CHAPTER I

INTRODUCTION

This chapter informs the research that deals with the background of the research, identification of the issue, focus of study, research questions, aims of the research, theoretical foundaation, previous research, frame of thought, and research method.

1.1 Background of the Research

Language is a window that opens the world of human thought and expression. Through language, we not only convey messages, but also form relationships, strengthen cultural identity, and create shared meaning. Language is not just a set of fixed rules and structures but rather a dynamic and adaptive skill that is shaped by the social context in which it is used (Markov et al., 2023 p. 10). There are varioustypes of language, spoken and written. Spoken and written language can relate to each other (Alsaawi, 2019, p. 195). Spoken and written language have differences in grammatical structure because speaking and writing activities are different purposes and functions.

Writing is a vital skill, but it is often faced with various complex challenges. Most students have mindset that writing is a difficult activity (Kristiana, 2021, p. 72). Many students find writing is difficult. They think this is not an easy thing to do. From thinking about what to write to putting those thoughts into words, they face difficulties every step of the way. Starting with an initial idea can be difficult because they may not know where to start or how to organize their thoughts. Once they have an idea, putting it into words can also be a struggle. Finding the right words and expressing yourself clearly may be difficult for many students. Some students may feel stuck or unsure about the right way to convey their thoughts effectively. The journey from having an idea to successfully putting it into writing presents significant challenges for students, impacting their overall experience of the writing process. However, many students face challenges, especially when

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composing descriptive texts. Students often face difficulties, especially in composing descriptive text. Descriptive writing requires attention to detail and the ability to paint a clear picture with words.

In descriptive text, the writer uses words to create a clear and detailed picture. This descriptive text can describe a friendly character, a beautiful place, or something interesting. Descriptive text functionally used to describe something in a detail so that the reader can understand even imagine the thing that described even though they have not seen it before (Apsari, 2019, p. 3). Descriptive text paints a detailed picture of something. Its main function is to describe things in such a way that it is clear to the reader. In this text, the object can be concrete or abstract object and containing two components, identification and description by which a writer describes a person, or an animal, or a house as his topic. (Karima, 2023, p. 7). Descriptive text can help us understand and imagine things better. When write descriptive text, we basically do two main things, namely finding out what the object or something is (identification) and then telling everything to the reader (description).To increase reader appeal, descriptive text can be presented through the media. Using learning media is a smart step for teachers, especially for writing teachers. One example of media is posters. In implementing descriptive text into posters, high creativity is needed especially creative writing

Creative writing is a type of writing activity that does not only involve the mastery of knowledge but also the power of creativity in producing distinctive and original writing (Rini, 2020, p. 51). Creative writing means using creativity to produce unique and original writing. In this type of writing, creative writing means exploring thoughts, feelings, and ideas in a unique style. Creative writing is the art of sorts, the art of making things up. (Kumar, 2020, p. 78). It is expre. ssing something in a creative and imaginative way. In essence, creative writing is letting creativity flow. The results of creative writing show the competence of students' creations in the cognitive stage to explore ideas to produce their writing (Rini, 2020, p. 51). The results of creative writing, basically we highlight what students create with their minds.

It is like a piece of work that reveals how well students are at exploring ideas and bringing those ideas to life through student writing. To be able to write creatively and to overcome the problems above, requires a growth mindset.

In creating new things, the way we think is very important. This is called growth mindset. A growth mindset is beneficial for learning processes and the development of students (Harnisch et al., 2019, p. 15). When we talk about a growth mindset, we are talking about the belief that abilities and intelligence can be developed through effort, learning, and persistence. This mindset encourages students to accept challenges, learn from criticism, and see setbacks as opportunities for growth. Students with a growth mindset approach assignments with the belief that they can improve and develop their skills over time. This positive attitude not only increases their motivation but also fosters resilience in facing challenges. Instead of seeing difficulties as obstacles, students with a growth mindset see difficulties as efforts to improve. Additionally, a growth mindset makes a significant contribution to a student's overall development. This shapes their attitude towards learning, instilling curiosity and a willingness to take on new challenges. Students with a growth mindset are more likely to explore new ideas, seek opportunities to learn, and persevere in the face of obstacles. In classrooms that foster a growth mindset, the focus shifts from simply achieving grades to the broader goal of acquiring knowledge and skills. Teachers play an important role in cultivating a growth mindset.

Growth mindset is very fundamental to an individuals' thought because mindset might play an important role within the goal-setting of language learners and it shape students' responses, acts, and independence of their actual intellectual ability chiefly while learning English (Dewi, 2021 p. 2). A good and growth mindset is really needed by students, especially in writing descriptive texts so that they will produce creative writing. That is the reason why it is important to instill this mindset in students. The relationship between student mindset and creativity is people with growth mindset are more likely to seek out diverse forms of feedback , where enhance their creativity development (Deng, W. et al., 2022, p.1). People with a growth

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mindset see feedback as a way to learn and grow. They can discover new perspectives and ideas that help them think more creatively. This willingness to listen to advice and make changes allows them to develop their skills further and come up with original solutions to problems. As a result, their creativity continues to grow, as they are open to trying new approaches and learning from their experiences. The aim of this research is to describe the level of each student's growth mindset and the differences in making descriptive text posters at Junior School 6 Cirebon City.

Some cluster of previous research for example focus on growth mindset and creativity such as "Exploring te Roles of Teachers' Creative Self-Efficacy and Growth Mindset in Predicting Teaching for Creativity : focus on EFL Teachers" (Fathi et al., 2023). The limitations of this research include that the results were onlyobtained from quantitative self-report measured may also not reflect the true level of the construct being investigated , using qualitative measures, or mixed methods design, future researchers may be able to explain more about thid associations between these constructs. Next research is "From Implicit Theories to Creative Acievements: The ediating Role of Creativity Motivation in the Relationship between Stereotypes, Growth Mindset and Creative Achievement" (Li et al., 2020). A limitation of this research is that the commands in this research are not the same as those used in previous research so it is difficult to isolate a concise explanation. Future research should determine the influence of age, nationality,or factors domain familiarity.

This research will later describe the differences between each level of growth mindset and student creativity in writing descriptive texts in the form of posters for junior high school students. And this research was conducted to see whether there were challenges at each level of growth mindset with student creativity in writing descriptive texts in poster form. Based on the importance of Growth Mindset and Writing Creativity coupled with the phenomenon of weak writing creativity, researchers are interested in conducting research entitled "Student Growth Mindset in Supporting Writing Descriptive Text Creativity"

1.2 Identification of the Problem

This research refers to the problems weak writing creativity where students show limited imaginative and expressive abilities when composing descriptive texts. To overcome this problem, a growth mindset is needed in students. A growth mindset, characterized by a belief in one's ability to develop and improve intellectually through effort and resilience, has the potential to foster creativity among middle school students. This problem underscores the need for a growth mindset that empowers students to see challenges as opportunities to grow, thereby unlocking their creative potential.

1.3 Delimitations and Focus of the study

This research focus on determine the differences between each level of growth mindset and student creativity in writing descriptive texts in the form of posters for junior high school students. And this research was conducted to see whether there were challenges at each level of growth mindset towards students' creativity in writing descriptive texts in the form of posters in the context of junior high school education. By concentrating on the descriptive text genre, this research aims to see how the level of each growth mindset can influence the imaginative and linguistic aspects of students' writing in the junior high school environment. The limitations of this research are limited to grade 8 students at SMP Negeri 6 Cirebon City.

1.4 Research Question

This section contains of two research questions. The areas of investigation will be formulated in the following research questions :

1) How are student growth mindset levels in student descriptive text creativity?
2) What are the challenges for students' creativity in writing descriptive texts based on the growth mindset levels?

1.5 Objectives of the Research

This section contains of two objectives of the research . Based on the research question, the following objectives of the research are formulated to giide this research :

1) To determine the level of growth mindset in student descriptive text creativity of grade 8 students at Junior School 6 Cirebon City

2) To determine the challenge for students' creativity in writing descriptive texts based on the growth mindsets level at Junior School 6 Cirebon City grade 8

1.6 Significance of the Research

This section contains significance of the research consist of benefits for teachers, benefits for students, and benefits for other researcher. This research has the following benefits:

1.6.1 For teachers

By understanding that each student has a different Growth Mindset, it is hoped that teachers can pay more attention to students' Growth Mindsets, especially students who have a low growth mindset and involve students' activeness in learning writing descriptive text.

1.6.2 For students

Students can better understand their own growth mindset tendencies, recognizing areas where they may need to cultivate a stronger belief in their ability to thrive.

1.6.3 For other researchers

This study opens avenues for further exploration into factors influencing writing creativity beyond the scope of this research. Future researchers are encouraged to investigate additional variables to deepen understanding of growthh mindset and writing creativity of students.

1.7 Theoritical Foundation

This section contains theoretical foundation of the study. In this study consist of growth mindset, student creativity, and writing creativity.

1.7.1 Growth Mindset

Having a Growth Mindset is like having a key to success in school and work. It means believing that you can get better at things through effort and practice. Growth Mindset is one of the determinants of a person's success

in study and career (Kamriana et al., 2022, p. 7). It means believing that you can get better at things through effort and practice. When you think this way, it helps you do well in your studies and future job because you're open to learning and improving. So, having a Growth Mindset is like having a special tool that makes it easier for you to succeed in what you do. This study investigates the growth mindset among eighth-grade students in seven junior high schools located in Cirebon. Growth modeling is employed to analyze the progression of students' growth mindset along with its associated factors namely creative thinking.

In a growth mindset, students are directed to view challenges and failures as opportunities. A growth mindset allows students to see challenges and failures as separate from their actual competency or personality, therefore students with a growth mindset tend to benefit from mistakes and feedback, seek help when they need it, and learn from failure (Dweck, 2017). This reflects a positive approach to self-development, where students do not feel hampered by shortcomings, but instead see them as a step towards better development. Thus, mistakes and failures are considered a normal part of the learning process that can bring them closer to the desired success.

This means we are not born with fixed intelligence, but our abilities can develop over time through proper effort and dedication. The growth mindset is the belief that intellectual ability can be developed (Yeager et al., 2021 p.2) With this mindset, we see failure and difficulties as a natural part of the learning process, not as a sign that we are incapable. This gives us the motivation to continue trying and improving ourselves, because we believe that we have the ability to grow and develop throughout life.

The opposite of a growth mindset is a fixed mindset. In the concept of a fixed mindset, also known as the entity theory of intelligence, refers to the personal belief that a person has a predetermined range of skills, talents and abilities (Terblanche et al., 2021, p. 201). With this mindset, individuals tend to view their abilities as fixed and unable to develop. They tend to avoid challenges or feel hopeless when faced with difficulties, because they believe

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that success depends on their intelligence or unchanging natural talents. As a result, they may not fully utilize feedback or learn from mistakes, because they perceive them as indications of underlying deficiencies. This can hinder their ability to develop and reach their full potential in various aspects of life.

So, growth mindset and fixed mindset are different. A growth mindset is the belief that one's skills and qualities can be cultivated through effort, good strategies, and support from others, as opposed to a fixed mindset that supposes them to be determined at birth. (Dweck 2016). People with a growth mindset tend to see challenges as opportunities to learn and grow, while those with a fixed mindset may avoid challenges because they fear failure or feel that effort will not change the outcome. A person's mindset can influence various aspects of life, including academic achievement, career, and personal relationships. By adopting a growth mindset, individuals can be more motivated to work hard, learn from criticism, and persevere in the face of adversity, which can ultimately lead to greater success and self-satisfaction. Changing your mindset from fixed to growth is not always easy, but with awareness and practice, it is achievable and has a significant positive impact.

1.7.1.1 Indicators

Each individual has a growth mindset in different areas of learning considering multidimensional intelligence, which includes practical problem solving, verbal abilities, social competence and motivation (Luftenegger, 2017, p. 101). For example, students believe that their L2 speaking skills are fixed, whereas their L2 reading skills may be malleable. On the other hand, growth mindset has been widely measured with self-report questionnaires, which may have some societal impacts. Although students who do not have a growth mindset may not perform as well as students with a growth mindset in certain academic areas, they may still make progress in learning (Costa, 2018, p.12). Indicators of a growth mindset include a willingness to accept challenges as learning opportunities, persistence and resilience, belief that effort will lead to results, openness to continuous learning, admiration for the success of others, and a willingness to take risks. These indicators reflect a mindset that sees the potential for growth in all

situations, and also encourage a positive approach to learning and development.

There are four levels of growth mindset students such as very high level growth mindset, high growth mindset, very low growth mindset and low growth mindset level. (Krisdayanti, 2023, p.56). Students can have a different level of what is called growth mindset. This is like how much they believe that they can learn and improve it. First, there is a level of high -level growth mindset, where students strongly believe they can grow, learn, and become better in whatever they are trying to. Then, there is a high level of growth mindset, where students still believe in their ability to increase but may not be strong like a very high level. On the other hand, there is a very low level of growth mindset where students might think difficult for them to learn new things or become better. Finally, there is a low growth level of growth where students have the confidence in their ability to grow, but not as strong as that with a higher mindset. These levels help us understand how students see their own potential to learn.

1.7.1.2 Influential Factors

Writing in English is generally very challenging for ESL/EFL students. Growth mindset plays an important motivational role in writing competence (Krisdayanti, 2022, p. 15). Therefore, a growth mindset may prove to be a very important motivational variable for ESL/EFL writing. More importantly, very little research has addressed how a growth mindset might function. In developing a growth mindset, various influential factors come into play. Environment and culture, including family, school and workplace dynamics, have a significant impact on the formation of thought patterns. Parental and educator influences, such as emphasizing effort and providing constructive feedback, play an important role. These factors underscore the importance of a supportive environment in cultivating a growth mindset.

1.7.1.3 Benefits

It is important to map the relationships between young ESL/EFL students' motivation, independent learning, and English writing competency considering the developmental nature of these students' learning. Additionally, ESL/EFL writing research has historically focused on lower secondary education. Also a growth mindset offers mansy benefits, encouraging a positive and adaptive approach to learning and development. Individuals with a growth mindset tend to accept challenges as opportunities to learn, persevere in the face of setbacks, and view effort as a path to mastery. This mindset fosters resilience, a love of learning, and confidence in one's ability to thrive by working hard. This mindset not only improves individual well-being, but also contributes to a culture of continuous improvement and innovation in the field of education. Overall, a growth mindset encourages a positive and dynamic attitude towards learning and personal development.

1.7.2   Writing Creativity

Creativity is a product of lifelong learning that helps us innovate as educators, researchers, and writers. An individual with a lifelong learning habit naturally fuels the fire of repeated moments of creativity and innovation and wants to share these moments with others through a variety of outlets, including writing (Krisdayanti, 2022, p. 16). Student creativity refers to a student's ability to think imaginatively, generate original ideas, and express themselves in innovative ways. It involves the application of critical thinking, problem-solving skills, and a willingness to explore new ideas. Fostering student creativity is important because it encourages a love of learning, improves cognitive skills, and prepares students to face the challenges of a rapidly changing world. Creative students often approach assignments with an open mind, look for unique solutions, and are willing to take risks in their learning journey. Educators play an important role in cultivating student creativity by providing opportunities for exploratioIn, encouraging curiosity, and creating a supportive learning environment that values and celebrates diverse perspectives and ideas.

Writing is an activity to create the words and the ideas to be sentences and paragraphs that will be a written text that use to communicate with other

(Saidatunnur, 2019, p. 19). Creative writing is a type of writing activity that does not only involve the mastery of knowledge but also the power of creativity in producing distinctive and original writing (Rini, 2020, p. 51). It involves the skill of combining words, ideas, and perspectives in unique ways to convey thoughts, emotions, or information. Writing creativity involves a willingness to experiment, take risks, to produce creative writing.Being creative is helpful in thinking of new ideas for writing. A creative person will constantly get new ideas and find cool ways to do things. They don't just keep it to themselves; they like to share by writing about what is on their minds. Being creative is advantageous in generating new ideas for writing, allowing individuals to constantly explore and find innovative ways to express themselves.

Writing is one of the ways to convey something without having to express it orally or spoken (Arriyani, 2019, p. 32). When we write, we have the power to express ourselves in different ways. It's not just about talking; it's about putting our thoughts into words that others can read and understand. It's like creating a story or sharing information. Writing is a tool that allows us to convey feelings, ideas and stories without speaking. Writing means pouring what the writer thinks or feels that come across from the writer's mind in a written form (Apsari, 2019, p. 1). Writing is like turning thoughts and feelings into words on paper or screen. Writing is a way to capture ideas and emotions in written form, thereby allowing other people to see and understand what the writer wants to convey.

Several steps in writing process such as, brainstorming, planning, outlining, organizing, drafting and revising (Alisha et Al., 2019, p. 20). Brainstorming is when we generate ideas about what we want to write. It's like a creative session where we come up with thoughts and concepts. Planning after brainstorming, we can organize these ideas into a structured plan. Outlining is similar to planning, outlining involves creating a framework for our writing. The next step is organizing, which is about arranging our ideas in a logical order. We can consider making sure our writing makes sense and is easy for readers to follow. Then drafting pours our thoughts into sentences

and paragraphs. This is an initial version of our writing. Lastly, revise our writing after creating a draft, we can review and perfect our writing. So, writing is not just putting words on paper; it involves a series of steps.

1.7.3   Descriptive Text

Descriptive text is a type of writing that describes a certain object uniquely and to expand the knowledge and experience of the reader so that the reader seems to see, hear, feel or experience the object directly (Jannah et al., 2021, p. 29). In contrast to other types of writing which focus on conveying information or telling stories, descriptive text focuses on providing detailed and unique images. The main goal is to improve the reader's understanding and perception, generating a sense of connection as if interacting directly with the object being described. Descriptive writing is a text type which describe about person, place, or thing as if the reader can see, feel, hear, or touch it in order to describe about certain people or things (Apsari, 2019, p. 3). Descriptive text can paint a vivid picture of people, places, or things.

Descriptive text is kinds of text which described in details. Based on The generic structure, descriptive text is divided into three parts. The first part is Identification or participation which begins to identify the phenomenon to be described (Saidatunnur, 2019, p. 23). Descriptive text is a type of writing that tells us a lot about something. When we look at its structure, descriptive text has three main parts. The first part is like introducing or starting to talk about the thing we want to describe. It's where we begin to say what we're going to tell you more about. So, descriptive text helps us paint a clear picture by breaking down the details of something in an organized way. The generic structure of descriptive text is divided into three parts namely identification or participation which begins to identify the phenomenon to be described and the next part is the descriptions of particular person, place or things (Saidatunnur, 2019, p. 23).

1.8 Previous Related Findings

There are some previous studies which are relevant to this study such as "Exploring Middle School Students' Growth Mindsets in Relation to Educational and Sociodigital Activity" (Seitamaa, 2021). This investigation explores the importance of cultivating a growth mindset among Finnish grade 7 students, particularly in the areas of intelligence and giftedness. In an era of rapid digitalization, developing 21st century skills is essential, with a growth mindset as a key element. This study explores students' mindsets regarding intelligence and giftedness, linking them to academic achievement in mother tongue, educational aspirations, and sociodigital competence beliefs. Specifically, findings from the mindset intervention revealed positive impacts on creativity-related mindsets. The results of this research underscore the importance of supporting students' growth mindset for creative academic and socio-digital competencies, and position these skills as critical components in 21st century education.

Next research entitled "The Correlation Among Mindset, Personal, and Social Responsibility, and English Achievement of Educational Sciences Departemen Students of FKIP Sriwijaya University" (Maharani, 2022). This quantitative study investigates the potential correlations among mindset, personal-social responsibility, and English achievement among 286 students in the Educational Sciences Department of FKIP Sriwijaya University during the academic year 2020/2021. Employing the English Language Mindset Survey (ELMS), Personal and Social Responsibility Questionnaire (PSRQ), and English Score Documentation, the study utilizes Pearson Product Moment Correlation for data analysis. Surprisingly, the findings reveal no significant correlations between mindset and English achievement, personal-social responsibility and English achievement, or among mindset, personal-social responsibility, and English achievement. The study also highlights that students in the Educational Sciences Department exhibit a neutral mindset, high levels of personal and social responsibility, and commendable English achievement.

Next research is "Using Growth Mindset and Competition to Support Motivation and Manage Cognitive Load in Academic Learning" (Hoetmer, 2022). In this study involving 49 vocational secondary education students, this research explored the impact of growth and competitive mindsets on learning performance, motivation (mastery orientation and performance goals), and cognitive load during foreign vocabulary learning tasks. Contrary to expectations based on previous literature, growth mindset, successfully implemented, did not decrease perceived cognitive load and unexpectedly increased intrinsic and extraneous cognitive load. Additionally, this reduces the goal orientation of the mastery approach. However, research reveals that a growth mindset combined with competition results in higher learning performance, especially when participants have a high growth mindset. These findings suggest caution in encouraging a growth mindset if the goal is to reduce perceived cognitive load, as this may not have the desired effect. On the other hand, introducing competition in the learning process, especially with a growth mindset, is recommended to improve learning performance.

The next research entitled "The Effectiveness of the Growth Mindset Program in Developing the Projects Proposal Writing Skills" (Suanthong, 2022). This research aimed to achieve three objectives: constructing a growth mindset program to enhance the project preparation skills of teacher professional students, assessing the impact of the growth mindset curriculum, and examining the resulting mental shift in students. Randomly assigning four-year education students to experimental and control groups, the study employed a teaching program's trial phase, collecting data through project writing teests and mentality evaluations. The results, analyzed using independent t-tests and one-way ANOVA with repeated measures, revealed significant improvements in the experimental group's project writing achievements from pre-learning to post-learning, with a statistical significance of 0.01. Additionally, post-learning project writing achievements in the experimental group differed significantly from the control group ($p = 0.05$). Notably, mindset changes, measured at pre-learning, post-learning, and follow-up, showed consistent mean scores within the experimental group,

emphasizing the positive impact of the growth mindset program on project preparation skills.

The last research entitled "The Correlation Between Growth Mindset And Students Creativity In Academic Writing " (Krisdayanti et al., 2023). This study aimed to investigate whether a positive correlation exists between students' Growth Mindset and their creativity in academic writing. Using a quantitative approach, the researcher formulated a single research question and employed a correlational research design. The study population comprised 68 students enrolled in the English Study Program, with a sample of 32 third-semester students from IAIN Curup. Data collection involved the administration of a questionnaire measuring students' Growth Mindset, consisting of 14 statements, and a writing test focusing on educational topics during the Covid-19 pandemic, assessed by a rater. Data analysis utilized descriptive statistics and the Pearson Product Moment Correlation formula, performed using Microsoft Excel. The findings indicated that students' Growth Mindset and their academic writing were both categorized as high level. The Pearson Correlation result yielded a probability level of 0.700, surpassing the critical value of 0.349, leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). Hence, it can be concluded that a positive correlation exists between students' Growth Mindset and their academic writing within the English Study Program at IAIN Curup.

The similarities of my research with previous research such ahares common ground with several previous studies. Firstly, akin to "Exploring Middle School Students' Growth Mindsets in Relation to Educational and Sociodigital Activity," both investigations delve into the realm of growth mindsets, with a focus on students. Your study centers on how a growth mindset supports creativity in descriptive text writing, aligning with the broader exploration of growth mindsets in educational and sociodigital contexts. Additionally, the research on "The Correlation Among Mindset, Personal, and Social Responsibility, and English Achievement of Educational Sciences Department Students of FKIP Sriwijaya University" resonates with

yours by examining the correlation between mindset and academic achievement, although your study specifically delves into writing creativity. Furthermore, the study on "Using Growth Mindset and Competition to Support Motivation and Manage Cognitive Load in Academic Learning" and your research both address the application of growth mindset, emphasizing motivation and cognitive load management in academic contexts. Then, the research has shares a parallel focus on the effectiveness of a growth mindset program with "The Effectiveness of the Growth Mindset Program in Developing the Projects Proposal Writing Skills." Both studies assess the impact of growth mindset interventions on specific skills, highlighting the practical implications of fostering a growth mindset in educational settings.The last the research with the title "The Correlation Between Growth Mindset And Students Creativity In Academic Writing " has similiarities namely both have similarities in the context of research regarding growth mindset and writing creativity, but in this research in academic writing.

The difference between my research and the previous research that has been mentioned is its specific focus on increasing creativity in writing descriptive texts. Apart from that, the difference between my research and previous research is that this research concentrates more on creativity in writing descriptive texts rather than the correlation between mindset, personal and social responsibility and English language achievement. Furthermore, my research focuses on creativity in writing rather than the broader motivational and cognitive load management aspects of academic learning. And also this research specifically discusses creativity in writing descriptive text rather than the effectiveness of a growth mindset program on project proposal writing skills. Overall, this study stands out for its clear emphasis on developing creativity in the context of descriptive text writing.

1.8.1 Frame of Thought

This section was identified the theories related to this study. Table 1.1 shows each topic related in this study.
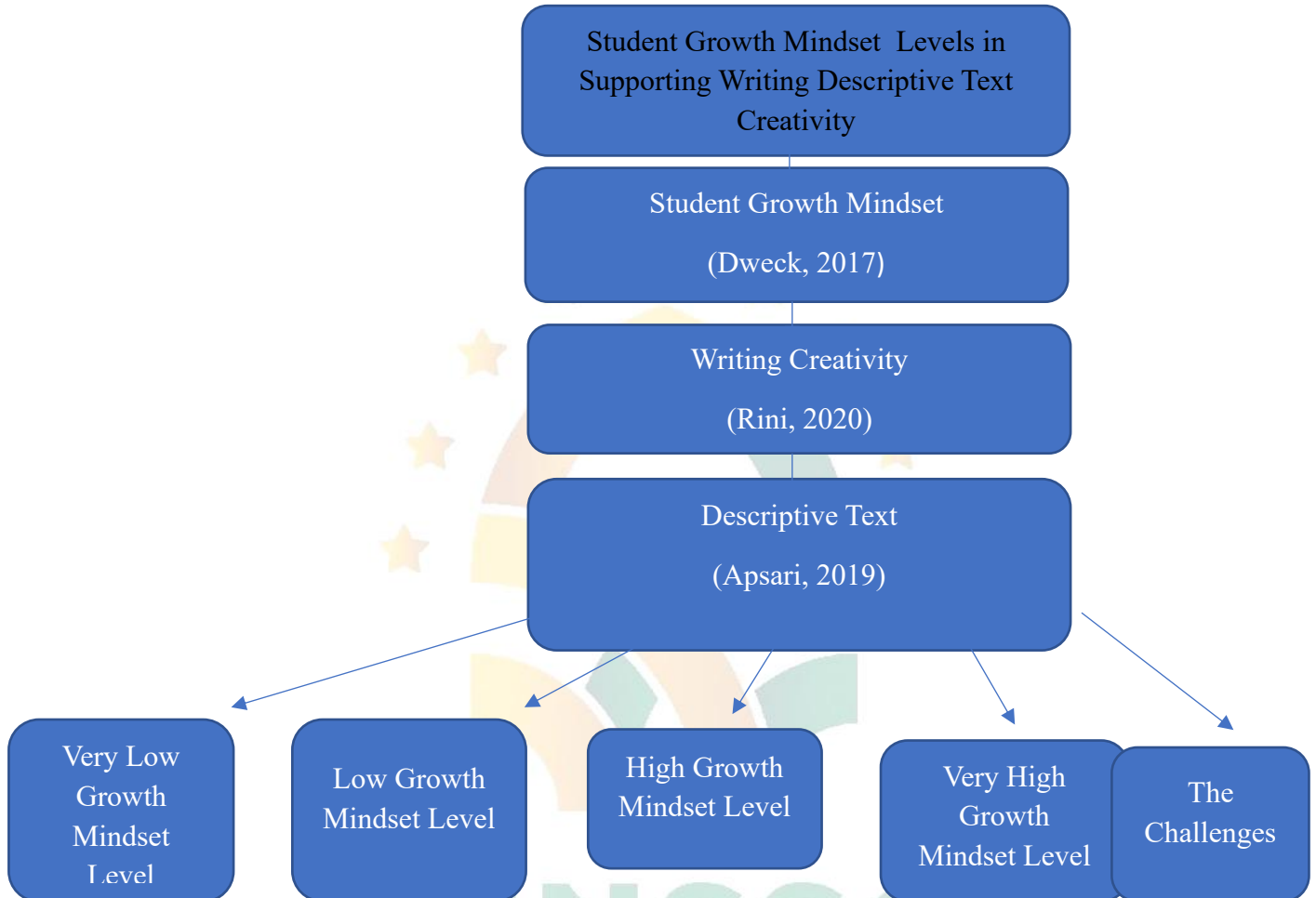

Table 1.1

The primary concern of this research is to explore the different growth mindset of eah level of student creativity in writing descriptive text within the context of junior school education. The overarching question centers on understanding how the mindset of students influences their creative writing abilities and, conversely, how fostering creativity might impact the development of a growth mindset. This conceptual framework revolves around the Student Growth Mindset investigation of creative writing skills in the context of Descriptive Text. Critical thinking is developed to encourage analytical and imaginative approaches in creating descriptive texts. Additionally, this framework expands its focus to measure creative writing

proficiency as a result of interactions between growth mindset students. From this conceptual framework, researchers will describe the results of students' text description creativity based on the level of each Growth Mindset level. So the title of the research to be studied is "Student Growth Mindset in Supporting Writing Descriptive Text Creativity".

1.9 Research Methodology

This section consist of research design and steps of the research.Also data and source of data. The researcher usesqualitative research with descriptive research design. There are six steps in conducting qualitative research. The researcher use various source of data to get the data.

1.9.1 Research Design and Steps of the Research

This research uses qualitative methods. Qualitative method is a method of gaining knowledge by enhancing our overall understanding of the whole (Kumar, 2020, p. 87). This research uses qualitative research methods with descriptive research design. Descriptive research is designed to give information and a clear (Indrawati, 2019, p. 47). In this research, the researcher used descriptive qualitative research. The first independent variable (x) of this research was the growth mindset of grade 8 student at Junior School 6 Cirebon. The second independent variable of this research was student creativity of grade 8 student at Junnior School 6 Cirebon. The dependen variable (y) of this research was writing descriptive text.

There are six steps in conducting a qualitative research such as identify the problem of the research, review the literature of the research, specify the objectives and questions of the research , compile qualitative data, qualitative data were analyzed and interpreted, review and Report on the Research (Creswell W, 2012, p. 7).

1.9.1.1 Identify the Problem of the Research

This involves clearly stating and understanding the issue or question that the research aims to address. It sets the stage for the entire research process.

1.9.1.2 Review the Literature of the Research

Conducting a thorough review of existing scholarly works, articles, and studies related to the research topic. This helps in understanding the current state of knowledge and identifying gaps or areas that require further investigation.

1.9.1.3 Specify the Objectives and Questions of the research

Clearly outlining the goals and specific questions that the research aims to answer. Objectives provide a roadmap for the study, guiding the research process towards achieving meaningful outcomes.

1.9.1.4 Compile Qualitative Data

Collecting relevant information t1hrough qualitative research methods such as interviews, focus groups, or observations. This data is often non-numerical and aims to provide a deeper understanding of the research topic.

1.9.1.5 Qualitative Data were analyzed and interpreted

Processing and making sense of the collected qualitative data. This involves identifying patterns, themes, and insights within the data to draw meaningful conclusions.

1.9.1.6 Review and Report on the Research

Summarizing and presenting the findings of the research in a comprehensive manner. This step includes discussing the implications of the results, addressing limitations, and making recommendations for future research.

This descriptive qualitative research will describe the data and facts of a phenomenon in the form of descriptions in the form of words or images rather than numbers. Researchers must describe objects, phenomena and social settings through writing in the form of descriptions in the form of words or images. Researchers must describe objects, phenomena and social settings through writing in narrat form (Sinaga et al., 2021 p.1455).

1.10.2 Data and Source of Data

This section contains of This section contains of data and source of data. The researcher use various source of data to get the data.

1.10.2.1 Data

Data is information that is given prior to argument, constructed by humans, and increasingly associated with computational methods and digital media in contemporary research on culture (Underwood et al., 2022). Also data is information that, when shared in research (UnderwooLevenstein et al., 2018). And data is a fundamental component of various fields like language, intelligence, and economics (Tognoni, 2023). So, In summary, data is information predating argumentation, shaped by human construction, amplified through computational methods and digital media, and fundamentally integral to fields spanning language, intelligence, and economics.

Good data is usable, transparent, respects relationships, and contributes to social progress and justice (Devitt et al., 2019). This data was collected from interview, documentation and observation and document. With uses interviews, documentation, and document, researchers collect a variety of data or information to learn and get insight into certain subjects or sisuation.

1.10.2.2 Sources of data

The source of data in the research paper is an image data simulates source (Xiangfeng, 2016). The source of data is protected by academic writers who ensure anonymity, inform participants about data security, and disclose when anonymity cannot be guaranteed (Coffelt, 2017). The first source of data is the results of interviews with students. To find out which students are worthy of being interviewed according to the criteria, the author uses observation. The second source of data in this research from document analysis. And the third source of data in this research from documentation.

1.11 Data Collection Techniques

In this research, data collection was carried out using interviews, documentation and questionnaire. Researchers collect data by interviewing students. The steps are as follows, such as creating interview questions, the researchere use questionnaire to know the students who are worthy of being interviewed, interviewing students, listening to the interview recording again by listening to the recording again, making a transcript/word for word, an interview transcript is the result of the interview which is converted into a written document, reading the transcript again, Find prominent issues (topics). and appear repeatedly in the transcript, then grouped based on topic issues, and finally coding the resulting transcription by grouping issues/topics (Delviyanti, 2022, p. 22-23). In this case the researcher did not forget to use documentation techniques. After that, the researcher collected data by observing the results of students' creativity in creating descriptive text in the form of posters using an document analysis.

1.12 Research Instrument

For research instruments, the resarcher used the interview, documentation, and document. To find out which students are worthy of being interviewed according to the criteria, the author uses observation. Interviews are used as a data collection technique to conduct a preliminary study to find problems that must be investigated, but also if you want to know things from the respondents more deeply (Delviyanti, 2022, p. 22). This is used as an instrument to obtain information or data about descriptions of each level of growth mindset in students' creativity in making descriptive texts in the form of posters.

An intrview is a method of gathering information through questioning an response, crucial in qualitative research, for obtaining and diverse data efficiently (Chahal, 2021). The aim of interview is to get more valid data from the questionnaire and to get the information about what the teacher do to solve the students problems (Indrawati, 2019, p. 49).

Before interviewing the students, to find out which students are worthy of being interviewed according to the criteria, the author uses questionaire questions. A questionnaire is a structured research tool used to gather

qualitative and quantitative data on human opinions, preferences, attitudes, and behaviors through a series of relevant questions. (Lei et al., 2024)

Documentation involves recording all information related to historical textiles, including antiquity date , artistic siginificance, dimensions, decorations, damages, and preservation details, crucial for conversation and sustainability processes (Leal et al., 2022). Documentations involved the recorder, taking photographs and videotape recording (Oktaviana, 2019, p. 34). This could be when you write down or capture things using a device that records sound, like a recorder, or takes pictures and videos. It's a way of keeping a record or remembering things by using different tools to capture moments or information. Then, for the documentation presented with some documentation or the data related to research instruments such as the results of interview . Especially researchers using a recorder. The recorder used to keep the interview data orally by the researcher. (Oktaviana, 2019, p. 34).

Then the researcher use document analysis to observing students' creativity in making descriptive text in the form of a poster. Document analysis in qualitative research involves systematically analyzing text data to form categories (Kuckartz, 2019). Document analysis in qualitative research involve reviewing content, examining, how document shape perceptions, studying document use in research subject lives, and exploring practical document creation and usage in interactions (Heater et al., 2023). Document to identify the teacher's assessment of students' creativity in writing descriptive texts. After the observation is complete, the researcher writes notes more details to help get more information. Document is needed to open researchers' minds in developing research.

1.13 Technique of Data Analysis

After researcher collected the data from the participants, researcher continued to analyze the data. Analyze means cultivating, organizing, solving and finfing the data (Oktaviana, 2019, p. 35) In this qualitative study, the method of analyzing data holds significance in structuring the outcomes obtained from both observations and interviews. Subsequently, this information is transformed into thoughts, opinions, theories, or new ideas

through interpretation. Data is obtained from sources, using various data collection techniques (triangulation), and is carried out continuously until the data is saturated (Delviyanti, 2022, p. 24). To answer the research questions, researcher uses observation and interview. Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources (Delviyanti, 2022, p. 24).

The following are the steps of data analysis such as Data Collection, data reduction, data display, and Conclusing drawing/ Verification (Delviyanti, 2022, p. 24-25).

1.13.1 Data Collection:

This is the initial phase where information or data is gathered through various methods, such as surveys, interviews, observations, or experiments. The goal is to collect relevant and accurate data that is pertinent to the research or study being conducted.

1.13.2 Data Reduction

After collecting raw data, the next step involves organizing, processing, and condensing the information. This can include summarizing, categorizing, or transforming the data to simplify its complexity. The aim is to streamline the dataset while retaining its key insights, making it more manageable for analysis.

1.13.3 Data Display

Once the data is reduced and processed, it is presented in a visual or tabular format. Graphs, charts, tables, or other visual representations are often used to effectively communicate patterns, trends, or relationships within the data. Data display aids researchers and audiences in better understanding the information at a glance.

1.13.4 Conclusion Drawing/Verification

In this phase, researchers analyze the displayed data to draw conclusions or make inferences. The findings are compared against the research objectives or hypotheses. Verification involves ensuring that the conclusions drawn are supported by the data collected and the analysis

conducted. This step helps establish the validity and reliability of the study's results, providing a basis for informed decision-making or further research.

1.14 Research Timeline

To finish this research, researcher allocated 4 months to do this research. For determining the research question. For determining the research question, the researcher allocated 1 month in february, for designing the study the researcher allocated 1 month in march, for collecting the data the researcher allocated 1 month in march, for analyzing the data and generating the finding researcher allocated 1 month in april and also for reporting researcher allocated 1 month in may.

NO	Activities	Month			
		February	March	April	May
1	Determining the research queston	√			
2	Designing the study		√		
3	Collecting the data		√		
4	Analyzing the data			√	
5	Generating he finding			√	
6	Validating the finding				√
7	Reporting				√

Table 1.2