

**THE QUITTER STUDENTS' CREATIVE THINKING PROCESS
IN SOLVING SIMPLE PRESENT TENSE PROBLEM
AT MTs SA'IDIYAH BUDURAN AROSBAYA**

THESIS

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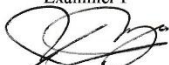
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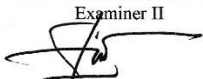
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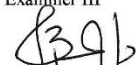
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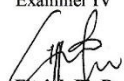
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ABSTRACT

M.Mesterfan. (2019). The Quitter Students' Creative Thinking Process in Solving Simple Present Tense at Mts Sa'idiyah Buduran Arosbaya.

Advisor: Rakhmawati. M.Pd and Fitriah Ph.D

Key words: Quitter Students, Creative Thinking Process, Simple Present Tense

Adversity quotient is a fighting ability possessed by each student in the face of the difficulties. Therefore, this ability must be known by all students because it help the students to overcome the challenges or problems. Quitter student is one type of student who has relatively low fighting ability and creative thinking in terms of psychological aspects. Considering the importance of creativity of students' ability to solve the problem faced, this research takes place at MTs Sa'idiyah Buduran Arosbaya to answer the research question of the study. This study aimed to know how the quitter students creativity in solving simple present tense. The qualitative descriptive used to analysis the student's result answering simple presents tense. based on the research the researcher have found a conclusion that quitter type students have relatively low creativities because of they can't pass all the stages of creative thinking perfectly based on graham wallas theory. The result of the research shown that almost all the subjects of this research have not been able to pass the four stages of creative thinking process, namely preparation, incubation and elimination. Especially for the illumination stage, almost all students of the quitter type was unable to develop the subject matter in solving problems, especially in the problem of simple present tense region at MTs sa'idiyah Buduran Arosbaya.

ABSTRAK

M.Mesterfan. (2019). Proses Berfikir Kreatif Siswa Quitter Dalam Menyelesaikan Permasalahan Simple Present Tense Di Mts Sa'idiyah Buduran Arosbaya.

Pembimbing: Rakhmawati. M.Pd and Fitriah Ph.D

Key words: Siswa Quitter, Berfikir Kreatif, Simple Present Tense

Adversity quotient adalah suatu kemampuan untuk berjuang yang dimiliki oleh setiap siswa dalam menghadapi suatu kesulitan. Oleh karena itu, kemampuan ini wajib diketahui oleh semua siswa karenanya ini dapat membantu siswa untuk mengatasi tantangan atau masalah yang sedang dihadapi. Siswa Quitter adalah salah satu tipe siswa yang memiliki kemampuan berjuang dan berpikir kreatif yang relatif rendah pada umumnya dalam aspek psikologis. Mengingat pentingnya kreativitas kemampuan siswa untuk memecahkan masalah yang dihadapi, maka penelitian ini dilakukan di MTs Sa'idiyah Buduran Arosbaya untuk menjawab pertanyaan penelitian ini. Penelitian ini bertujuan untuk mengetahui bagaimana kreativitas siswa yang mudah menyerah/berdaya juang rendah dalam menyelesaikan soal-soal simple present tense. Penelitian ini menggunakan Deskriptif kualitatif untuk menganalisis hasil siswa dalam menjawab soal-soal simple present tense. Berdasarkan penelitian ini telah ditemukan kesimpulan bahwa siswa tipe quitter adalah siswa yang memiliki kreativitas yang relatif rendah karena mereka tidak dapat melewati semua tahap berpikir kreatif berdasarkan pada teori graham wallas. Hasil penelitian menunjukkan bahwa hampir semua subjek penelitian ini belum mampu melewati empat tahap proses berpikir kreatif, yaitu persiapan, inkubasi, dan eliminasi. Khusus untuk tahap iluminasi, hampir semua siswa dari tipe quitter tidak dapat mengembangkan materi pelajaran dalam menyelesaikan masalah, terutama di wilayah simple present tense ini dikelas 8 MTs sa'idiyah Buduran Arosbaya .

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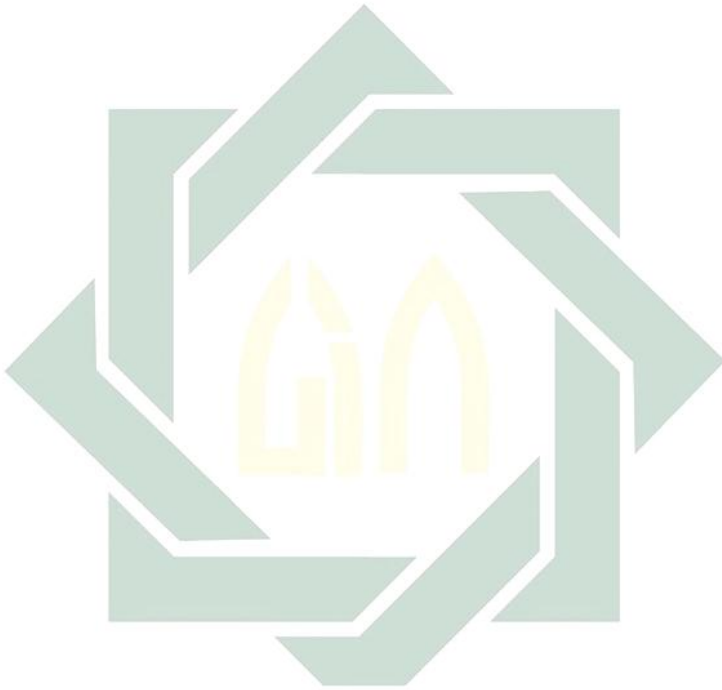
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CHAPTER I

INTRODUCTION

This chapter contains of introduction, background of the research. The researcher come up with the research problem, purpose of research that describe the aim of to conduct this research. It also supported by significant of the study, scope and limitation, and key of term of the research.

A. Background of the Study

In the past of decade students believe that success was known by how hard they used intelligence cognitive (IQ). In addition, the higher intelligence cognitive reaches the bigger change to be success. This assumption believed by the students because of they will be classify as smart students or not based on their score in the subject lesson. So most of the students agree that learning is the best way to increase their cognitive skill. This assumption reflects to the behavior of teachers and students in learning process in the class. In generally the teachers tray to force their students to enrich as much as lesson in the class while ignoring the student's need itself. If the teacher is so busy to create and serve good material used then the students' psychology strength, it will certainly reflect to students' behavior in learning process. Related with that phenomenon, Stoltz found that student's attitude is influenced by their psychology in facing problem¹. The attitude means how the students' respond to uncomfortable situation that will be experienced later.

As we know teaching style of teacher is so various recently. Unfortunately those varieties of teachers' style unconsciously have built the students' attitude. Thus, it maybe create the students' problem in learning process at cognitive or psychology aspect. The psychologist' problems that commonly faced by students in the learning process like feeling anxiety, unconfident, and irresponsibility to take an action for themselves. In other hand, the

¹ Adversity Quotient And Coping Strategies Of College Students In Lyceum Of The Philippines University, Asia Pacific Journal Of Education, Arts And Sciences, Vol. 2 No. 3, July 2015

students who have capability to make them enjoy or not in acquiring the lesson depend on how well they can overcome to against the problems which are facing as long as the learning process is going on². The students who are failed to solve their problem cannot be categorized as loser. They just needs more extra time to solve it and tested the result lately.

In general, all activities in the classroom involve interaction between the teacher and students. Each class can be ascertained that is always filled by students who have different characters and habits. The difference has been compiled by Stoltz into three types based on students' psychology. In each class usually have students with quitter, camper, and clamber types. Those types have advantages and disadvantages that can affect learning outcomes and income in the classroom. One of indicator that shows the psychological difference in the students is seen from how strong and brave they are capable of facing problems so that it can be changed the obstacles into an opportunity to overcome the accident.

Every student certainly has different ability and skill to overcome their problems. Those diversities may come from their psychology background. Beside that internal and external factor may come as the factor that influence. In this millennial era most of students prefer to open network and goggling some lessons to get an instant answer of their problem in the class. This phenomenon commonly increases years by years which are also supported by technology. The student who has that behavior may have lack power to solve their problem independently using internal motivation. This is condition may be dangerous for students to fight in their goal to master some lessons in the class because the region of education engages some aspects such as personality, emotional, spiritual. So the intelligence of AQ is necessary for students to get their better life in the future because it will develop the students becomes stronger to receive the challenges.

The founding of Adversity Quotation theory has divided into three types of students' psychological³. Students who briefly seek

² Koonthaisong, M. Some Mental Features That Correlated To The Adversity Quotient, M.Ed. Thesis. Thailand Mahasarakham: Mahasarakham University, 2003.

³ Adversity Quotient And Coping Strategies Of College Students In Lyceum Of The Philippines University, Asia Pacific Journal Of Education, Arts And Sciences, Vol. 2 No. 3, July 2015

and accept the challenges called as climber student. No matter how hard the problem comes they will manage it wisely. In other hand a student who is frightened to face a challenge and pretend to escape called as quitter student. The last is campers who have capability both of climber and quitter. Sometimes they can overcome the challenge well. In other change they will resist and give up easily in facing a challenge.⁴ The challenge means any kinds of possibilities of students' difficulties in the learning process. AQ has proved to improve performance levels, leadership styles and practices, resilience, promotions, retention, optimism and commitment to change.⁵ This means students who will develop academic subject need to know that AQ is suitable to them in evolving their intelligence to reach as much as knowledge they need in the classroom.

As the students who are studying in school they should be immediately realize the functions and the performance of the brain they have. Students' creativity is one of the functions of the work of the human brain as a tool for thinking. By Knowing and understanding the use of creativity of their thinking will help them easily to solve a problem faced. Most of people believe that creativity is internal power of human which is given by god. It is natural talent which appears nature. This judgment is not a hundred percent true because creativity is basically belong to everyone.⁶

If the creativity is belong to everyone, it means all of the students who is learning an English subject have to know and aware that creative thinking is very useful to master a language. Pehkonen said creative thinking means a combination of logic and divergent thinking which is related to intuition in consciously.⁷ This means in creative thinking as thinker must reach one or more a relevant answer from the problem faced to be imagined. Moreover, Siswanto said creative thinking is an ability of students to produce much more

⁴ Ibid

⁵ Tropical Agricultural Research Vol. 29 (1): 45 – 54 (2017)

⁶ Proses Berpikir Kreatif Siswa Kelas X Dalam Memecahkan Masalah Geometri Berdasarkan Tahapan Wallas Ditinjau Dari Adversity Quotient(Aq) Siswa, (Journal Mtk, Solusi Vol,1 No,1 Maret 2013)78

⁷ Ibid

possible answer or strategy to solve a problem.⁸ Deal with those opinions creativity thinking is important for students who are learning a lesson in the school. The creativity also gives the student an option to adopt and reject the problem because Howard Gardner argued that "The creative individual is a person who regularly solves problems, fashions products, or defines new questions in a domain of novel.

As the preliminary research, the researcher did an interview with several students of MTs Sa'idiyah Buduran Arosbaya. The interview question was generally asking about students' problems and obstacles during the course particularly about simple present tense. Based on the students' answers, there were many problems and obstacles faced by students of the course. The researcher concludes that first of all problem started in how to use (s & es) in the last of verb was the vital problem. The second one is how to modify the positive sentence to negative, question mark and the opposite etc.

English is one of the courses that need a creative thinking process; by the creativity the student can stimulate the original thinking such as idea, picture, text, story, object, question or problem or all combination of them.⁹ It is also supported by the other arguments which stated the students who are learning English as foreign language may have limited skill of the language but they come to class full of creativity.¹⁰ Beside that in learning English as the academic major need ability for student to solve problems. The problems mean a collection of matters or questions which is generally given by teacher to students in the class. Usually when a teacher tested the students' understanding of the lesson the teacher will give some task or questions. The task itself expected to measure the students' ability. So the students face a problem that should be solved.

This obligation of students who have to solve the problems using their creativity had researched by Riska Arifani Nura'Aini 2013 entitled profil proses berfikir kreatif terpandu model Wallas dan tingkat berfikir kreatif siswa dalam menyelesaikan masalah pada

⁸ Wisas Yuan Isvina Et Al., Proses Berpikir Kreatif Dalam Memecahkan, Artikel Ilmiah Mahasiswa, 2015, I (1): 1-7

⁹ Creativity In The English Language Classroom, Allan Maley And Nik Peachey, (British Council, 2015,) 29

¹⁰ Ibid

pokok bahasan fungsi koadrat ditinjau dari perpektif gender dan kemampuan matematika. In this study show that male and female creative thinking process which is observed by level of creativity using Graham Wallas model. This study is aim to find out the profile of students' creative thinking process to solve the problem of a quadratic fiction^{11,12}

Other study that the researcher found was “penerapan model wallas untuk mengidentifikasi proses berpikir kreatif siswa dalam pengajuan masalah matematika dengan informasi berupa gambar¹ conducted by Tatag Yuli Eko Siswono & Yeva Kurniawati. The goal of this research was finding out the creativity of students' work in group and ungrouped in solving math problem which is typed as picture. This participant of this research was seven grade students of Junior high school at Surabaya (SMPN 26 Surabaya) tatag and yeva suggested to reader for the next rese arch to do the similar action in the difference subject or level.

As the last study, Wisas Yuan Isvina, Titik Sugiarti, Dian Kurniati entitled The Process of Creative Thinking to Solve the Problem of “Trapezoid” based on Wallas Steps Observed from The VII-C Students' Adversity Quotient (AQ) at SMP N 1 Jember). The purposes of this research are to describe the process of creative thinking students with AQ high (climber), AQ being (camper), and AQ low (quitter) class VII-C SMP N 1 Jember to solve the problem of “Trapezoid” based on Wallas steps. In this research the writer decides to describe the creative thinking process in the mathematic zone moreover in the fifth chapter the writer suggest to the reader to continue the research in other subject to support and extended her research study.

Based on those previous studies above the researcher decided to do similar study which is using difference subject and object to continue the study that may synthesis or antithesis based on the researcher found as long as doing research. The researcher will take the study at MTs Sa'idiyah Buduran Arosbaya that focus on the

¹¹ Profil Proses Berfikir Kreatif Terpandu Model Wallas Dan Tingkat Berfikir Kreatif...Riska A.N, (Universitas Sebelas Maret, Surakarta, 2013).

¹²The Process of Creative Thinking to Solve The Problem of “Trapezoid” based on Wallas Steps Observed from The VII-C Students' Adversity Quotient (AQ) at SMP N 1 Jember), Wisas Yuan Isvina, Titik Sugiarti, Dian Kurniati, Program Studi Pendidikan Matematika Jurusan P.MIPA FKIP (Universitas Jember, Jln. Kalimantan 37, Jember.2015)

quitter students as participants and the object of the research. The problem that should be solved by the students is English subject particularly in present tense chapter.

The present tense selected as the students' problem because the researcher's data show that the most of students at MTs Sa'idiyah Buduran Arosbaya have been learned this chapter at second grade in the school in the primary research. Moreover, in identifying the task, the Graham Wallas theory of creativity is the main vital theory used in this research. J. P. Guilford emphasized that "problem solving and creative thinking are closely related. The definitions of these two activities show logical connections. Creative thinking produces novel outcomes, and problem solving involves producing a new response to a new situation, which is a novel outcome". So creative thinking process is chosen by writer because it has correlation and contribution to the ways how the quitter students' used their brain in learning English. The researcher believes that this research will give much more benefit, contribution and impact to the academic English education especially in simple present tense to be researched.

Moreover this research expected to help quitter student's because the urgency needed to give much more attention to them. Generally in this digital era most of teachers are so busy how to create and serve material used then giving more attention to the student's psychology aspect. So the learning process will untouchable to the student's attitude in receiving the subject served by the teacher. In other side quitter student chose because a few researcher giving their attention to the quitter students' skill and attitude in learning a subject in the class especially in English course of UIN Sunan Ampel Surabaya.

B. Research Question

This study attempt to answer the following research question:

1. How is the quitter student's creative thinking process on the preparation, incubation, illumination and verification stages in solving of simple present tense problem at MTs Sa'idiyah Buduran Arosbaya?

C. Objective of the Study

1. To identify and describe the process of creative thinking typically quitter of students in second grade of MTs Sa'idiyah Buduran Arosbaya in solving simple present tense problem based on Graham Wallas theory.

D. Significances of the Study

1. for students
This study expect to help the quitter students know that their creativity is good enough or not. It will help them to determine their action in facing problem. The researcher expected that the quitter students able to maximize their potency and develop it more. Then it will be useful to them for better life in the future.
2. for teachers
It can be a reference for English teachers in teaching quitter students or giving an instruction wisely by knowing their ability. Recognizing a characteristic of quitter students will help teachers is easier to teach the students itself.
3. for researcher himself
This research can increase researcher's knowledge how to develop and teach a quitter student wisely. Then the researcher is able to determine what treatments usually need by quitter students in facing problem of presents tense in MTs Sa'idiyah Buduran Arosbaya.
4. For reader
This research is expected to give much more information about quitter student's creativity in solving problem an English subject. Also this research gives more information detail on process of creativity based on Graham Wallas theory.

E. Scope and Limitation of the Study

This study is focused on quitter student's creativity in solving problem notably simple present tense especially in the use of (s & es) and the sentences modify from positive form to negative form, or vise-versa even in the question mark pattern. In this case, the researcher identifies, analysis explore deeply quitter student's creativity work especially in the for stages theory of Graham Wallas. Those are preparation, incubation, illumination and verification. The researcher choose second grade of junior high school as the participations to be examined. At this grade the students have done in learning simple present tense as their subject material given by the teacher in the class based on the KD and KI of Indonesian curriculum standard in teaching level.

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Adversity quotient (AQ)

Adversity quotient is the capacity to deal with the adversities of his/her life. It includes various components such as performances, motivations, empowerments, creativity, productivity, and learning. AQ is a measure of how an individual responds to adversity.¹³ According to Dr. Stoltz, the pioneer of Adversity Quotient theory, there are of three kinds, climbers, campers, and quitters.

The quitters, these students escape from challenges; they tend to give-up if worse situation arises. If being scolded by the instructors, they would rather go home or cut class.¹⁴ The climbers, these are Students who seek and accept challenges are considered climbers. It means they will do hardly the

¹³ Asian Journal of Research in Social Sciences and Humanities Vol. 6, No. 6, June 2016, Pp. 412-426. Dr. J Venkatesh; G. Shivaranjani Page 413

¹⁴ Canadian Forces Training And Mental Preparation For Adversity: Paul A. Angelopoulos, Megan M. Thompson (Drc Toronto Tr 2002-147, July 2002,) 8

challenges faced and never give up in the early stage of the problem faced. They will refuse to accept defeat.¹⁵ The camper, these are the students who can cope well in depressing events. They do not accept many difficulties and they resist in giving up their comforts, no matter what the price is.¹⁶ So generally the students' psychologists are quitter, camper and climber, who have different immunity to fight with their own ways in solving problems based on Stoltz theory. This research Quitter means students who are powerless to solve problem and facing challenge which is served by teacher in the class

2. ARP (Adversity Respond profile)

ARP is a tool to measure a human adversity which is focused by Dr. Paul G Stoltz theory of AQ (Adversity Quotients), this ARP used to identify the subject of the researchers' participant. There are four competent in ARP test, those are control, ownership, reach and endurance (CORE) and they have been examined and studied.

Control indicates as to how much control an individual has over the present adversity or adverse situation. Ownership searches to the exact reason for the adversity and the real willingness of the individual to presume one's responsibility in order to take the necessary measures. Reach indicates the extent to which the trouble affects other areas of the individual's life, say work and home life. Endurance measures as to how long the problem and its effects last in individual's life.¹⁷ It means CORE is the root of indicator to classify the human adversity by Dr. Paul. At this research CORE used for classifying students types or level in their AQ.

3. Creative thinking process

Graham Wallas, in *The Art of Thought* stated the creative process should include four major steps: preparation, incubation, illumination, and verification. The preparation stage is focused on learning the craft and understanding the

¹⁵ Ibid

¹⁶ Ibid 8

¹⁷ Ibid 419

task at hand. During this stage, the problem and its requirements are defined and information relevant to the problem is gathered. The next stage, incubation, requires the conscious mind to stop its focus on the problem, allowing the subconscious to take over.

Illumination occurs as a person suddenly becomes aware of one or more solutions to the problem. The verification stage involves a check of the viability of the solution, sometimes resulting in a revision leading to a more successful solution.¹⁸ It means students who have founded their idea and selecting the idea from their brains have passed illumination and verification stages. In this study the researcher will analyze the four stages of creativity that will apply to quitter students.

4. Simple present Tense

The simple present tense is one of the English materials in teaching grammar which indicates an action in the present time which is not finished. This can be a habitual action or a general truth¹⁹. It means all activities that commonly work on it or do in daily life should be expressed using simple present tense form. For example "I eat rice every day". In this research simple present tense used as the students' challenge.

¹⁸ Creative Education 2013, Vol.4, No.9, 592-604 Published Online September 2013 In Scires<http://Www.Scirp.Org/Journal/Ce>

¹⁹ <http://english.abcingles.net/present.php> accessed on accessed on September 18, 2014

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher review some relevant theories and previous studies that related to the main discussion of this research. There are several main points of the discussion such as. Adversity quotient, classification of adversity quotient, creative thinking and simple present tense.

A. Theoretical Framework

1. Adversity Quotients

Generally all human in this world have a dream to be success in their life. To reach the success of life forced people to do everything. To strive of his goal Dr. Paul G Stoltz argued human have to control his life to fight in adversity. Adversity means a challenge or problem of human that may come during his role. Most of people do not realize that to enrich a success of life need AQ to respond unpredictable situation which is completed to end. AQ is perspicacity of human defend from any uncomfortable condition. Stoltz, a founder of Adversity quotients stated that AQ is an inelegancy to settle a difficulty, problem, or trouble faced by human. This means AQ is an inelegancy how people chance a problem becomes opportunity.

Adversity Quotient is psychological intelligence found by Dr. Paul g stoltz. The story of adversity quotients captured as human who will a climb the tip of mountain. When human climb the mountain they will face some difficulties, problems and frustrations. Based on those capture Dr. Stoltz, the pioneer of AQ theory, divided three types of human's psychological intelligence those are climber, camper, and quitter. In other aspect Dr. Stoltz stated AQ have three functions those are: 1. AQ is a new set of conceptual tool to understanding and involving all aspect of success. 2. AQ is a tool to know the respond of human in overcome adversity or problem. 3. AQ is

a tool which has foundation of scientific series to repair human's respond to overcome an adversity or problem.²⁰

Adversity Quotient commonly discussed about how a people enrich their higher achievement is in fighting with their uncomfortable condition based on their struggle continuously. AQ seem as knowledge to analyze human's persistency day by day in their activity. When the AQ as knowledge means it will be available to be researched by three dimensions such as theory, method and tool of measurement. Most of people do not learn from their difficulties indeed they do not give a positive respond to get better result from it.

Here, short story as a stimulus or imagery to help a reader is easy to understand how Adversity influence to human's activity, work and behavior is. Someday there two students gets tasks or exercises from their teacher. Those students have different respond of the task given by teacher. The first student cannot finish the task well then he finally gives up. He feels that he cannot finish the task by his ability. It was impossible for him. In other hand, the second student is aware of his lack. He feels difficult to answer the task and finish it. But he keeps trying to endeavor for finishing his task. He knows that everything can be done. He believes that after facing a failure then he will get a success. In short the second student keeps trying to overcome his difficulties.

Based on the story above, we will have a big question. Why the first students prefer to stop and give up? But the second student is not? He tries to finish his task. To answer this big question we need to analyze the students. One of the tools to analyze and find out the reason of students is AQ. When we analyze using AQ the answer of those phenomena comes from students who have different level to solve a problem faced. The first student has low AQ ability then the second one.

²⁰ Stoltz, *Adversity Quotient: Turning Obstacles into Opportunities (Mengubah Hambatan Menjadi Peluang)*. 2000, Page 9

2. Adversity Quotients Classification

Stoltz has classified human's adversity quotients respond into three types. Those are climber, quitter and camper. Human who has classified as quitter their score is around 0-40. Camper is around 41 to 80. The highest score of human AQ is around 81 to 120 called as climber.²¹ Human who has classified as quitters defined as bitter and depressed individuals who have given up on their dreams, often choosing the most comfortable and easiest way because they do not want to face challenges.²² This mean the quitter prefers to avoid and reject any difficulties moreover most of them abandon their dreams and selected something which seem easy. Fighting is not their style. When adversity hits them they are incapable of responding appropriately and fail to overcome any challenges facing them.²³ Most of people predict that the quitter is a loser person.

Campers are said to be somewhat like Quitters; they do not reach for more than what they have. But they differ from Quitters in that they seek to preserve what they have. They are keeping to the familiar and what they know while believing that they have reached their ultimate goal,²⁴ this means camper seem as quitter but they still having a spirit to fight and face a problems nevertheless they do not fight with full of their dedication. Sometimes accept the challenge sometimes they just passed away from a challenge. They have a little sprit, initiative and endeavor to overcome challenges. Their style prefers to choose something safely. They are often to regardless any risks that may come to them.²⁵ So most of campers hidden their high potential to survive in a challenges that may they can passed. They do not maximize all opportunity they have. Easy to satisfy and lack of discipline to strive a challenges. They just done something based on what they need only.

²¹ Profil Kemampuan Siswa Dalam Menyelesaikan Masalah Matematika Berdasarkan Adversityquotient, Abidatul Ma'rufah, Uin Sunan Ampel 2013, Page 18

²² Adversity Quotient In Predicting Job Performance Viewed Through The Perspective Of The Big Five, Psikologiske Institutt University Of Oslo, Elizabeth Le Thi, Page 8

²³ Ibid

²⁴ Ibid

²⁵ Ibid

Climbers described as human who never lose hope despite the many obstacles life is putting in their path. Rather, they embrace challenges, are extremely self-motivated and driven, intent on getting the utmost out of life. Highly visionary, Climbers are not the kind of people to wait for things to happen, they make things happen, and are constantly in search of new ways to grow and to contribute. In short, Climbers are innovative people.²⁶ It means climber is a perfect human. They totally different with quitter and camper's life style, the climbers, prefer to fight and face a challenge that may come. They have much more internal motivations, high spirit and good visions. Most of them can create an opportunity and also make it happen.

²⁶ Ibid

Table 2.1
Interpretation and scoring²⁷

Quitter	Camper	Climber
Quitters (score 0-40) These people are easily discouraged, and easy to give up, powerless, tend to be passive, not passionate to reach the peak of success. They ignore, cover or leave the basic human urge to try.	Campers (scores 41-80) People who are easily satisfied with the results they get. They don't want to continue their efforts to get more than they have now but campers have dared to respond to challenges and reach a certain point. Those included in Campers may not use all of their abilities. Usually they look for a safe situation.	Climbers (score 81-120) They will think of any possibilities and try to live in the difficulties of life with courage and real discipline that they have as human being. They also think of any appropriate possibilities and never allow age, gender, race, physical or other obstacles that may be face to hinder their efforts.

3. Dimensions of Adversity Quotient

Based on the Dr. Stoltz theory of Adversity quotient there are four dimensions to measures the AQ of an individual. They are control, origin and ownership, reach, and endurance. Those dimensions familiarly called as CORE.

²⁷ <https://dokumen.tips/download/link/skala-adversity-quotien>

a) (C) Control

C stands for control over an adverse event.

People who respond to adversity as temporary, external and limited have optimistic Explanatory styles and tends to enjoy life's benefits. With perceived control, hope and Action is turned to reality or learned helplessness shall pass. The more control one has, the more likely one has to take positive action.

b) (O2) Origin and ownership

O2 denotes origin and ownership. The first O stands for origin and has something to do with blame. Blame has two functions which help one to learn from and adjust behavior causing improvement. This blame leads to guilt obliging one to search own soul and weigh the way one might have hurt others. The feeling of guilt is a powerful motivator when used properly for it can help heal real, perceived or potential damaged to an important relationship. Too much blame can be demoralizing and destructive which can destroy ones energy, hope, self-worth and immune system leading one to decide to quit. Those with lower AQ scores tend to blame themselves. Higher scores tend to properly place responsibility, and therefore also have high self-worth. An individual having low AQ blame oneself for bad events, but with higher AQ an individual learn one's behavior to become smarter, better and more effective the next time similar situation is encountered.

The other O means ownership that reflects accountability. This answers the degree of owning the outcomes of adversity whether good or bad. High AQ people enhance their accountability to control, empower and motivate action while low AQ people disown the problem causing failure to act, give-up, point fingers, reduced performance and angers at others and many more negative actions. Owning the outcome reflects accountability for achieving a specific result in response to a problem. High scores tend to accept responsibility for creating a specific outcome regardless of the causes.

c) (R) Reach

R stands for reach evaluating how far the adversity gets into the areas of one life. Low AQ response allow adversity to affect other aspect of one's life leading to financial panic, sleeplessness, bitterness, distancing self from others and poor decision making. But with high R-score one may limit the reach of the problem to the event at hand. A misunderstanding relationship is one misunderstanding although painful and not a sign that life is falling apart.

d) (E) Endurance

E means endurance responding to the time adversities last. Attribution theory of Peterson & Seligman et al indicated that there is a dramatic difference between people who attribute adversity to something temporary versus something more permanent or enduring. Applying this theory, people who see their ability as the cause of failure (stable cause) are less likely to continue than people who attribute failure to their effort (a temporary cause).²⁸

²⁸ Principals' Adversity Quotient: Styles, Performance And Practices, Lea Daradal Canivel, University Of The Philippines Diliman, Quezon City April 2010, Page 22

Table 2.2
Dimensions of Adversity Quotient²⁹

Dimensions	What is it?	What it determines
Core	The extent to which someone perceives they can influence whatever happens next	Resilience, health and Tenacity
Ownership	The likelihood that someone will actually do anything to improve the situation regardless of their formal responsibilities	Accountability, responsibility, action, Engagement
Reach	The extent to which someone perceives an adversity will “reach into” and affect other aspects of the situation or beyond	Burden, stress, energy and effort, it tends to have cumulative effect
Endurance	The length of time the individual perceives the situation / adversity will last or endure	Hope, optimism and willingness to persevere

²⁹ http://www.peaklearning.com/about_aq-profile.php

4. Creative Thinking Process Graham Wallas in EFL

1. Creative in EFL

Creativity is the ability to produce original work and ideas. It starts with a creative person using a creative process to make a creative product. Creativity can be defined as the ability to produce original ideas and new items. It also includes the combining of existing work, objects, and ideas in different ways for new purposes. Three important components of creativity are the creative person, the creative product, and the creative process.³⁰ Most people tend to be more creative when they walk than when they sit. They generate more creative ideas while walking.³¹ This means the creativity cannot limit with the situation and condition.

Whenever and wherever we think it will give a stimulus to our brains to still thinking. Creativity can be defined as a mental process involving of new ideas or concepts, conscious or unconscious insight. Creativity is the capacity to think, combining various ideas in an original and unique manner, taking new assumptions, seeing things from a new perspective, giving ideas, doing something new or the same, however in a better manner as well as unusual combining various thoughts and ideas.³²

Moreover, creative in EFL produce an interaction and cooperation among students, self-reflection in action as the benefit for EFL students even creativity in EFL able to reflect on individual and collective activities³³. It means creativity generally accepted that creative has a central role in education and it has a principal goal of learning in EFL/ESL classes. So creativity for EFL is not only to

³⁰ Barry, D. M., & Kanematsu, H, (2006), International Program To Promote Creative Thinking In Chemistry And Science, *The Chemist*, 83(2), 10–14

³¹ Study: A Stroll Helps Creative Thinking, *Watertown Daily Times*, A2 (May 4, 2014).

³² The Second And Third Scientific Interdisciplinary Electronic International Conference (Sieic No. 2-3/2015)P12

³³ Critical And Creative Thinking In The English Language Classroom Tsiplakides Iakovos, *International Journal Of Humanities And Social Science Vol. 1 No. 8; July 2011*

produce or combining several ideas but also interacts, cooperate and reflected to the situation faced by students.

2. Thinking process

There are some statements related to Thinking process definition by the figure. Most of them have quite different terminology to define a thinking process. Ahmadi argued that thinking process is a process of human's brain in solving a problem.³⁴ This argument totally different with Sieger's opinion that defined a thinking process is processed of information.³⁵ It means he believe that thinking process is an activity to present an information surround become new information. In other hand those diversities of terminology in defining the thinking process was conclude by Solso. Solso said thinking process is a process of representation new information which is considered reasoning, describing, and solving problem and creating concept.³⁶ Moreover Siswono argued that thinking process is a process of receiving and converting data in the memory that it will produce again as new knowledge then.³⁷ It means the information who have reached by human' brain it will be transformed into new ideas as the original ideas which is influenced by their perception.

Based on all definitions above related to thinking process, this research expected to analyze a step of students' activity that is using creativity in taking a decision to solve a problem, The problem is question from teacher to students such as exercises or homework. It also supported by Joel Barker creativity appear in a decision. Creativity demands an ability to overcome diversity which

³⁴ Abu Ahmadi, *Psikologi Umum*, (Jakarta: Pt Rineka Cipta 2003) Hal 166

³⁵ Darma Andreas Ngilawajan, "Proses Berpikir Siswa Sma Dalam Memecahkan Masalah Matematika Materi Turunan Ditinjau Dari Gaya Kognitif *Field Independent* Dan *Field Dependent*", *Pedagogia*, 2:1, (Februari, 2013), 72.

³⁶ Robert L. Solso, Otto H. Maclin, Dan M. Kimberly Maclin, *Psikologi Kognitif*, (Jakarta: Erlangga, 2008), Hal 402.

³⁷ Muhammad Yani, M. Ikhsan, Dan Marwan, "Proses Berpikir Siswa Sekolah Menengah Pertama Dalam Memecahkan Masalah Matematika Berdasarkan Adversity Quotient", *Jurnal Pendidikan Matematika*, 10:1, Januari, 2016), 44.

is influenced by any possibilities³⁸. Creativity is one of the factors that can influence AQ.

3. Creative thinking process based on Graham wallas

As human who have brain thinking is one of usual activity done every times. The brain is never stop to think wherever. When the brain starts to thinking it called as mind/intelligence and it will produce an information or idea. Creativity is one of the products of human's mind. Creativity will be produced after process of thinking. So human's mind, creativity and thinking proses are related each other becomes a united called as creative thinking process. There are much definitions of creative thinking process.

One of the definitions comes from Graham Wallas theory. He stated that creative thinking defined as an ability of students to produce some possibilities to find an answer and the way to solve a problem.³⁹ It means creative thinking will produce a human's mind to find some ways to finish any questions using various finishing. It is also supported by the result of a research done by Subandar and Munandar show creative thinking gives any possibilities of answer based on information reach before.⁴⁰

Graham Wallas has divided that there are four stages of creative thinking process. The first step is the Preparation students need to be well prepared and know the field of study. They will gather information, conceptualize the problem and explore its dimensions. The Incubation is the next stage and is about detaching about the problem. Taking time to think about something else helps to solve issues. The third stage, the Illumination, is the transition

³⁸ Joel Barker (2005, P 94)

³⁹ The Process Of Creative Thinking To Solve The Problem Of "Trapezoid" Based On Wallas Steps Observed From The Vii-C Students' Adversity Quotient (Aq) At Smp N 1 Jember)

⁴⁰ 8abdul Azis,Et.AL., "Proses Berpikir Kreatif Siswa Smp Dalam Pemecahan Masalah Matematika Ditinjau Dari Tipe Kepribadian Dimensi Myer-Briggs Siswa Kelas Vilimts Nw Suralaga Lombok Timur Tahun Pelajaran 2013/2014", *Jurnal Elektronik Pembelajaran Matematika*, 2:10, (Maret, 2014), 1081

between the preconscious processes into the conscious awareness of getting a creative response. This mysterious stage is very quick and gives birth to different pieces of one concept or the whole at once. And finally the last step is the Verification, the ideas are verified, elaborated and then applied with the initial problem for the sake of solving it and satisfying all the needs and criteria conceptualized in the preparation stage⁴¹.

Table 2.3
Indicator of creative thinking process
Based on Wallas⁴²

No	Stages	Indicators of Wallas theory	Indictors in simple present tense based on Wallas theory
1	Preparation	1. Understanding problem	The students know how to answer the question correctly.
		2. Identify problem	The students can identify positive, negative, and interrogative sentence.
		3. Determine relevance information 4. Connected an information with the problem	The students capable to answer all question correctly and accurately in each positive, negative and

⁴¹ Creativity & Leadership The Introduction Of Creative Internal Communication Practices In Organizations, Guillaume Vertillart, Linnaeus University Sweden, 2014 Page 16

⁴² Dewi Nuharini Dan Tri Wahyuni. *Matematika Konsep Dan Aplikasinya*. (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008). 201

		5. Creating an assumption and hypothesis a strategy to solve the problem	interrogative sentence in simple present tense.
2	Incubation	1. Selecting an idea which is considered appropriate 2. Examined the chosen idea	The students capable to select the appropriate answer of simple present tense correctly and the students convince into their idea to answer the simple present tense.
		3. Setting a concept or fact to determine idea/ way	The students capable to manage their idea or assumption to take decision to answer simple present tense.
3	Illumination	1. Finding the main idea to solve a problem	The students capable to find a solution to answer the simple present tense correctly.
		2. Establish and develop an idea to solve a problem	The students capable to write and describe how to solve the problem in each positive,

			negative and interrogative sentence of simple present tense accurately.
4	Verification	1. Examined a solution of problem	The students re-checked all of their answer as the instruction given.

5. Present Simple Tense Problems

Most of students believe that learning English is difficult particularly grammatical aspect. Present simple tense is one of the important aspects of grammar that should be mastered by students. In Indonesia when the students at the junior high school grade certainly have been taught what and how present simple tense is in the class. They learn how to make a sentence, analysis grammatical error and communicate using present simple tense.

Cook and Suter said Tense is a systematic structure to describe different forms of verb that showed the time and action. Meanwhile, present tense is formed by using the simple form of the verb which listed in the dictionary or it called as infinitive without “to”. When the third person singular subject is present, so (-es or -s) is added in the end of letter.⁴³ It means simple present tense is from of the verb that show time and action which can be added (-s or -es) in the end latter.

Based on the writer’s experience, he found an interesting phenomenon such as most the students commonly confused how to use (S/ES) in end of verb, some students also feel difficult to make question mark or converting positive sentence to negative sentence etc. so the researcher interested to do research which related to present tense and junior high school is appropriate participants in conducting research. In this research the writer expected to measure student knowledge

⁴³ Analysis Of Students’ Error In Writing Simple Present Tense, Delmi Sastra L ingga, Hkbp Nommesen (University Pematangsiantar,) 2016.

which related to present tense problems. The problem here means a collection of questions that is categorized as present simple tense.

B. Previous Studies

Related to this research, there were some research that similar and relation with this research; the first study was conducted Caralee K. Doak, Stacey M. Jambura, Jason A. Knittel, Audrey C. Rule entitled “Analyzing the creative problem-solving process: Inventing a product from a given recyclable item”.⁴⁴This investigation describes the creative process of graduate students (7 female, 4 male) in a problem-solving theory and practice course grappling with the task of creating products from four identical recyclable items that were circular. An analysis of participants’ reflections concerning their creative process showed that although participants first found the problem challenging and could not conceptualize effective products.

The next study entitled “Relationship between adversity quotient and academic problems among Student Teachers”.⁴⁵ This study is conducted to find out the level of academic problems and adversity quotient among student teachers. The study also analyses the relationship between adversity quotient and academic problems among student teachers. A teacher can transfer his/her ability to the next generation and inculcate such qualities in the students.

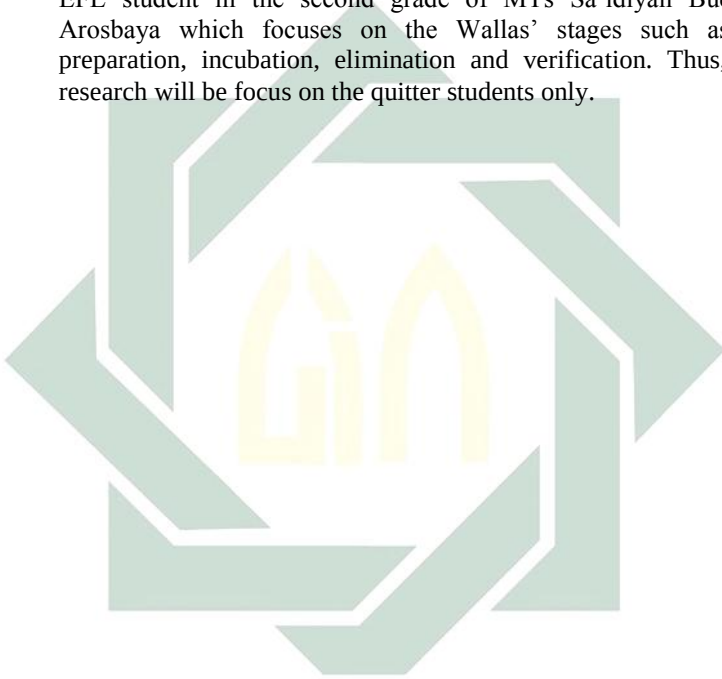
The last study was conducted “penerapan model wallas untuk mengidentifikasi proses berpikir kreatif siswa dalam pengajuan masalah matematika dengan informasi berupa gambar!”. This research will explore student creativity in problem posing task, student creative thinking process and the level of student creative thinking in problem posing task based on a particular picture or diagram. That research is conducted by qualitative approach to seven grade students of Junior high school at Surabaya (SMPN 26

⁴⁴ Analyzing the Creative Problem-Solving Process: Inventing a Product from a Given Recyclable Item, Caralee K. Doak, Stacey M. Jambura, Jason A. Knittel, Audrey C. (Rule Department of Curriculum and Instruction, University of Northern Iowa, Cedar Falls, USA) 2013.

⁴⁵ *Relationship between Adversity Quotient and Academic Problems among Student Teachers*, Dr Usha Parvathy, Praseeda, (Avila College of Education, Cochin, Kerala, India) (Higher Secondary School Teacher, Palakkad, Kerala, India)

Surabaya). Analysis results from interviewing show that each student of three groups has different characteristics in each step of Wallas model.

However, this study is different from all the previous studies above because this research will be analyze the quitter students' creative thinking only in solving simple present that dedicated to EFL student in the second grade of MTs Sa'idiyah Buduran Arosbaya which focuses on the Wallas' stages such as the preparation, incubation, elimination and verification. Thus, this research will be focus on the quitter students only.



CHAPTER III

RESEARCH METHOD

This chapter discusses about: (a) research approach and design, (b) research subject & setting of the study, (c) data and source of data, (d) research stage, (e) data collection technique, (f) data collection instruments, and (g) data analysis technique.

A. Research Design and Approach

This research uses qualitative descriptive method to find out the result of research questions. This method would be appropriate in identifying and describing the quitter's creative thinking process in facing problem of simple present tense and selecting participant. Qualitative research refers to study that investigated the quality of relationships, activities, situations, or material.⁴⁶ In addition Qualitative research is a research for describing and analyzing phenomenon, event, social activity, attitude and individual perception and group perception.⁴⁷ So, this method would bring much more contribute to determine students' classification which one called quitter. Even the description would support more detail information needed in describing creative thinking process.

B. Research Subject and Setting

The subject of this research was conducted at MTs Sa'idiyah Buduran Arosbaya. The participants of this research were the second grade of junior high school in academic years 2018/2019. There were 27 male students in the class of VIII A. there were some reason why the researcher chosen this school to be observed as the participant of the research:

1. The students of MTs Sa'idiyah Buduran Arosbaya have been learned present tense as the lesson in their class. When the

⁴⁶ Jack R. Fraenkel – Norman E. Wallen. *How To Design And Evaluate Research In Education*, (New York: Mcgraw-Hill, 2009), 435.

⁴⁷ Sutopo - Arief, *Penelitian Kualitatif: Aplikasi Pada Penelitian Ilmu Kesehatan*. 2010.

students have learned a present tense as their subject, it will be needed to be participants of this research.

2. In this researcher don't compulsory to selecting the best school or academy because based on the Indonesian curriculum of K13 most of the school at this second grade should have learned their students simple present tense.
3. MTs Sa'idiyah Buduran Arosbaya is a part of Pondok pesantren As Sa'idiyah Buduran that disassociated their students between male and female. So all of the participants of this research were male. In this research the researcher took only some students who has classified as the quitter students. The students would be examined by using ARP test by Dr.stoltz. Whereas, to knowing the students' creative thinking process the students examined by giving simple present tense problems then they will be interviewed related to test given to them. That test is supported by graham wallas theory in creativity.

Table 3.1
List of the subject research

No	Score	Initials	Coding of subject
1	40	FK	S1
2	39	AG	S2
3	39	BT	S3
4	38	HM	S4
5	36	TS	S5

Based on the table above, the researcher made a conclusion that the quitter students have 40 or below 40 score grounded on chapter II table interpretation and scoring 2.1. Those are the participant of this research who was classify as quitter students.

C. Data and Source of Data

1. Data

The data used in this research was documentations and interview guideline in simple present tense problems. The first documentation was the result of ARP test which is given to the students then it was analyzed by Dr.Stoltz theory. The second documentation is simple present tense paper sheet and interview guideline that will be analyzed by graham wallas theory to answer the research question of this study above.

2. Source of data

The source of data in this research from participants who have answered the questioner and interview guideline in second grade of MTs Sa'idiyah Buduran Arosbaya. The first source from the students' answer of ARP test to identify the students' level of their AQ. The second source reached by the students' result of answering simple present tense problem which served to them which created as the students challenge based on the students' level. The last source was audio recording between the researcher and students interviews after answering the simple present tense paper sheet.

D. Research Stages

The process of this research would be done with as these following stages:

1. Research preparation:

- a. Asked a permission at MTs sa'idiyah Buduran Arosbaya to do a research at the school.
- b. Created a deal with the teacher to operate and setting the class for applying the research for his students.
- c. Created research instruments such as ARP test, simple present tense and interview guideline as the tool to do research.

2. Research realization:

- a. Elected subject research based on the ARP test to find the quitter students then they would be examined more.
- b. Served simple present test to the six students who have classified as quitter students.

- c. Took an individual interview section after answering simple present tense in rotationally.
3. Research Analyzing the data of documentations
After all the papers have been collected, the researcher will be able to identify and analyze the data based on the theory that written. ARP test as the tool to identify the participants whereas Graham Wallas theory as the core of the research that will show the students creativity.

E. Data Collecting Technique

In this research, the researcher decided three kinds of data collecting techniques that applied in doing research:

1. ARP test (Adversity Respond Profile)
The researcher distributed questioner of ARP test as a tool to identify and also purposed to know the students' level how high or low their AQ (adversity Quotient) is.
2. Simple present tense test
In other day the researcher distributed simple present tense test to get the students' result which expected to know the students' effort in solving problem of present tense.
3. Interview
In the last technique that applied by the researcher was interview to each participants who have selected as subject research and they have answered simple present tense test also. This interview expected to cover something missing in the questioner task. Interview is a technique of collecting Data to reach information need with informant directly passed conversation or dialogue.⁴⁸ The type of interview is open-added, so the researchers got data from the participants accurately.

⁴⁸ Djam'an Satori dan Aan Komariah, *Metodologi Penelitian Kualitatif*, (Bandung: Alfabeta, 2014), 130

F. Data Collection Instruments

In this research, the researcher used four instruments such as questioner and open-ended interview with the subject of the research.

1. Questioners of ARP test

This questioner of ARP test used to elect the participants of MTs Sa'idiyah Buduran Arosbaya which expected to classify the participants of the research subject. Questioner has many good things as data collection technique.⁴⁹ There were 40 questions for students that should be answer to classify their characteristic. This ARP test commonly used to classify the students' AQ.⁵⁰ This diagram expected to describe the plot of selecting participants of research.

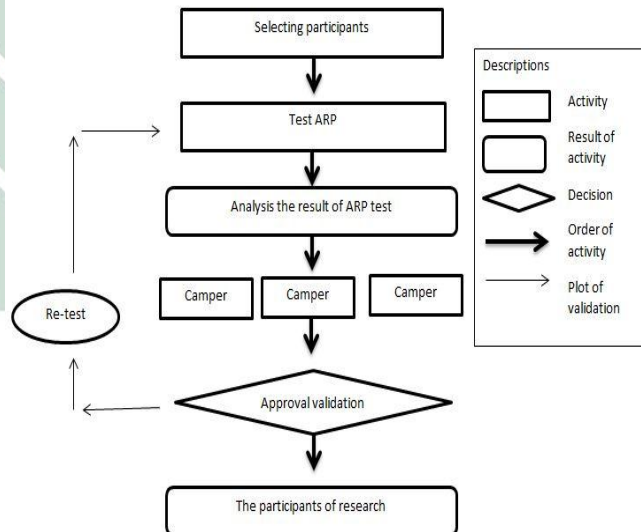


Figure3.1 Selecting Participants

⁴⁹ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 2013), 266.

⁵⁰ <https://dokumen.tips/download/link/skala-adversity-quotient>

2. Method Test

Test is a series of question or exercise as well as other tool which is used to measure a skill, knowledge of intelligence, ability or talent which is having by individual or group.⁵¹ Here, the test used by researcher was achievement test. Dealing with Saifudin Azwar, “achievement test is a collection of test which is planned to expose the maximum performance of lesson in mastery substance or material taught in the class before.”⁵² The result of this method test used as document to know the students effort.

This simple present tense test created by researcher based on the Graham Wallas Stages theory that have discussed in chapter II. This instrument made because it expected to know the students’ thinking process in solving simple present tense which selected as the subject of research based on Graham Wallas Stages. There two term of test. The first term of test was true and false. True and false chosen because it offered the students’ an opportunity to demonstrated knowledge, skill, and ability in a variety of way.⁵³ The second term of test was multiple choice question that chosen because it can cover lots of content areas on a single exam and still be answered in class period.⁵⁴ To measure the validity of question the researcher have done some procedure, those are:

- a. Created simple present tense which was balanced and developed with the indicator that would be researched as the chapter II discussed above.
- b. Asked a validation of instrument to the expert of English lecturer. The expert here means one the lecturer of English education departments in UIN Sunan Ampel Surabaya.
- c. When the instrument of simple present tense have validated and stated as valid instrument by the lecturer, so this

⁵¹ Suharsimi Arikunto, *Prosedur.....* Hal. 150

⁵² Saifudin Azwar, *Tes Prestasi: Fungsi Dan Pengembangan Pengukuran Prestasi Belajar*, (Yogyakarta: Pustaka Pelajar Offset, 2005), Hal. 9

⁵³ Hppts: www.facultyfocus.com/article/educational-assesment/advantages-and-disadvantages-of-different-types-of-test-questions.

⁵⁴ Hppts: www.facultyfocus.com/article/educational-assesment/advantages-and-disadvantages-of-different-types-of-test-questions.

instrument was available to distribute to the subject of research.

- d. If the instrument of simple present tense was invalidated, so the researcher would revise till the instrument validated by the validator. This diagram were the plot of creating a simple present tense:

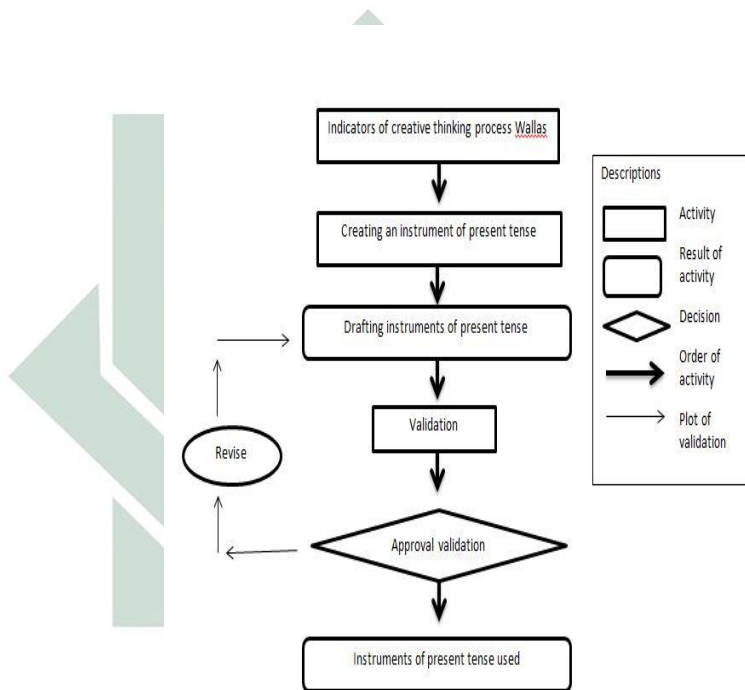


Figure3.2 Simple Present Tense Worksheet

3. Interview

Interview was chosen for this research because it would be asked to the students who have selected as the support and also strengthen the students' answer on method test as simple present tense. This interview would be done deeper by including respondents' feeling, opinion, emotion, and experience. So that. The respondents could explore more than

one or two words.⁵⁵ Interview method commonly called as interview or oral questioner. It is a dialog done by interviewer or researcher to reach some information from the participant or respondent.⁵⁶ So the interview expected to show the students' answer deeply, clearly and accurately after answering simple present tense test.

G. Data Analysis Technique

In this research the data were the students' respond to the survey of ARP test, simple tense test and interview guideline. This data analyzed as long as the instrument distributed and then the data collected to the participant of the research.

1. Analyzed of ARP test

The instruments of ARP test distributed to the participants of the research, and then the result of the ARP test analyzed followed this stage:

- a. The researcher recapitulated all of the student's result after answered the questioner of ARP test.
- b. Scoring the students' result of ARP test to identity the students' level in selecting the participant of research.
- c. Identify all of the students' level see appendix 1 & 2
- d. The lower score of the students have classified as quitter students and elected to be participant of the subject research. There were 5 students who had been selected in this research to answer the research question of this research.
- e. After selecting the participants of the research, the researcher distributed simple present tense test.

2. Analyzed Students' Result Of Simple Present Test

Based on the students' result of the simple present tense test analyzed as follow:

⁵⁵ Martun Densombe, *The Good Research Guide*; Fourth Edition, (New York: Open University Press 2010),172

⁵⁶ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 2013), 150.

- a. The researcher asked the students to answer the simple present tense test as much as they could in solving the problem.
 - b. The researcher scoring of the students result.
 - c. The students' result of simple present tense test scanned by the researcher become soft file, then the soft file here transcribed as the finding data that expected to give much more detail information accurately based on the students result of the test.
 - d. The transcribed of students' result analyzed grounded on Graham Wallas stages such as preparation, incubation, illumination and verification that checked off with the students' interview transcript which related to the students' answer of simple present tense.
3. Analyzed Data Interview

This interview section done by the researcher among of the five students who selected as participant of the research that recorded with audio recording application. First off this entire data interview analyzed with transcribed the interview result of participants that expected to know all information got. The used of analyzed as follow:

1. Data Reduction

Data reduction is a form of analyses which referenced to the process of sharpened, grouped, and eliminated unnecessary something and also to organize unrefined data which obtained in the field. All of data interview needed to describe students' creative thinking process grounded on Wallas theory. This data explained as follow:

- a. Transcribed all the students' respond to the question of interview then re-playing the result of interview which hoped to write accurately based on the audio recording. Coding of this interview result as follow:
 I,a,b,c and S,a,b,c
 I =interviewer
 S =subject of research
 a,b,c = coding digit after I and S. first digit stand for a means a=1,2,3....the second digit stand

for b means b=1,2,3..... The third digit stand for c means c=1, 2, 3.....

Example : I.1.2.3 Means: the interviewer stand for S1, interview section 2, and question for number 3. S1, 2, 3 means: number of subject 1, interview section 2, and question number 3.

- b. Re-playing the audio recording of interview many times to ensure the accuracy of transcription of the data.
 - c. To reducing error made in writing transcription the researcher re-checking the result of transcription with the audio recording again to reach validity.
2. Data presentation
- In this research, the presentation data as follow:
- a. Presenting the result of interview and then checking the data to determine the consistency of information that given by subject of research. So it expected to obtain research data validity passed triangulation source.
 - b. Analyzed the result of valid interview to identify the students' creative thinking process of simple present tense based on Wallas theory.
3. Concluding

The last stage was concluding. The researcher concluded the result of the study. The researcher explained the data and the result of study. The data and result that the researcher explained are students' creative thinking in solving simple present tense and interview transcripts of the students result. The researcher compared students' result of written test and interview from all the different subject of the research grounded on consistency, view, idea and opinion of the subject research. After that the researcher interpreted based on the research data.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher described the research finding of the research. It explained about the quitter students' creative thinking process in solving simple present tense, this chapter indicated to answer the research questions of the research and also this chapter discussed about analysis how is the quitter students' creative thinking on the preparation, incubation, illumination and verification stages.

A. Research Findings

In this chapter, the researcher showed the final result of ARP test that classified the students' adversity quotient. Analyzed the quitter students' creativity in solving present tense test and then transcribed the researcher and student interview that related to the students paper sheet of present simple tense.

1. The quitter students' creative thinking process on the preparation stage

On this preparation stages found that the quitter students (S1, S2, S3, S4, and S5) have passed some indicators of creative thinking process such as understanding problem, identify problem, determine the relevance information, connect an information of problem and create an individual assumption or strategy to solve the problem.

Table.4.1
Students' creative thinking process on preparation stage.

Subject of research	Creative thinking process	Note
S1 (FK)	S1 FK seen that he had passed all indicators of creative thinking process in simple present tense well in preparation stages. He could	S1 FK had answered all the question of simple present tense correctly but there was number 5 of question unanswered in negative sentence. He understood and

	understand and identify problem. He also capable to determined information to create assumption which connected with the information faced. See appendix 3	identified all the question correctly and accurately in each positive, negative and interrogative sentence of simple present tense nevertheless he was failed to complete all question served in negative sentence in other hand another negative sentence was answered correctly by him. So it showed that he had passed this preparation stages well.
S2 (AG)	S2 AG seen that he had passed this preparation indicators partly. He could understand to solve problem but he had less ability to identify problem accurately. He could determine information faced but he was failed to create assumption to connect with the information need. It means he had passed 2 of 5 indicators in creative thinking process. See appendix 3	S2 AG seen that he had answered all the question served. But there were 4 incorrect answer of simple present tense particularly in positive and interrogative sentence. There were 2 positive and 2 interrogative sentence answered incorrectly by him. In other hand He had answered all negative sentence correctly. Understanding problem and determining idea was the two indicators passed well. In contrast, in identifying problem of positive and

		interrogative sentence he made mistake. In creating assumption and connecting information he seen that he could not manage it well because he could not answered all simple present tense type incorrectly.
S3 (BT)	S3 BT seen that he had passed this preparation indicators partly. He could understand to solve problem but he was hardly to identify how to solve the problem faced. He could determine the relevance ideas but he was hardly to create an appropriate assumption to overcome the problem in connecting information faced by him which related to simple present tense. It means he had passed 2 of 5 indicators in creative thinking process. see appendix 3	S3 BT seen that he had answered all the problem faced in the simple present tense. Unfortunately, his answer of positive, negative and interrogative sentence was found any mistakes in each types of simple present tense. There were two incorrect answer in negative sentences, and one incorrect answer of each positive and negative sentence. It means he could not identify the problem which related to simple present tense was debated and inaccurately. He seem that he could not manage his strategy to overcome problem thus, he could not connect all information served

		become a hypothesis to answered the question of simple present tense.
S4 (HM)	S4 HM seen that he had passed this preparation indicators well. He could understand how to answer the simple present tense test correctly. He could create his idea to overcome the problem and he also could connect the information served. He could identify and determine the relevant idea hardly. See appendix 3	S4 HM seen that he could answer all the question faced about simple present tense. He had answered all the question but he got 3 incorrect answer. He made mistakes in each positive, negative and interrogative sentences. It means he had understood how to overcome problem. He also could create his own assumption to connect the information and the problem of the question. Unfortunately in identifying and determining the appropriate answer of simple present tense need, he done inaccurately because in each types of simple present tense test he got incorrect answer to combine the problem and relevant information.
S5 (TS)	S5 TS seen that he had passed this preparation indicators. He could	S5 seen that he had answered all the question faced about simple present tense.

	understand and creating assumption relevant information to solve the problem of simple present tense. Unfortunately in identifying problem with the information served he could not connect it to produce a correct answer. see appendix 3	He got three incorrect answers. There were two incorrect answers of positive and one interrogative sentence. It means he could understand to overcome the problem but he was inaccurately in identifying and connecting problem with relevance information to produce the appropriate answer of positive and interrogative sentences types of simple present tense.
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Based on the table above known that the subject of research had passed the preparation stage variously. S1 had passed this preparation stage well without any doubt of it. In contrary S4 had passed this preparation stage imperfectly because there were some indicators of creative thinking work inaccurately as in determining and identifying relevant information need to solve the problem of the question. S2 and S3 passed this preparation stage was similar. Both of them hardly to identify the problem of the simple present tense. So they got more incorrect answers than others subject of this research.

2. The quitter students' creative thinking process on the incubation stage

On this incubation stages found that the quitter students (S1, S2, S3, S4, and S5) have passed the indicators of creative thinking process such as selected the appropriate ideas, managed a concept or fact to determine ideas and examined their ideas of the chosen ideas.

Table.4.2
Students' creative thinking process on incubation stage.

Subject of research	Creative thinking process	Note
S1 (FK)	S1 FK seen that he had passed this incubation indicators well. He could select the appropriate idea to overcome the problem in simple present tense. He also known that he had convinced and managed well his ideas or ways to complete his answer of simple present tense.	S1 FK seen that he had answered all the question of multiple choice question (MCQ) in simple present tense. He answered correctly without any mistakes in every positive, negative, and interrogative sentences. It means he had known well how to select the appropriate idea or ways to complete the MCQ in simple preset tense. He also had convinced and managed his ideas or ways to answer this simple present tense test correctly and accurately.
S2 (AG)	S2 AG seen that he had passed this incubation indicators. He could select the appropriate ideas to	S2 AG seen that he had answered all the question of simple present tense. Unfortunately, he got two incorrect answer of

	overcome the problem and he could manage his ways to take decision in completing the challenge. He also have convinced his ideas to answer the question. See appendix 4	positive and interrogative sentences no 1 and 6. In addition he had answered negative sentence correctly. It means he had an ability to selecting the appropriate idea to solve the problem nevertheless, he got incorrect answer. In addition, He had managed his ideas or ways correctly to answer the question. It seen by his result of negative sentences question that he had answered correctly
S3 (BT)	S3 BT seen that he had passed this incubation indicators. He could select the suitable ideas to solve the problem. He could convinced and setting his ideas or ways to answer the question of simple present tense. see appendix 4	S3 BT seen that he had answered all the question of multiple choice question (MCQ) in simple present tense. Unfortunately, he got two incorrect answer of positive and interrogative sentences no 1 and 6. In addition he had answered negative sentence correctly. It means he had an ability to selecting the appropriate idea to solve the problem nevertheless, he got incorrect answer. In addition, He had

		managed his ideas or ways correctly to answer the question. It seen by his result of negative sentences question that he had answered correctly.
S4 (HM)	S4 HM seen that he had passed this incubation indicators. He could select the appropriate idea to overcome the problem in simple present tense. He also known that he had convinced and managed his ideas or ways to complete his answer of simple present tense. See appendix 4	S4 HM seen that he had answered all the question of multiple choice question (MCQ) in simple present tense. Unfortunately, He got one incorrect answer of interrogative sentence. It means he had passed all indicator of incubation stage that indicated he had selected appropriate ideas to overcome problem. Therefore, he had convinced and managed his ideas and ways to answer all MCQ question of simple present tense.
S5 (TS)	S5 TS seen that he had passed this incubation indicators. He could select the appropriate ideas to solve the problem. He also convinced and managed his idea and ways to take decision in	S5 seen that he had answered all the question of multiple choice question (MCQ) in simple present tense. He got three incorrect answer. Those ware two incorrect answer of positive sentences and one incorrect answer of interrogative sentence.

	answering simple present tense. See appendix 4	It means he was inaccurately to select the appropriate ideas in answering the positive sentence. But he had managed well his ideas or ways in answering negative sentences. In addition, he convinced his ideas by completing all problems faced. Even though he got some mistakes.
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Based on the table above known that the subject of research had passed the incubation stage variously. S1 had passed this incubation stage well without any doubt of it. In contrary S5 had passed his preparation stage inaccurately. S2 and S3 passed this incubation stage was similar. Both of them hardly selected the appropriate ideas or ways to solve the problem in positive and negative sentences of multiple choice question in simple present tense. S4 had passed this incubation stage almost perfectly unfortunately, he got one correct answer of interrogative sentence.

3. The quitter students' creative thinking process on the illumination stage

On this illumination stages found that the quitter students (S1, S2, S3, S4, and S5) have passed the indicators of creative thinking process how to find the main ideas and establish ideas to solve problem with considered the table 2.3 on chapter two above.

Table.4.3
Students' creative thinking process on illumination stage.

Subject of research	Creative thinking process	Note
S1 (FK)	S1 FK seen that he had not passed this illumination indicators. He could not find the main ideas to solve the problem. Therefore he could not develop his ideas to solve problem also. See appendix 5	S1 FK seen that he had answered all the question of multiple choice question (MCQ) in simple present tense. Unfortunately, his answer of this stage was totally incorrect in every positive, negative and interrogative sentence. It means he could not find and establish the main ideas to overcome the problem of simple present tense correctly and accurately
S2 (AG)	S2 AG seen that he had not passed this illumination indicators. He could not find the main ideas to solve the problem. Therefore he could not develop his ideas to solve	S2 AG seen that he had answered all the question of simple present tense. Unfortunately, his answer of this stage was totally incorrect in every positive, negative and interrogative sentence. It

	problem also. See appendix 5	means he could not find and establish the main ideas to overcome the problem of simple present tense correctly and accurately.
S3 (BT)	S3 BT seen that he had passed this illumination indicators. He could find the main ideas to solve the problem but he could not develop his ideas to solve problem also. See appendix 5	S3 BT seen that he had answered all the question of multiple choice question (MCQ) in simple present tense. He just answered one correct answer of positive sentence. It means he indicated that he could find the main ideas to solve problem but he could not develop his ideas or ways to answer the MCQ in simple present tense accurately.
S4 (HM)	S4 HM seen that he had not passed this illumination indicators. He could not find the main ideas to solve the problem. Therefore he could not develop his ideas to solve problem also. See appendix 5	S4 HM seen that he had answered all the question of multiple choice question (MCQ) in simple present tense. Unfortunately, his answer of this stage was totally incorrect in every positive, negative and interrogative sentence. It means he could not find and establish the main ideas to overcome the problem of simple

		present tense correctly and accurately.
S5 (TS)	S5 TS seen that he had passed this illumination indicators. He could find the main ideas to solve the problem but he could not develop his ideas to solve problem also. See appendix 5	S5 seen that he had answered all the question of multiple choice question (MCQ) in simple present tense. Unfortunately, he got one incorrect answer of negative sentence. It means he indicated that he could find the main ideas to solve problem but he could not develop his ideas or ways to answer the MCQ in simple present tense accurately.

Based on the table above known that the subject of research had not passed the illumination stage variously. S1, S2 and S4 indicated that he could not find the main ideas how to solve the problem of simple present tense. In other hand, S3 and S5 had passed this illumination stage was similar. Both of them could not develop his ideas to solve the problem of multiple choice question in simple present tense.

4. The quitter students' creative thinking process on the verification stage

At this verification stages, there was no written test of simple presents tense. This verification stage would be known based on the students' respond of the interview section. This students' result of verification stage found that there were 4 students who had indicated he passed this stage clearly because he had re-checked his all answers of simple present tense test before submitting their paper based on his respond to the interview question. In other hand, S1 subject indicated that he couldn't

passed this stage because he had ignorance to re-check his paper and it could be seen at S.1.1.11 interview transcription. See appendix 6, S.10

5. The quitter students' creative thinking process on the preparation stage at the interview transcription data

On this preparation stages found that the quitter students (S1, S2, S3, S4, and S5) have passed some indicators of creative thinking process such as understanding problem, identify problem, determine the relevance information, connect an information of problem and create an individual assumption or strategy to solve the problem.

Table.4.4
Students' creative thinking process on preparation stage interview transcript data.

Subject of research	Creative thinking process
S1 (FK)	Based on the interview transcription, S1 FK known that he could understand how to solve the problem of simple presents tense.S.1. He could identify the problem of positive, negative and interrogative sentence.S.1. He could determine the relevant ideas to create his own assumption to overcome the problem. He connected all the information found with the problem of simple present tense. S.5 See appendix 6
S2 (AG)	S2 AG indicated that he could understand to answer the question correctly.S.1. He identified the answered of simple present tense in every positive, negative and interrogative sentence.S.2. Therefore, he could determine the relevant ideas to create his own assumption to overcome the problem. He connected all the information found with the problem of simple present tense. S.5 See appendix 7

S3 (BT)	S3 BT indicated that he could not know how to answer the question correctly. Moreover, he could not identify, determine, connect and also create the relevant assumption accurately all information faced to solve the problem in every positive, negative and interrogative sentence of simple present tense. See appendix 8
S4 (HM)	S4 HM indicated that he could understand to answer the question correctly.S.1. He identified the answered of simple present tense in every positive, negative and interrogative sentence.S.2. Therefore, he could determine the relevant ideas to create his own assumption to overcome the problem. He connected all the information found with the problem of simple present tense. S.5 See appendix 9
S5 (TS)	S5 TS seen that he could passed all of this preparation stage because he could understand, determine, and connect the information found with the problem faced in simple present tense by himself. He also created his own assumption how to answer all the question given. See appendix 10

Based on the table above known that the subject of research. S1, S2, S4 and S5 indicated that he could passed this preparation stage well. Most of them could understand, identify, and create their own assumption to solve the simple present tense. In other hand, S3 had not passed this preparation stages because all of his respond and information shared had not indicate that he could understand the ways how to complete the question given of multiple choice question in simple present tense.

6. The quitter students' creative thinking process on the incubation stage at the interview transcription data

On this incubation stages found that the quitter students (S1, S2, S3, S4, and S5) have passed the indicators of creative thinking process such as selected the appropriate ideas, managed a concept or fact to determine ideas and examined their ideas of the chosen ideas.

Table.4.5
Students' creative thinking process on incubation stage
interview transcript data.

Subject of research	Creative thinking process
S1 (FK)	Based on the interview transcription, S1 FK known that he could select the appropriate ideas to overcome the problem of simple present tense. Moreover, he had convinced his ideas to determine the accurate ways or strategy to fill in every problem faced in positive, negative and interrogative sentence. See appendix 6
S2 (AG)	S2 AG indicated that he could not manage any ideas or ways to determine the accurate answer of the problem given. He could not explain how to compete the multiple choice question of simple present tense. In contrary, he could select the appropriate answer of the question even he indicated that he was confidently answered the question of simple present tense. See appendix 7
S3 (BT)	S3 BT indicated that he could select the appropriate ideas to compete the simple present tense problem. He also had convinced with all of his answer in every positive, negative, interrogative sentence. Unfortunately, he could not manage well to complete in every positive, negative and interrogative question. He delivered

	his ideas in consistency and inaccurately. See appendix 8
S4 (HM)	S4 HM indicated that he could select the appropriate ideas to overcome the problem of simple present tense. Moreover, he had convinced his ideas to determine the accurate ways or strategy to fill in every problem faced in positive, negative and interrogative sentence. See appendix 9
S5 (TS)	S5 TS indicated that could selected an appropriate ideas and managed his assumption well to overcome the problem of simple present tense. Unfortunately, he had afraid of his ideas in answering the question. See appendix 10

Based on the table above known that the subject of research. S1 and S4 indicated that he could passed this incubation stage well. Both of them delivered his ideas clearly and accurately to select and manage his assumption to overcome the simple present tense problem. In other hand, S2 he could not select the appropriate ideas, S3 he could not arrange his own assumption to determine an accurate possible answer, and S5 had unconfidently in his answer of multiple choice question in simple present tense.

7. The quitter students' creative thinking process on the illumination stage at the interview transcription data

On this illumination stages found that the quitter students (S1, S2, S3, S4, and S5) have passed the indicators of creative thinking process how to find the main ideas and establish ideas to solve problem with considered the table 2.3

Table.4.6
Students' creative thinking process on illumination stage interview transcript data.

Subject of research	Creative thinking process
S1 (FK)	Based on the interview transcription, S1 FK known that he could find the main ideas to answer the question but in other part of the interview he said that he guessed to develop and establish the accurate answer of each simple present tense problems. It means he used his instinct to complete the question faced. He could find any idea to manage it. See appendix 6
S2 (AG)	S2 AG indicated that he could find the main ideas to solve the problem of simple present tense. Moreover, he had matched up between the question and information found to develop his idea to determine the accurate answer of simple present tense. See appendix 7
S3 (BT)	S3 BT indicated that he could find the main ideas how to formulate the correct answer of simple present tense. In the fact he could delivered all of his ideas how to complete the question. It means he had no ideas to develop his own assumption to formulate the correct answer of simple present tense. See appendix 8
S4 (HM)	S4 HM indicated that he could find the main ideas how to formulate the correct answer

	of simple present tense. In the fact he could delivered all of his ideas how to complete the question. It means he had no ideas to develop his own assumption to formulate the correct answer of simple present tense. See appendix 9
S5 (TS)	S5 TS seen that he could not passed this stages. He clearly stated that he had no ideas how to arrange the sentence of the question. It means he had answered this question predictably. See appendix 10

Based on the table above known that the subject of research. S1, S3 and S4 indicated that he could find n ideas how to solve the question. Unfortunately, both of them hardly delivered his ways how to develop their assumption to determine and formulate the correct answer of the simple present tense. In other hand, S2 he could find the main ideas and develop his ideas to select the correct answer, S5 he had absolutely could not passed this illumination stated based on his respond of the interview related to simple present tense problem. See appendix 10

8. The quitter students' creative thinking process on the verification stage at the interview transcription data

This students' result of verification stage found that there were 4 students who had indicated he passed this stage clearly because he had re-checked his all answers of simple present tense test before submitting their paper based on his respond to the interview question. In other hand, S1 subject indicated that he couldn't passed this stage because he had ignorance to re-check his paper and it could be seen at S.1.1.11 interview transcription. See appendix 6, S.10.

B. Discussion

Based on the data description in the finding discussion above showed that the quitter' creative thinking process was limited. Quitter student known as the students who have low creativity dealing with the previous study conducted by Wisas Yuan Isvina, Titik Sugiarti, Dian Kurniati.⁵⁷ Here the researcher would be explained deeply how far the quitter students' creative thinking process in solving simple present tense grounded on Graham Wallas theory as follow:

1. S1 FK subject's creative thinking process

Based on the results of written answers and interviews conducted to S1 subject, it seen that S1 subjects have done the two stages of creative thinking proposed by Graham Wallas. Starting from the stage of preparation and incubation. Unfortunately In the illumination and verification stages he indicated that hardly to pass this stages as follow:

First stage, the S1 subject indicated that he could passed this indicators of creative thinking well. He could understand and identify accurately how to solve the problem of simple present tense. He indicated that he could determine and connect the relevant information with the problem faced. In each positive, negative and interrogative sentences.

Second, the incubation stage was also passed by this S1 subject. This could be seen from the answers of the subject and interview. See appendix 3 and 7. He have done answer the question correctly and he could delivered his ideas in the interview question clearly and understandable. Nevertheless, there was unsatisfying statement of his interview respond. It means he could select the appropriate ideas and manage his opinion to solve the simple present tense problem well.

Third, the illumination stage, S1 subject indicated that he had not passed this stage. This could be seen from the results of written tests result and the interviews transcription. He answered all the questions was incorrect and his interview transcript showed that he had confused to delivered his ideas

⁵⁷ (The Process of Creative Thinking to Solve The Problem of "Trapezoid" based on Wallas Steps Observed from The VII-C Students' Adversity Quotient (AQ) at SMP N 1 Jember) ARTIKEL ILMIAH MAHASISWA, 2015, 1 (1): 1-7

how to formulate the correct answer of the simple present tense. It means he answered the question by guessing.

The fourth, verification stages, in this stages S1 subject was strongly failed. This could be seen from the results of the S1 interview in section S.1.1.11. The S1 stated that he had not check again his answer of simple present tense. So there was one unanswered question of preparation stage.

2. S2 AG subject's creative thinking process

Based on the results of written test and interviews conducted to S2 subject, it could be seen that S2 subjects indicated that he passed two stages of the creative thinking process. Those were preparation, and Verification stage. Unfortunately, He was failed to pass this illumination and incubation stages as follow:

First stage, in the preparation, the S2 subject had passed to through this stages based on the indicators showed. He could understand how to identify the problem then he determined the appropriate ideas to solve the problem of simple present tense. See appendix 3 and 7

Second, the incubation stage seen that he had not passed this stages because at the interview transcript S.2.2.8. See appendix 7

He could not share any ideas dealing with his answer of simple present tense test verbally. At that moment he asked the researcher to skip this question using his body language which indicated he gives up to delivered his ideas. So the researcher assumed that S2 the subject was failed in this stages. In other hand, he could select the appropriate ideas and He had convinced his ideas to take a decision to complete the question. It seen because he kept answered correctly some question.

Third, the illumination stage, the S2 subject was totally failed to pass this stages. This could be seen from the results of written tests that there were no correct answer. I mean he could not find the main ideas to formulate the correct answer of the simple present tense problem. Thus it supported with his statement of the interview transcript. See appendix 7

The fourth, verification stages, the S2 subject indicated that he could passed this verification based on the interview transcript S.2.211. See appendix 7

3. S3 BT subject's creative thinking process

Based on the results of written test and interview transcription conducted to S3 subject, it could be seen that S3 subject passed one stage of creative thinking process by Graham Wallas. Verification stages passed by him but the preparation, incubation and illumination was failed as follow:

First stage, the preparation was failed to go passed by S3 subject. This could be seen by seeing the students' result of interview transcript in appendix 8. It means he could select the appropriate ideas to answer the question. Moreover, he could not delivered his concept how to overcome the simple present tense problem. The S3 subject was unique because his written test result and interview transcript was in contrary. Written test indicated he had passed this stage but in the interview transcript indicated that he could not passed this stage.

Second, the incubation stage was also failed by the student. This could be seen from the S3 subject data interview transcripts in S.3.3.6 and S.3.3.8 see appendix 8. He answered all the question clearly unreasonable and his opinion showed that he didn't know how to complete the multiple choice of simple present tense. His respond and the written test result was contradictory. So the researcher assumed that S3 the subject was failed this stages.

Third, the illumination stage, at this stage S3 subject was failed to pass this stages of creative thinking process. This could be seen from the results of interviews transcript in S.3.3.10 see appendix 8

Known that he had no specific ideas to solve the written test. He couldn't develop his ideas. The evidence was in table 4.3 and then strengthened by S.3.3.10. See appendix 8. So the researcher assumed that he was failed base on those research data.

The fourth, verification stages, the S3 subject indicated that he could passed this verification based on the interview transcript S.3.311. See appendix 8

4. S4 HM subject's creative thinking process

Based on the results of written test and interview transcript conducted to S4 subject, it could be seen that S4 subjects have done three the stages of creative thinking process by Graham Wallas. Starting from the stage of preparation, incubation and verification. Unfortunately In the illumination stages he failed to trough this stages as follow:

First stage, the preparation is passed by the S4 subject. The S4 subject answered all the true and false question nevertheless he got three incorrect answers. It means he could not identify accurately the problem of simple present tense but he could understand, determine and connect how to answer the question between the information and the question acquired.

Second, the incubation stage was also passed by the student. The S4 subject answered all the question but he got one incorrect answer in number 5. It was strengthened in the interview transcription S.4.4.6., S.4.4.7 and S.4.4.8. See appendix 9.

It means he could delivered his ideas how to complete the question clearly. He analyzed the sentences need before selected the correct answer of multiple question. It means the S4 subject have understood well how to determine one of any possible correct answer I multiple choice. So the researcher assumed that S4 the subject passed well this stages.

Third, the illumination stage, the S4 subject was failed to pass this stages. This could be seen from the results of written tests and interviews transcript that he answered incorrect all the questions number 7 up to 9. It's strengthened by the interview section S.4.4.10. See appendix 9

It means, His opinion of the simple present tense was indicated that he used instinct to answer number 7 up to 9 so got all answer was incorrect. So, the researcher assumed that he was failed based on those research data.

The fourth, verification stages, the S3 subject indicated that he could passed this verification based on the interview transcript S.4.4.11. See appendix 9

5. S5 TS subject's creative thinking process

Based on the results of written test and interview conducted to S5 subject, it could be seen that S5 subjects have done three stage of creative thinking process by Graham Wallas. Starting from the stage of preparation and incubation and verification. Unfortunately In the illumination stages he was failed to go passed this stages as follow:

First stage, the preparation was passed by the S5 subject. He could understand how to determine the appropriate answer of simple present tense but he hardly to identify the problem so he got three incorrect answer of this preparation stage. This evidence could be seen passed the answers of S5 subject. See appendix 3

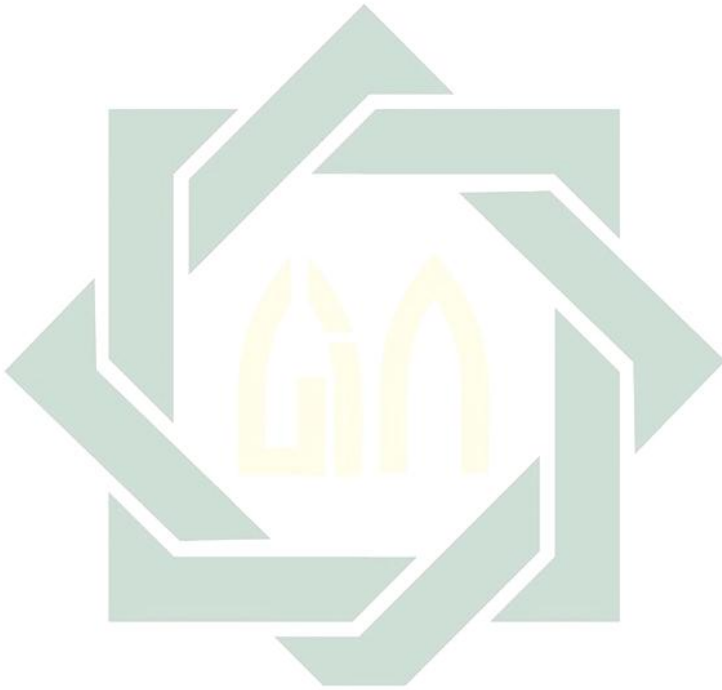
This was reinforced by the results of interview transcript in S.5.5.3, S.5.5.4 and S.5.5.5. See appendix 10 He indicated that he could deliver his own assumption related to the information found with the problem faced .it indicated that he have known how to solve his test of simple present tense.

Second, the incubation stage was also passed by S5 subject. This seen by his answers of simple present tense test and the interview transcription. See table 4.1 and 4.5, he had answered all the question nevertheless there were some incorrect answer of multiple question. It means he could find the main ideas how to overcome this simple present tense problem. This was supported by the interview script that stated he managed his ideas accurately to compete the question. Unfortunately, he could not convinced yet of his own decision in answering the written test of simple present tense.

Third, this illumination stage S5 subject was not passed this stages. This could be seen from the results of interviews transcript in S.5.5.10 see appendix 10

Known that he had not find the main ideas to solve the written test. He couldn't develop his ideas so he could deliver his ideas understandable. The evidence was in table 4.3 and then strengthened by S.5.5.10. See appendix 10. So the researcher assumed that he was failed base on those research data.

The fourth, verification stages, the S5 subject indicated that he could pass this verification based on the interview transcript S.5.5.11. See appendix 10. It means he had re-checked all of his answers of simple present tense before submitting his worksheet.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explain the conclusion and suggestion, Based on the results of the research conducted above, the researcher concluded that the quitter students' creative thinking process in solving simple present tense grounded graham Wallas as follow:

A. Conclusion

The current investigation founded several the data research and subject analyzed indicated that quitter students was the students who have Adversity Respond Profile test score 40 below. Furthermore the quitter students' creative thinking process in solving simple present tense indicated different result in each subject of research. The first, at this preparation stages, there were four students who passed all indicators of preparation stages which means the quitter students have understood and developed his own assumption independently to solve problem faced in simple preset tense. The second, at this incubation stages, there were three quitter students who have passed this stages which means they could selected and determined an appropriate ideas need to solve problem in simple present tense.

The third, at this illumination stages of all of the quitter students' subject generally was failed this stages of Wallas theory. It means most of them couldn't to find and establish their ideas to solve problem in solving simple present tense. The fourth, stages was verification, at this stages there were four stud quitter students' subject indicated that they have passed well because of their transcript of interview and his simple present tense test result. So, the researcher assumed that quitter students have low creative thinking process level because they couldn't passed well all the stages of creative thinking by Wallas theory.

B. Suggestion

Grounded on the conclusion of the research conducted to quitter students and discussed about creative thinking process, some suggestions are given to teacher and future researcher who are willing to do similar research as follow:

1. For teacher, by understanding the quitter students' capability and characteristic to learn subject gave some benefits to create a strategy and method to apply in teaching learning process which expected to develop as well as the quitter students' need in receiving material served.
2. For future researcher who's interested to conduct a similar research, there are open changes to develop this research. Such as camper, climber of adversity quotient types which isn't investigates yet in the English subject. The next researcher is available to investigate in higher or lower subject even this may appropriate for elementary also.

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