
CREATIVE THINKING USING METAPHORIC LANGUAGE TO IMPROVE POETRY WRITING SKILLS

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Abstract

This study aims to examine the extent to which creative thinking skills and the ability to use metaphoric language affect students in improving their poetry writing skills. By taking randomly 176 samples from a student population of 314, data were collected through 3 types of tests and were analyzed by a regression test. The results show that the ability to think creatively has an effect on improving the students' poetry writing skills by 72.9% while the ability to use metaphoric language has an effect of 7.30% on their poetry writing skills. The implications that these effects provide cognitive and practical benefits are also discussed.

Keywords: *Creative Thinking, Metaphoric Language, Poetry Writing Skills, Critical Thinking, Poetry*

INTRODUCTION

Poetry is one of the literary works that has almost been forgotten at this time, specifically in Indonesia. Poetry is considered as work among children and adolescents. Not surprisingly, some scholars have grappled with the term 'poetic thought' in recent years (Page, 2018). In fact, poetry not only shows us new ways of looking at the world, which is true, but can also help us understand the nature of the existence itself, poetry provides opportunities to listen, understand, process, and respond to others, writing poetry as well can help students develop their writing and reflection skills, and also poetry can contribute to the development and growth of counselors in a training (Page, 2018; Apol, 2016; Cronin & Hawthorne, 2019; McNichols & Witt, 2018). In contemporary times, a poet must have the training, practice, extensive oral reading, and publication of poetry that are considered "good" (Lahman, Richard, & Friends, 2018).

Writing poetry is not an easy matter because this skill requires, besides writing skills, also the ability to think creatively and the ability to use metaphoric languages. Writing is a process of changing the shape of mind or wishful meaning which both, thinking and writing, have a significant relationship (Afshar, Movassagh, & Arbabi, 2017) and are not only related to motivational issues but rather to the path to learning (Copping, 2016), including learning to write where creative thinking skills are considered as tools of writing skills, conversely, writing skills are assumed to be tools of creative thinking skills (Ebadi & Rahimi, 2018). The form of activities to convey ideas is very necessary and therefore, creative thinking skills are very necessary because 'creative thinking can create a framework for interpreting events and applying concepts learned' (Hooey & Bailey, 2005), while the delivery of messages, ideas, and opinions to others can be done through writing so that the message can be received and understood.

On the other hand, metaphoric language 'can be chosen by the writer freely without having to, considering the will of the outside himself' (Lustyantie, 2012), 'increasing innovation and comprehensive development of communicative competence' (Pérez, 2018), 'influencing ways of thinking' (Thibodeau, 2016; St. André, 2017), and influence the 'direction of movement in reading and writing' (Zhou, Zhong, Dong, Li, Verguts, & Chen, 2019).

So far, not enough research has tried to investigate how the ability to think creatively and the ability to use metaphoric language can be used as a theoretical basis for improving poetry writing skills. Here, we want to see the extent to which the ability to think creatively and the ability to use metaphoric language influences poetry writing skills. Previous researches only looked at the effect of creative thinking on writing skills, not writing poetry (Copping, 2016; Wang, 2012; Tok, & Kandemir, 2015).

Poetry writing involves a thought process (Gintsburg, 2019; Lahman, et al., 2018; Cross & Holyoake, 2017; Lea, Rapp, Elfenbein, Mitchel, & Romine, 2008), using simple language that includes the content of ideas, the meaning of attitudes and taste, and are integrated so that they require deep interpretation to express and understand them. Thus, it can be said that students' metaphors about writing involve their positive attitude towards writing. According to Thompson (2009), writing with a focus on writing evaluation improves their ability to produce quality writing products. Complicated writing skills to be taught require mastery which is not only a device but also a conceptual and assessment element (Heaton, 1978).

Poetry writing skills certainly require other skills such as the ability to think creatively and critically, the ability to use metaphoric language, vocabulary mastery, and cognitive abilities. In general, writing skills do not need to use the ability to use metaphoric language because this ability does not become a fundamental assessment in writing skills in general. Writing, in general, means systematically organizing ideas and expressing them explicitly (Akhadah & Sakura, 2016). Another case with poetry writing skills that use beautiful language and using jewelry (Kosasih, 2014; LaBonty, 2015). So, if this is observed then we cannot deny that writing poetry is a skill that is more difficult to compare with general writing skills.

The skills in question are not only related to students' skills in compiling and writing written symbols, but also expressing thoughts, opinions, attitudes, and feelings clearly and systematically so that they can be understood by the person reading them, as s/he intended. Writing is one of the skills that is very difficult for students (Istiara & Lustyantie, 2017), especially in learning to write. Someone said to be skilled in writing if s/he can understand and master things that are physical and mental in nature to what s/he does

Indeed, the ability to think creatively can enable students to solve problems, socialize creatively to one's environment and background, and provide students the ability to analyze text content (Çetinkaya, 2014; Humble, Dixon, & Mpofu, 2018; Hürsen, Kaplan, & Özdal, 2014). However, poetry writing skills do not only prioritize explicit meanings but rather how the language they use becomes beautiful through the metaphoric languages

and requires creativity in thinking. Thus, writing skills are the process of changing the form of thoughts or dreams or feelings into symbolic forms or signs or writings that are meaningful.

METHOD

This research was conducted at the SMA Negeri 2 Palopo, South Sulawesi. By applying regression techniques, this study took 176 random samples from a population of 314 students in the 2017/2018 academic year. We applied three types of tests to measure the three variables, namely creative thinking, metaphoric language abilities, and poetry

writing skills. In assessing the three variables, we applied several indicators and assessment rubrics. Assessment indicators for creative thinking focused on fluency in expressing ideas, flexibility in expressing ideas, originality of ideas, and elaboration of ideas. For metaphoric language assessment indicators, we emphasized 18 indicators such as Simile, Metaphor, Personification, Paradox, Hyperbole, etc., while for indicators of poetry writing skills, we emphasized diction, rhyme, teaching, style, content, and mandate. Data were analyzed with descriptive and inferential statistics namely regression coefficients.

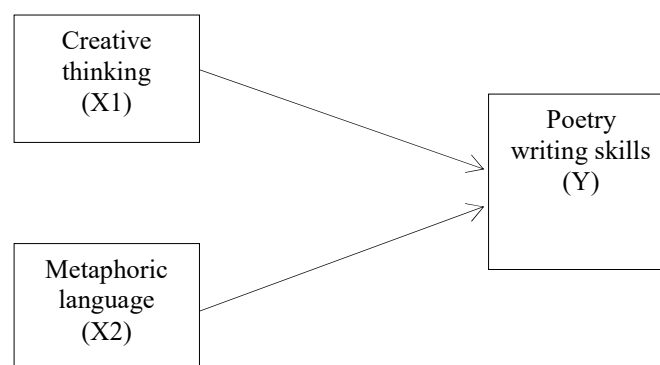


Figure 1. The influence model

Based on the design in Figure 1, we construct the following hypothesis.

1. There is an influence of creative thinking ability (X1) on poetry writing skills (Y)
2. There is an effect of metaphoric language mastery (X2) on poetry writing skills (Y)

Here is a statistical hypothesis for the relationship between variables.

First hypothesis

$$H_0: \beta_{y1} \leq 0$$

$$H_1: \beta_{y1} > 0$$

Second hypothesis

$$H_0: \beta_{y2} \leq 0$$

$$H_1: \beta_{y2} > 0$$

RESULTS AND DISCUSSION

Results

Based on the results of the calculation of descriptive statistics with the help of SPSS it was found that the variable of creative thinking ability had an average value of 72.32 with a standard deviation of 5.648; median value of 73; and mode value of 74. The following is the frequency distribution for the creative thinking variable as shown in table 1 below.

Table 1. Descriptive Statistics of Creative Thinking

Statistics		
X2		
N	Valid	176
	Missing	0
Mean		72.3182
Median		73.0000
Mode		74.00
Std. Deviation		5.64886
Variance		31.910
Range		33.00
Minimum		55.00
Maximum		88.00
Sum		12728.00

The following table 2 is the variable frequency distribution of creative thinking abilities. The table shows that from 176 students there were 31 variations

in grades with the lowest score of 55 as many as 1 person, with a percentage of 0.6%. While the highest value of 88 was 1 person with a percentage of 0.6%.

Table 2. Variable Score Frequency Distribution of Creative Thinking Ability

	Freq.	Per.	Valid Per.	Cum. Percent
	55.00	1	.6	.6
	56.00	1	.6	1.1
	57.00	1	.6	1.7
	59.00	1	.6	2.3
	60.00	2	1.1	3.4
	61.00	2	1.1	4.5
	62.00	3	1.7	6.3
	63.00	2	1.1	7.4
	64.00	2	1.1	8.5
	65.00	4	2.3	10.8
	66.00	4	2.3	13.1
	67.00	6	3.4	16.5
	68.00	9	5.1	21.6
	69.00	10	5.7	27.3
Valid	70.00	12	6.8	34.1
	71.00	13	7.4	41.5
	72.00	13	7.4	48.9
	73.00	13	7.4	56.3
	74.00	15	8.5	64.8
	75.00	10	5.7	70.5
	76.00	13	7.4	77.8
	77.00	10	5.7	83.5
	78.00	8	4.5	88.1
	79.00	8	4.5	92.6
	80.00	5	2.8	95.5
	81.00	3	1.7	97.2
	82.00	1	.6	97.7
	84.00	1	.6	98.3

85.00	1	.6	.6	98.9
87.00	1	.6	.6	99.4
88.00	1	.6	.6	100.0
Total	176	100.0	100.0	

From the results of the analysis and the calculation process carried out on the direct

influence part of the variables, the results can be summarized as shown in Table 3.

Table 3. Influence between Variables

No.	Direct influence	Corr. coe.	T _{count}	t _{table}		Sig
				0,01	0,05	
1	X ₁ towards X _y	.199	5.112	1,654	2.348	Sig
2	X ₂ towards X _y	.723	16.93 2	1.654	2.348	Sig

The results of the analysis with SPSS found that the metaphoric language mastery variable had an average value of 75.3 with a standard deviation of 5.744; a median

value of 75 and a mode value of 75. The following table 4 displays the frequency distribution for metaphoric language abilities.

Table 4. Descriptive Statistics of Metaphoric Language

Statistics	
X3	
N	Valid 176 Missing 0
Mean	75.2841
Median	75.0000
Mode	75.00
Std. Deviation	5.74496
Variance	33.005
Range	37.00
Minimum	56.00
Maximum	93.00
Sum	13250.00

Table 5 below shows that from 176 students there were 31 variations in grades with the lowest score of 56 as many as 1

person, with a percentage of 0.6%. While the highest value is 93 as many as 1 person with a percentage of 0.6%.

Table 5. Frequency Distribution of Variable Scores for Metaphoric Language Capabilities

	Freq.	Per.	Valid Per.	Cum. Percent
56.00	1	.6	.6	.6
57.00	1	.6	.6	1.1
58.00	1	.6	.6	1.7
59.00	1	.6	.6	2.3
60.00	1	.6	.6	2.8
61.00	1	.6	.6	3.4
64.00	1	.6	.6	4.0
65.00	1	.6	.6	4.5
66.00	2	1.1	1.1	5.7
67.00	2	1.1	1.1	6.8
68.00	2	1.1	1.1	8.0
69.00	7	4.0	4.0	11.9
70.00	7	4.0	4.0	15.9
71.00	9	5.1	5.1	21.0
72.00	12	6.8	6.8	27.8
73.00	13	7.4	7.4	35.2
74.00	16	9.1	9.1	44.3
75.00	18	10.2	10.2	54.5
77.00	14	8.0	8.0	62.5
78.00	14	8.0	8.0	70.5
79.00	11	6.3	6.3	76.7
80.00	12	6.8	6.8	83.5
81.00	11	6.3	6.3	89.8
82.00	5	2.8	2.8	92.6
83.00	4	2.3	2.3	94.9
84.00	3	1.7	1.7	96.6
85.00	2	1.1	1.1	97.7
86.00	1	.6	.6	98.3
87.00	1	.6	.6	98.9
89.00	1	.6	.6	99.4
93.00	1	.6	.6	100.0
Total	176	100.0	100.0	

Table 6 below shows the variable of poetry writing skills has an average value (mean) of 83.16 with a standard deviation

value of 6.073; a median value of 83; and the mode value is 81.

Table 6. Descriptive Statistics of Poetry Writing Skill

Statistics	
Y	
N	Valid 176 Missing 0
Mean	83.1591
Median	83.0000
Mode	81.00
Std. Deviation	6.07362
Variance	36.889

Range	31.00
Minimum	67.00
Maximum	98.00
Sum	14636.00

The following table shows the frequency distribution as seen in Table 7.

Table 7. Frequency Distribution of Variable Score for Poetry Writing Skills

	Freq.	Per.	Valid Percent	Cumulative Percent
67.00	1	.6	.6	.6
68.00	2	1.1	1.1	1.7
69.00	1	.6	.6	2.3
70.00	2	1.1	1.1	3.4
71.00	3	1.7	1.7	5.1
72.00	4	2.3	2.3	7.4
74.00	3	1.7	1.7	9.1
75.00	2	1.1	1.1	10.2
76.00	4	2.3	2.3	12.5
77.00	3	1.7	1.7	14.2
78.00	8	4.5	4.5	18.8
79.00	6	3.4	3.4	22.2
80.00	14	8.0	8.0	30.1
81.00	16	9.1	9.1	39.2
82.00	11	6.3	6.3	45.5
83.00	10	5.7	5.7	51.1
Valid 84.00	14	8.0	8.0	59.1
85.00	12	6.8	6.8	65.9
86.00	6	3.4	3.4	69.3
87.00	9	5.1	5.1	74.4
88.00	8	4.5	4.5	79.0
89.00	13	7.4	7.4	86.4
90.00	8	4.5	4.5	90.9
91.00	4	2.3	2.3	93.2
92.00	4	2.3	2.3	95.5
93.00	2	1.1	1.1	96.6
94.00	2	1.1	1.1	97.7
95.00	1	.6	.6	98.3
97.00	1	.6	.6	98.9
98.00	2	1.1	1.1	100.0
Total	176	100	100.0	.0

The statistical test results obtained after conducting an analysis are used as a basis in answering hypotheses and drawing conclusions in this study. An explanation of the answers to these hypotheses can be described as follows.

From the calculation data for the preparation of the regression equation model between poetry writing skills and the

ability to think creatively obtained regression constant $a = 7.617$ and the regression coefficient $b = 1.045$. Thus the relationship of the simple linear regression equation model is $\hat{Y}_V = 7,617 + 1,045X_2$. Before the equation model is further analyzed to be used in concluding, it first tests the significance and linearity of the regression equation. The results of the calculation of significance and linearity are

arranged in the ANOVA table as shown in table 8 below.

Table 8. ANOVA for Linearity Test and Significance of Regression Coefficients

			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			6163.797	30	205.460	102.114	.000
Y	Between	Linearity	6093.095	1	6093.095	3028.293	.000
*	Groups	Deviation					
X		from	70.703	29	2.438	1.212	.229
2		Linearity					
Within Groups			291.748	145	2.012		
Total			6455.545	175			

Based on the table, in the Deviation from Linearity row, the value of $F = 1.212$ with a significance value of 0.229 is greater than the value of $\alpha = 0.05$ then the estimated point distribution forming a linear line can be accepted.

From the calculation data for the preparation of the regression equation model between poetry writing skills and language style mastery, regression constants $a = 12.564$ and regression

coefficient $b = 0.938$ are obtained. Thus the relationship of the simple linear regression equation model is $\hat{Y}_Y = 12,564 + 0,938 X_3$. Before the equation model is further analyzed to be used in concluding, then the significance and linearity test of the regression equation are first performed. The significance and linearity calculation results are arranged in the ANOVA table as shown in table 9 below.

Table 9. ANOVA For Linearity Test and Significance of Regression Coefficients

ANOVA Tabel							
			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			5287.069	30	176.236	21.870	.000
Y	Between	Linearity	5078.703	1	5078.703	630.232	.000
*	Groups	Deviation					
X3		from	208.366	29	7.185	.892	.629
		Linearity					
Within Groups			1168.477	145	8.058		
Total			6455.545	175			

Based on the table, in the Deviation from Linearity row, the value of $F = 0.892$ with a significance value of 0.629 is greater than the value of $\alpha = 0.05$, then the distribution of points estimated to form a linear line is acceptable.

Discussion

The results of the first hypothesis analysis produced findings that the ability to think creatively positively influenced the skills of writing poetry. Increased ability to

think creatively will result in increased poetry writing skills by 72.9%. As has been explained that poetry writing involves a thought process in which 'the thought process in writing demands various potentials such as mastering vocabulary and organizing ideas' (Gebhard, 2006) and 'providing a new framework that expands the way we think about human practice in creative writing' (Freiman, 2015). Creative thinking involves the ability of imagination and analysis of an object. A poet certainly

needs a critical or creative thought process in compiling ideas in each verse of his poetry. By applying creative or critical thinking processes, the writing process can take place smoothly by 'using a variety of languages and thinking more critically or creatively in the use of language' (Liu & Stapleton, 2018), conversely, 'the practice of creative writing and knowledge of narrative construction can encourage creative thinking and self-reflection' (Adsit, 2017; Copping, 2016; Leeke, 2019).

Writing, like poetry, is a form of thought and value possessed by someone. Forms of thought and values are represented through everyday attitudes and behaviors, both observed and unobserved. Poetry writing involves a strong imagination, 'fantasy, and relaxation process that is very helpful in the process of creative thinking and creative writing' (Hershey & Kearns, 1979), even in children with disabilities (Jaben, 1983). Attitudes and 'behavior in writing can also enhance creative thinking in writing' (Calkin, 2018), and things like this are needed when writing a poem. Thus, Stukenberg (2016) shows that 'the practice of creative writing is very closely related to the habits of thinking of a writer and the habits of thinking of a writer transmitted through creative writing exercises also reveal key skills and other ways of thinking.'

Writing poetry shows one's ability to enter the realm of deep imagination and what is obtained in the imagination can be expressed in written form. This requires a creative or critical thinking process to penetrate it and tell all events in each line of poetry as real and meaningful. So, there is a collaborative process between creative or critical thinking and creative writing

skills such as poetry. Habens (2015) shows that his ability to write creatively and think creatively or critically enables him to explore the storyline, image, and historical authenticity of an abstract story. This is also in line with what is shown by Mehta & Al-Mahrooqi (2014) that 'the use of critical thinking skills can incorporate imaginative things into one's writing, and this can be useful both in academic contexts and as lifelong skills'.

From the analysis of the second hypothesis, it was found that mastery of metaphoric language had a positive effect on poetry writing skills. Based on these findings it can be concluded that poetry writing skills are positively influenced by the mastery of metaphoric language. Increased mastery of metaphoric language will result in increased poetry writing skills by 7.30%. In mastering poetry writing skills, in addition to mastering vocabulary, a person also needs mastery of the use of metaphoric language which is an embodiment of the use of language and a writer in presenting ideas and which has certain effects for his listeners or readers. Metaphoric language can animate sentences and give sentence motion. Poetry language is a metaphorical or figurative language so that the use of language style becomes a determining factor in completing the beauty and meaning of the poem written. Hoang & Boers (2018) shows that the use of 'the proportion of metaphorical language (style of language) can compose an essay writing and that the positive relationship between proficiency and the quantity of metaphorical expression applies exclusively'. Burrell & Beard (2017) also show that children's tendencies to manipulate the form, meaning, and use of language (language

play) can be channeled more explicitly into teaching and learning to write.'

It turns out, 'combining the activities of reading and writing poetry in the process of engagement with language in an imaginative and linguistic style (metaphorically) also seems to be able to offer a strong explanation for the benefits of therapy' (Soter, 2016). This shows that not only is the influence of mastery of style on poetry writing skills, but the use of metaphoric language in a poem that is read and written can also provide therapeutic benefits for health, which although research in marketing science shows that metaphoric language (style of language) does not offer significant advantages in terms of persuasive power (Wu, Shen, Fan, & Mattila, 2017), both in oral and written form, except for buyers who have the knowledge that the seller also has expertise in the field of the object it offers (Packard & Berger, 2017). The difference in conditions like this, between the fields of health and marketing, is certainly also different from the field of language skills such as writing poetry in terms of the use of metaphoric language. The use of metaphoric language in poetry refers more to imaginative attitudes and behaviors that aim to convey meaningful messages and an abstract world as if it were real and alive. Besides, the meaning and beauty of poetry that is read or heard can be a therapy for health. On the other hand, the marketing field certainly prioritizes politeness in speaking which may also be expressed through the use of metaphoric language, however, the main purpose of marketing in using written or spoken language is to give the impression of persuasion and real conditions as they are even though use language that is metaphorical to attract its customers.

Furthermore, the figurative language is also a means to express the social dimension, is a negotiated relationship between several writing practices, social interaction with peers and teachers, and the work of objects and artifacts in the writing process, and is a metaphorical writing that can be improved through direct contact with nature or with natural spaces. (Delfino & Manca, 2007; Goff & Rish, 2019; Gardner & Kuzich, 2017). That is, mastery of poetry writing skills is greatly supported by mastery in the use of figurative languages which can substantively provide a wealth of poetic meaning written from social and natural situations and conditions.

CONCLUSION

Writing skills are strongly influenced by one's creative thinking ability because writing poetry involves a thought process that is also a way of thinking and which aims to broaden the style of thinking. Besides, one's ability to use metaphoric language which is an embodiment of the use of language greatly supports the skills of writing poetry. A metaphoric language can animate sentences when the sentence is sounded when reading poetry.

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