlation between cohesive devices mastery and writing skill, and there is correlation between creativity and cohesive devices mastery simultaneously, and writing skill of the first semester students of English Education of Sebelas Maret University in the academic year of 2014/2015.

Considering the outcome of this study, lecturers are suggested to be aware of students' creativity and cohesive devices mastery. They should make teaching writing as a process not as a result to utilize students' creativity. Writing as process will give students opportunity to develop and enhance their creativity. Moreover, lecturers need to increase students' cohesive devices mastery to improve their writing skill. Another way is giving feedback of the students' writing, especially in the cohesive devices aspect. It will increase students' awareness in using cohesive devices in writing.

Then, for students, they are suggested to be enthusiastic in following the learning process that can arouse their creativity in writing process. Arousing their creativity will give positive effect to their writing skill. In addition, students need to increase their understanding in cohesive devices through practice. By practicing, students will be accustomed to use cohesive devices correctly. The last suggestion is directed to other researchers that there will be other researchers who investigate aspects related to writing skill.

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