

**THE INTEGRATION OF CREATIVITY SKILLS IN WRITING
ACTIVITIES OF ENGLISH TEXTBOOK FOR GRADE VII OF
JUNIOR HIGH SCHOOL “ENGLISH FOR NUSANTARA: A
CONTENT ANALYSIS**



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**A Skripsi Submitted in Partial Fulfillment of the Requirement for the Degree
of “*Sarjana Pendidikan*”**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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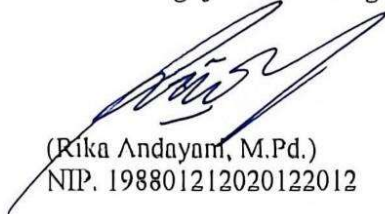
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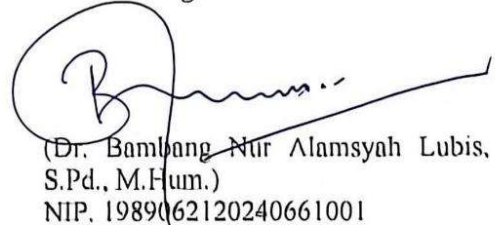
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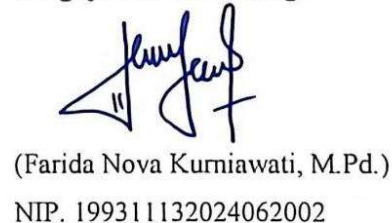
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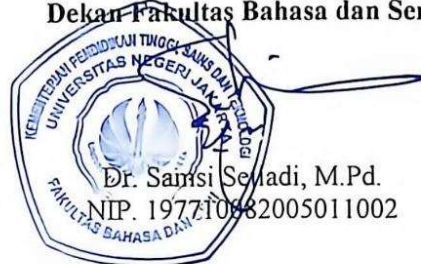
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PREFACE

All praises are always dedicated to the Almighty God, Allah SWT who has given His blessing to the writer for finishing the research entitled “**The Integration Of Creativity Skills In Writing Activities Of English Textbook For Grade VII Of Junior High School: A Content Analysis**”. This research is submitted to English Language Education Study Program, Faculty Of Arts And Languages of Universitas Negeri Jakarta as the fulfillment of the requirement for the *Sarjana Pendidikan* examination.

The researcher expects this research could be useful for teachers and language practitioners as an overview in selecting teaching and learning materials. Although the researcher has attempted to do her best in conducting this research, she realizes this research is far from perfect. Therefore, all critics and suggestions are highly appreciated for the betterment of this research.

Jakarta, July 2026

The Researcher

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All praises and gratitude be to the Almighty God, Allah SWT, because of His boundless blessings, the researcher is able to finish this research. Peace and salutation be upon The Messenger of Allah, our Prophet Muhammad SAW, His family, His friends, and his people.

First of all, the researcher would like to express her gratitude to Rika Andayani, M.Pd as her first supervisor, and Dr. Bambang Nur Alamsyah, M.Hum Lubis as her second supervisor. They have given their time to guide the researcher in every step of her research. The researcher realizes that she cannot finish this research without their guidance and advice. There is nothing the researcher can do to repay their kindness. The researcher hopes that Allah SWT will always give His blessings and protection to them.

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Last but not the least, the researcher would like to dedicate this research to her beloved family. The researcher would like to express her gratitude to her beloved mother, Suryaningsih, S.Pd. who is her biggest supporter in her life. Without her support and prayers, the researcher cannot come this far. The researcher also would like to give her gratitude to my sisters, Diah Fajarani Akbar and Dina Juniarti Barokah, and my brother, Muhammad Aditya Kurniawan for giving the researcher their support and always keeping her company. The researcher realizes that they are her biggest supporter and motivation in completing her study.

ABSTRACT

Tria Mulya Utami Faiziah. 2026. *The Integration of Creativity Skills in Writing Activities of English Textbook for Grade VII of Junior High School “English for Nusantara”*: A Content Analysis. Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

The 21st century learning encourages students to possess a set of competencies in order to prepare for the challenges of the new globalization era. Creativity is one of the four skills promoted by 21st century learning. Creativity can be taught through textbooks provided by the Ministry of Education, Culture, Research, and Technology for elementary and secondary schools. This research aims to find out the extent to which creativity skills are integrated into the writing activities of the English textbook “English for Nusantara” for grade VII of junior high school. This study focuses on the creativity skills integrated in the writing activities in terms of writing instructions and questions provided by the book. A Content analysis method was applied in this research. Four aspects of creativity proposed by Torrance (fluency, flexibility, elaboration, and originality) were used as the indicators of the research instrument. The findings show that fluency is the most dominant aspect of creativity integrated into the writing activities with a frequency of 36% (22 representations out of 61 total creativity skill representations). On the other hand, elaboration is the least represented aspect with 18% (11 representations), followed by originality with 20% (12 representations) and flexibility with 26% (16 representations). The majority of the writing activities involve generating a number of ideas, describing things, and guided writing. The results imply that the textbook emphasizes fluency and flexibility as two essential core skills to promote students’ creativity.

Keywords: *content analysis, textbook, creativity skills, writing.*

ABSTRAK

Tria Mulya Utami Faiziah. 2026. *The Integration of Creativity Skills in Writing Activities of English Textbook for Grade VII of Junior High School “English for Nusantara”: A Content Analysis.* Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Pembelajaran abad ke-21 mendorong siswa untuk memiliki seperangkat kompetensi guna mempersiapkan diri menghadapi tantangan era globalisasi baru. Kreativitas merupakan salah satu dari empat keterampilan yang dipromosikan dalam pembelajaran abad ke-21. Kreativitas dapat diajarkan melalui buku teks yang disediakan oleh Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi untuk seluruh jenjang sekolah dasar dan menengah. Penelitian ini bertujuan untuk mengetahui sejauh mana keterampilan kreativitas terintegrasi ke dalam aktivitas menulis pada buku teks bahasa Inggris “English for Nusantara” untuk kelas VII SMP. Penelitian ini berfokus pada keterampilan kreativitas yang terintegrasi dalam aktivitas menulis berupa instruksi dan pertanyaan yang disediakan oleh buku tersebut. Metode analisis isi diterapkan dalam penelitian ini. Empat aspek kreativitas yang dikemukakan oleh Torrance (fluency, flexibility, elaboration, dan originality) digunakan sebagai indikator instrumen penelitian. Temuan menunjukkan bahwa fluency merupakan aspek kreativitas yang paling dominan terintegrasi dalam aktivitas menulis dengan frekuensi 36% (22 representasi dari total 61 representasi keterampilan kreativitas). Di sisi lain, elaboration merupakan aspek yang paling sedikit direpresentasikan dengan 18% (11 representasi), diikuti originality sebesar 20% (12 representasi) dan flexibility sebesar 26% (16 representasi). Sebagian besar aktivitas menulis berkaitan dengan menghasilkan sejumlah ide, mendeskripsikan benda, dan menulis terbimbing. Hasil penelitian mengimplikasikan bahwa buku teks tersebut menekankan fluency dan flexibility sebagai dua keterampilan inti yang penting untuk mendorong kreativitas siswa.

Kata kunci: analisis isi, buku teks, keterampilan kreativitas, menulis

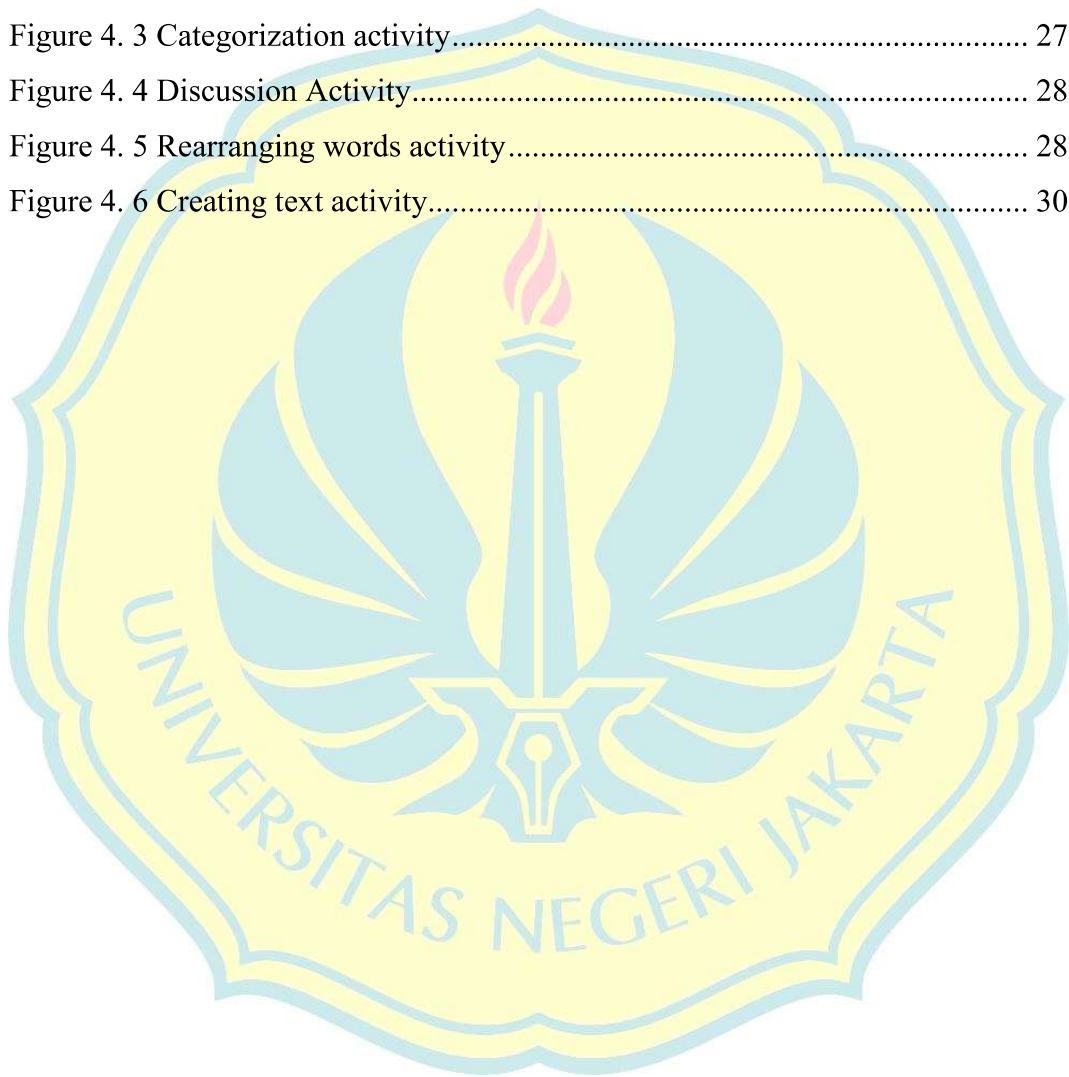
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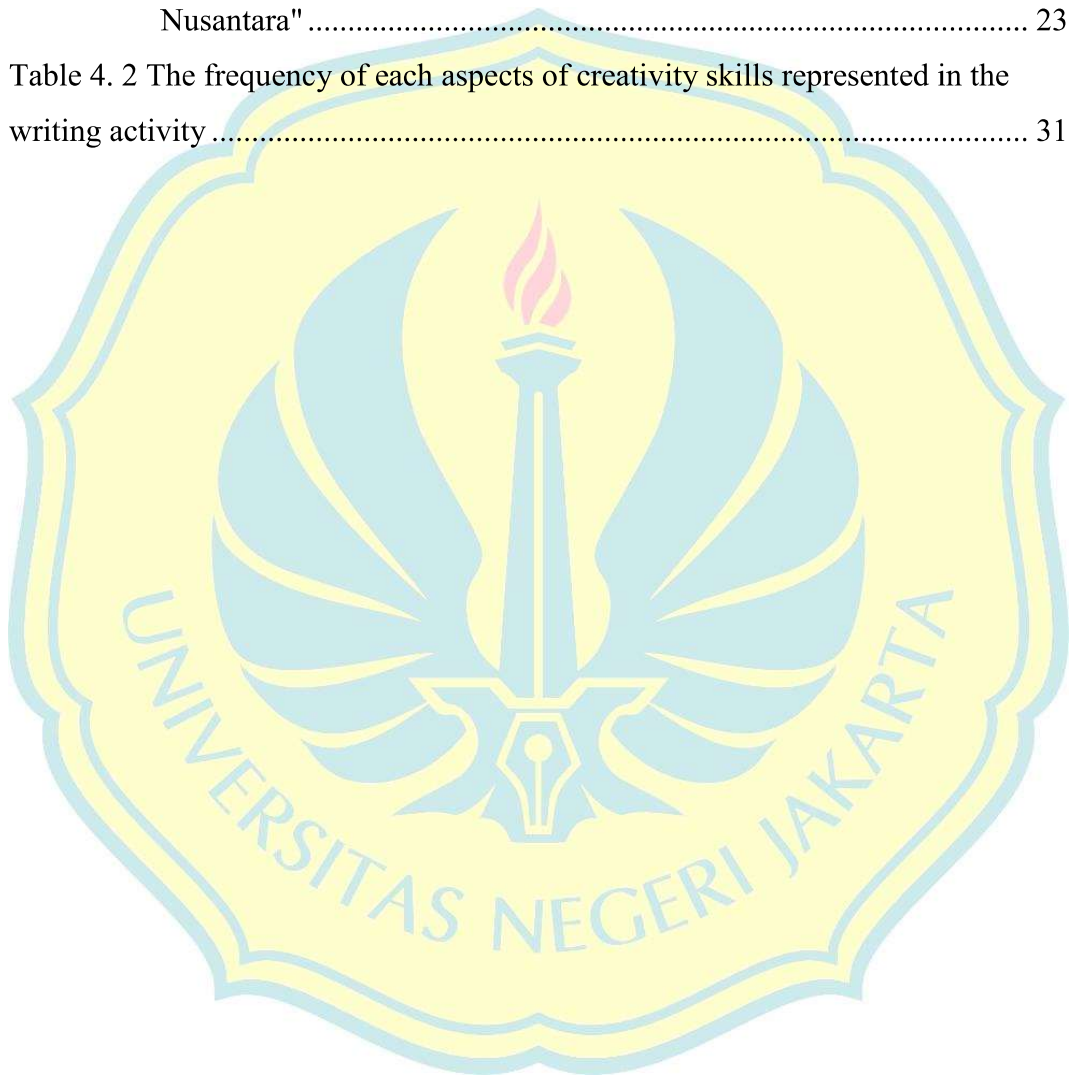
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