



## Research Article

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# The Effect of Movie-watching Habits and Creative Thinking Abilities on Students' Mastery of the Short Story Language Style

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## Abstract

*This study aims to determine the effect of movie-watching habits and creative thinking abilities on student mastery of the short story language style. It involved a quantitative approach, with a total population of 245 students. Furthermore, a random sampling method was used to obtain a sample where the data collection technique involved tests and questionnaires. The data analysis showed that there was a significant, positive effect of movie-watching habits and creative thinking abilities on student mastery of the short story language style. These factors exerted an effect of 0.596 or 59.60%, while the rest were due to external factors. Therefore, watching movies can be used as a learning medium to stimulate students to enhance their imagination. Creative thinking also enables them to find and apply new methods for writing, including language styles.*

**Keywords:** *Mastery of language style; watching movies habit; creative thinking abilities*

## 1. Introduction

Creativity has become an important skill in facing future competition which needs to be included in the learning process in educational institutions, for training highly competitive humans (Wu, Yunlin, and Siswanto 2018). Moreover, it promotes educators to formulate educational transformations such as creativity, innovation, and entrepreneurship (Brien and Murray 2015). Many discourses on creativity in educational institutions are carried out by educators, which necessitates its inclusion in the curriculum (Wu et al. 2018). (Kim and Kim 2011) stated that there is a decline in educational quality due to a corresponding reduction in creative thinking, evident in the scores of students. Consequently, educators have to understand and focus on the need to develop creativity through all aspects of the school curriculum, including writing skills.

Thinking is a mental activity that involves the brain. It is a mental effort to understand something which is experienced or find solutions to a problem (Sudia, Misu, and Pasassung 2019). Furthermore, writing stories increases students' creativity and imagination (Wong et al. 2015). This means that creative thinking helps to produce many ideas. The development of writing skills is also greatly affected by intelligence, which is a trait closely related to creativity and creative achievement (Kaufman et al. 2015). There is a relationship between intelligence and creativity, as both are mutually inclusive. Intelligence enhances the development of innovative ideas, depending on the need for them (Karwowski et al. 2016). Sufficient cognitive ability affects a person's intelligence, and creativity only emerges when supported by it. It is of great emphasis that the ability to think creatively depends on a combination of several personality factors. Therefore, a collaboration between creativity, affective, imagination, and psychological capital is necessary (Wu, Yunlin, and Siswanto 2018). Therefore, the results obtained appear as a product of the ability to think creatively.

Another factor supporting the achievement of learning objectives in the classroom is the selection and use of appropriate learning media. This is an integral aspect related to the mastery of the language style of short stories. Teaching materials have to be supported by the use of learning media to stimulate writing and learning activities, one of which includes watching movies (Maryanto and Boeriswati, 2018). This also involves listening activities, which renders movies a means of obtaining information in today's society. Furthermore, films develop imagination and creativity in language mastery of short story styles. Ideas and imagination arise as a product of the thought process.

The ability to master the short story language style of Public Senior High School (SMA) 5 in Kendari in Natural Science (IPA) class XI needs to be determined to improve learning objectives, as previous results show that it is presently low. However, other factors are affecting their ability. Therefore, from the results of these observations, the problem can be formulated as follows; (1) The need for the selection of learning media (watching movies) to improve student mastery of the short story style, (2) The need for students to keep trying to explore their ideas (creative thinking) to have a good mastery of language styles. When these two problems are solved continuously, their mastery is enhanced due to a significant effect of both aforementioned aspects. Fitriani (2017) stated that there is a significant effect of the creative thinking ability on student mastery of language styles. Therefore, the research objectives were; (1) to analyze the effect of movie-watching habits on students' short story writing ability, and (2) to analyze the effect of creative thinking abilities on mastery of the language style of short stories.

## 2. Research Materials and Methodology

### 2.1 Materials

#### 2.1.1 Language Style Mastery

Keraf (2005) stated that style is a way of expressing oneself through language, behavior, dress, etc. However, the author's style does not solely depend on personal traits but also intentions and mental state (Schwartz, et al. 2017). Therefore, the style is created and influenced by the author not by chance, but for the distinction of the work.

Language style involves the words, grammar, and phrases used by the author in expressing ideas, images, and producing certain effects for readers. Furthermore, it is a rationale related to a series of sentences and various possible manifestations in a symbolic manner. Fictional language styles have to contain high imagination, to prevent the reader from getting bored quickly. The basis for using language styles in literary works is not solely for understanding, but the empowerment of word choices that challenge and leave an impression on the reader's sensitivity. Each word chosen by the author can be associated with various meanings.

Generally, language style is associated with literary texts, especially in written form. It involves diction (word choice), sentence structure, figure of speech and images, rhyme patterns, and dimensions

used in literary works. It is always related to the context and function behind its use and choice. Musthafa (2008) stated that language style is used in expressing ideas through writing. Therefore, all language styles are always directly related to the social life of an author.

Literary work, as the result of a litterateur, is a communication medium between the author and the reader. According to Endaswara (2008), it has a distinctive language, as it has been engineered and refined by the author. A way of expressing thoughts through language in a typical way showing the soul and personality of the author or language user is known as language style (Keraf 2005). Therefore, it is greatly influenced by a person's emotional condition, such as shame, surprise, happiness, sadness, anxiousness, anger, pride, or disappointment (Gunawan and Kadir 2017). Each author or writer has his character in expressing his imaginary works. Therefore, language styles vary greatly, enhances literary work, and prevents it from being monotonous. The elements of language style consist of phonology, lexis, syntax, and rhetoric in form of figurative language, imagery, etc. As explained by Nurgiantoro (2010), it is characterized by formal linguistic characteristics such as word choice, sentence structure, figurative language forms, the use of cohesion, and others. Therefore, language style in literary works is a form of language use covering its elements.

According to Pradopo (2006), language styles, including diction and figure of speech significantly influence the aesthetic value of literary works. Author ability in expressing ideas accurately requires an understanding of the object in detail and depth. Therefore, diction and figure of speech symbolize the style with which an author presents his ideas. The language style is the effect of art in literature. Furthermore, Pradopo (2006) stated that the value of literary arts is determined by its language style. Expertise in concocting language supporting the story is needed to give it a high artistic value. Therefore, as an art effect, language style is greatly influenced by conscience. It is a direct expression of thoughts and feelings, as there is a harmonious communication between both. The stylistic relationship as one of the story elements has to be examined to understand the language style in its entirety. The higher the language mastery, the more beauty appears from a story. A language style aims to obtain a prominent aesthetic effect. Beauty gives a high artistic effect on the story quality produced.

This explanation clearly shows the way an author creates a certain effect on his work, which is influenced by the language style. The beauty of literary works is enjoyed when the language style is used according to the theme in the story. Based on these reasons, language style plays an important role in literary works. Adequate language style skills promote ease in pouring the ideas and imagination into a story. The skill in choosing a fixed expression also determines the beauty and success of the work and is known as self-expression. People with adequate or high language style mastery write creatively and easily express their ideas and imagination into their stories. They produce interesting fictional stories with higher quality. From these descriptions, it is concluded that the mastery of language style is one's ability to use elements to enhance the beauty of literary works. The style elements consist of phonology (sound of language, rhyme), syntax (the type of sentence structure), lexis (diction), rhetoric (in the form of figurative language, imagery, and figure of speech).

### 2.1.2 *Movie-watching Habits*

Movies are an integral aspect of everyday life, beginning from its inception and growth since 1910, where it evolved from "an industry dominated by mom-and-pop businesses into a mature and complex one" (Fuller 1996). Since then, experts have referred to movies as part of a cinema. However, the cinema itself emerged in the early 19th century, while movies first appeared in the early 20th century around 1920. During the 20th century, movies began to have many dramatic forms with more innovative photographic depictions (Klarer 1999). There were differences in interpretation to distinguish between cinema and film; is this moving or just an interval? Is it a single image or a series? Is it capturing a place or saving time? Aside from its relationship to other forms of visualization and representation, the question is: Is it science or art? And if the latter, is it uplifting and educational, or distracting and corrupt? These discussions are centered not only on the specifics of cinema, but also on its ontological, epistemological, and anthropological relevance (Elsaesser and Hagener 2015). However, the most common

way of constructing a classification system for a theoretical approach to cinema is to highlight the influential distinction between formalist and realist film theory as a starting point.

The formalist theory highlights the construction and composition of the movies, whereas the realist emphasizes the movie's ability to offer previously unattainable views of (not intermediate) reality. Alternatively, 'formalists' focus on imitating cinema, while 'realists' call attention to the (semi) transparency of the movie media turning us into direct witnesses. These film theories were developed in 1960 (Elsaesser and Hagener 2015), however, the habit of watching movies began in 1910 in various parts of the world including Europe and America. According to previous research, in Europe, the habit of watching movies began in 1914 (Austin 1989), while in America, the 1920s or precisely 1929 (Austin 1989). Generally, this study analyzed the purpose of watching movies in the Soviet Union in 1966 as follows: for relaxation, discovering something new, experiencing a sharp plot, seeing actors' performance, listening to music in movies, spending leisure time, and viewing movie shooting skills (Austin 1989).

In Indonesia, movies became common in the 20th century. It is a medium of mass communication aiming to convey a message to a group of people in a certain place. According to Arsyad, (2009) movies or live images are frame-by-frame images that are mechanically projected through the projector lens; therefore, the screen looks alive. Apart from attracting the interest of the world community to enjoy entertainment, emotional touch, and create sensitivity to viewers, movies also demonstrate cultural wealth. Habits are behavior repeated regularly which often occur unconsciously. In habitual behavior, self-analysis is unnecessary to be carried out when performing routine tasks. Habit is defined as follows: (1) a reaction that is obtained or learned; (2) an activity that becomes relatively automatic after a long practice; (3) patterns of relatively constant thoughts or attitudes: (4) a characteristic form of behavioral features and traits; (5) an acquired or learned urge, such as drug addiction. According to (Chaplin 2006), watching engages the senses of the eye as the center, and is also said to be an action that cannot be separated from the urge of each individual to enjoy the television show. Watching involves an individual seeing something with a certain level of attention, (Danim 2004). The act of watching movies is used as a medium to increase students' imagination to meet learning objectives.

### 2.1.3 Creative Thinking Ability

Creativity is very important to understand in assessing creative thinking and skills. Guilford's work successfully explained creativity, as this was the first scholar to utilize scientifically-based instruments in creativity assessment. (Anderson, L.W., Krathwohl, D.R., & Bloom 2001), revised Bloom's Taxonomy to highlight the importance of creativity. The impact resulting from these instruments shows that creativity occupies the highest position in achieving educational goals. Furthermore, creativity has become an important component of learning. According to (Sternberg 1986), there are several components related to creativity, including a) conventionality, b) intellectuality, c) aesthetic feeling and imagination, d) decision-making skills and flexibility, e) agility (within social norms), and f) motivation for achievement and recognition. Thinking means manipulating or managing and transforming information in memory (Santrock 2006), which is an active mental process involving the brain. Therefore, thinking is an activity to manage and transform information and experiences, as well as responses obtained from everything experienced and stored in memory, while intelligence is the trait most closely related to creativity and achievement (Kaufman et al., 2015; Kaufman, Kozbelt, Kaufman, & Feist, n.d.). The meaning of creativity itself lies in the problem of producing something innovative in form of ideas obtained from the thought process (Ambarjaya 2012). Consequently, creative thinking is an activity to process information obtained by making innovations to generate new ideas. As explained by (Jackson 2005); Hokanson, 2005), creativity is a human trait. However, as human nature, it is highly complex due to the variety of skills (Bracken 2015). Different views are explained by Mohamad & Rajuddin regarding the need to understand the term creativity to include these varieties. Mohamad & Rajuddin (n.d.) identify some of these skills as forms of compromise, originality, fluency, associative thinking, modification, elaboration, metaphorical thinking, and forced relationships. Due

to its complexity, there are many obstacles experienced. Therefore, explaining the real definition of creativity still has its challenges.

Only a few articles are discussing creative thinking due to the limited understanding of this term. Furthermore, there are subjective explanations regarding creative thinking ability. (Ennis 1985) defines it as "sensible and reflective thinking focused on deciding what to believe or do." Another opinion is also explained by Sternberg (1986, p. 20) that defines it as a description of "mental processes, strategies, and representations to solve problems, make decisions, and learn new concepts." In the 1990s, another explanation of creative thinking including its component was developed by Panel Dephi. According to (Facione 2013), creative thinking is an assessment in self-regulation which produces interpretation, analysis, evaluation, and inference, as well as an explanation of conceptual, methodological, criterial, or contextual considerations in the assessment. This explanation signifies that creative thinking consists of six main components.

Creativity has grown significantly in a globalized world and has received increasing attention in recent education reforms due to its factorial significance in driving competitiveness. It is considered an important element for learning in the educational sphere, as learning itself is a creative process involving students in acquiring relevant information (Hatice and Usuel 2015). There have to be different concepts in thinking to gain a better understanding of creativity in literature due to divergent thinking. (Guilford 1975) stated that divergent thinking is closely related to creativity. Furthermore, it was reiterated by (Runco 2004) that divergent thinking is considered as the main element of the cognitive process in creativity. In this case, divergent thinking is very dependent on the smoothness of the thought process and free association, which is not dependent on intelligence. (Mcauliffe 2016) further stated that it uses imagination through creative thinking in the analysis-synthesis phase to generate ideas and creative solutions to a given problem. Consequently, it provides more space for the emergence of ideas as a solution to every problem. Due to this leeway, divergent thinking is synonymous with creative thinking. This concept was further expanded by (Mednick 1962) that proposed an associative theory of creative thinking, which was developed to explain its general processes. This theory (Mednick 1962) stated that creativity is shown by the formation of associative elements into new combinations to explain different ideas. This is due to the increase in creative thinking when there are more or varied ideas. There are three important approaches used to combine associative components, namely coincidence (accidental), similarity, and mediation. Coincidence is defined as a particular environmental form of stimuli generating associative elements. Similarity can be assessed by observing the structure homogeneity. Finally, through mediation, common elements in applying symbols will bring forth far-reaching ideas.

Creativity is very important in the process of human and world development (Thompson 2011) for innovation, novelty, and sustenance. It is required to think creatively in any sphere, but this is underappreciated in many formal education settings (Kaplan 2019), which are some of the challenges faced. As explained by (Aschenbrener 2010); Eshun & Amoako-Agyeman, 2016), it is difficult to cultivate and assess creativity in education without challenges, as it cannot be developed separately from other skills (Maria and Rivas 1999). Alternatively, many factors have to be considered in developing creativity such as its goals, the overall learning environment, techniques, and the role of prior knowledge.

High creativity needs to be supported by high cognitive abilities as well because they have a significant influence on the level of individual creativity (Eshun and Amoako-agyeman 2016). Creativity is closely related to divergent thinking to generate new and original ideas (Ferrando 2014). From the aforementioned explanations, divergent thinking has the potential to solve problems, including in the field of literature, specifically writing short stories. Creative thinking in literature refers to a person's ability to create an idea different from what already exists. Everyone has the potential to provide new ideas to solve every problem.

## 2.2 Methodology

This research uses quantitative research methods by using multiple regression analytical techniques.

The relationship between the exogenous variables of movie-watching habits ( $X_1$ ) and creative thinking ability ( $X_2$ ) on the endogenous variables of student mastery of short story language style ( $X_3$ ) was analyzed. The homogeneous population were all students of class XI IPA SMA Neg. 5 Kendari totaling 245, and the sampling technique was applied randomly. The research sample had 36 students which consisted of 16 males and 20 females. The research sample was carried out in class XI because the material for writing short stories based on the 2013 curriculum was taught in this class during the previous semester. The data collection technique was performed using tests and questionnaires and analyzed using multiple regression developed by Galton.

### 2.3 Research Hypothesis

The research hypothesis developed in this research is:

- There is a significant effect of movie-watching habits on student mastery of short story language style.
- There is a significant effect of creative thinking ability on student mastery of short story language style.

## 3. Research Results and Discussion

### 3.1 Research Results

The Effect of Movie-watching Habits and Creative Thinking Ability on Student Mastery of Short Story Language Style.

The results of the significance test, the effect of movie-watching habits, and the creative thinking ability on student mastery of the short story language style separately (partially) are shown in the SPSS outcome in Table 1.

The magnitude of the effect of movie-watching habits and creative thinking ability on the student mastery of the short story language style separately (partially) is shown in the SPSS outcome in Table 1.

**Table 1.** The Effect of Movie-watching Habits and Creative Thinking Ability on Mastery of the Short Story Language Style Separately

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	23.739	7.798		3.044	0.005
1 X <sub>1</sub>	0.364	0.142	0.443	2.558	0.515
X <sub>2</sub>	0.359	0.165	0.377	2.178	0.037

In table 1, based on the *first hypothesis*, precisely the effect of movie-watching habits ( $X_1$ ) on language style mastery ( $X_3$ ), the t value is 2.558 and the significance (P) value is 0.015 smaller than the value  $\alpha = 0.05$ . Therefore, there is an effect of movie-watching habits ( $X_1$ ) on language style mastery ( $X_3$ ). Furthermore, the Standardized Coefficients column shows the path coefficient (beta) value, signifying that the effect of each exogenous variable on the endogenous is significant. The value of the path coefficient ( $\rho_{3.1}$ ) and the effect of movie-watching habits ( $X_1$ ) on language style mastery ( $X_3$ ) are 0.443 or 44.3%.

For the *second hypothesis*, precisely the effect of creative thinking ability ( $X_2$ ) on language style mastery ( $X_3$ ), the t value is 2.178 and the significance (P-value) is 0.037 lesser than the value  $\alpha = 0.05$ . Therefore, there is an effect of creative thinking ability ( $X_2$ ) on language style mastery ( $X_3$ ). Furthermore, the Standardized Coefficients column shows the path coefficient (beta) value, which means that the effect of each exogenous variable on the endogenous is significant. The path coefficient



value ( $\rho_{3.2}$ ) and the effect of creative thinking ability ( $X_2$ ) on language style mastery ( $X_3$ ) is 0.377 or 37.7%.

The magnitude of the effect of movie-watching habits and creative thinking ability on the mastery of language styles simultaneously are shown in the SPSS outcomes in Table 2.

**Table 2.** The Effect of Movie-watching Habits and Creative Thinking Ability on Combined Language Style Mastery

Model	R	R Square	Adjusted R Square	Std. Error of the
1	0.772a	0.596	0.572	3.37169

a. Predictors: (Constant),  $X_2$ ,  $X_1$

In Table 2, the R Square column had a value of 0.596 or 59.60%. The percentage value shows the effect of movie-watching habits and the creative thinking ability on the mastery of language styles simultaneously (combined), while the rest is affected by other factors.

Therefore, the path analysis shows the error marked by the  $\epsilon_3$  symbol which is derived by,

$$\epsilon_3 = \sqrt{1 - R_{3.12}^2} \tag{1}$$

$$\epsilon_3 = 0.636 \tag{2}$$

### 3.2 Discussion

From this study, the effects of movie-watching habits and creative thinking ability on the mastery of short story language style of class XI IPA students at SMA Negeri 5 Kendari is as follows:

#### 3.2.1 The Effect of Movie-watching Habits on Student Mastery of Short Story Language Style

From the data analysis on the effect of movie-watching habits on student mastery of short story language style, the significance score was 0.443. Therefore, watching movies ( $X_1$ ) has a significant, positive effect on language style mastery ( $X_3$ ) with a path coefficient value of 0.443 and a highly significant effect of 44.3%. Alternatively, this means that the movie-watching habits of students, both in terms of the genre, duration and the media used to watch films have an effect on language mastery. This habit gives a lot of feedback to the viewer regarding the theme, storyline, the lives of the characters based on the storyline developed, and the way the characters dialogue with the right language style based on the story theme. All of this is obtainable when the movie that is watched is properly understood, therefore, the language used is understandable (Indonesian or a foreign language). The story's aesthetics depends on how the characters engage in dialogue. When the language used is easy to understand, students will also easily understand the character's dialogues, including the language style used in the movie.

Therefore, it is concluded that the higher the students' movie-watching habits, the higher their language style mastery. The language style in question is also related to an understanding of diction selection and mastery. It is also categorized from diction because language style in literary works is in the form of groups of words. Students with high movie-watching habits have good mastery in the language style. These findings are supported by Nasution, Talia Oktaviana Sari (2018) that there is a relationship between frequently watching animated movies and vocabulary mastery. However, for educational sustainability and meaningful learning, circumspection is also necessary for choosing a movie genre that educates students to achieve learning objectives. Consequently, the movie genre in Indonesian makes the students clearly understand and listen to the character's dialogue in the story. A movie with high educational value is more preferable, in order to make the students feel motivated during the watching and learning process. Therefore, the assignments will be completed correctly.

### 3.2.2 *The Effect of Creative Thinking Ability on Student Mastery of Short Story Language Style*

Based on the data analysis, the effect of creative thinking abilities on student mastery of the short story language style obtained a significance value of 0.377. Therefore, creative thinking ability ( $X_2$ ) has a significant, positive effect on students' language style mastery ( $X_3$ ) with a path coefficient value of 0.377 and a highly significant influence of 37.7%. This signifies that indicators driving students to express their ideas such as doing a test on word start, word composing, three-word sentence formation, similar characteristics, unusual usage, and consequences, are more creative in elaborating on their ideas which also affect the students' language style mastery. There will be various words produced by creative students such as diction or word choice containing figurative meanings. Creativity will be formed by adequate intelligence, as it gives rise to many ideas which can be elaborated to find new things, including the right language style in writing short stories. Therefore, the higher the creative thinking ability, the higher the mastery of the language style. These results are supported by research conducted by Fitriani (2017) in that creative thinking ability has a significant effect on students' language style mastery.

Therefore, the higher the students' creative thinking abilities, the higher the mastery of the language style. Students with high creative thinking abilities are likely to have high mastery of language styles as well.

### 3.2.3 *The Effect of Movie-watching Habits and Creative Thinking Ability on Combined Language Style Mastery*

The effect of movie-watching habits and creative thinking ability on the student's mastery of the short story language style combined was 0.596 or 59.6%. These results indicate that movie-watching habits and creative thinking ability contributed to the student mastery of the short story language style. When these two variables are applied in classroom learning, both related to the student mastery of short story language style as well as to other learning in Indonesian subjects, the results will show a positive trend and better learning outcomes, therefore the expected learning objectives will be achieved as well.

## 4. Conclusions and Implications

### 4.1 Conclusions

From the aforementioned results, hypothesis testing, and findings, the following conclusions can be made:

Firstly, the habit of watching movies ( $X_1$ ) has a significant, positive effect on student mastery of the short story language style ( $X_3$ ) with a path coefficient value of 0.443 and a highly significant effect of 44.3%. Alternatively, the movie-watching habits ( $X_1$ ) affects the student mastery of the short story language style ( $X_3$ ). The more intense the movie-watching habits, then the higher the mastery of the short story language style. Students with high movie-watching habits tend to have a good mastery of the short story language style.

Secondly, the creative thinking ability ( $X_2$ ) has a significant, positive effect on the student mastery of the short story language style ( $X_3$ ) with a path coefficient value of 0.377 and a highly significant effect of 37.7%. Alternatively, the creative thinking ability ( $X_2$ ) affects student mastery of the short story language style ( $X_3$ ). The higher the students' creative thinking skills, the higher the mastery of the short story language style. Therefore, students with high creative thinking abilities tend to have high mastery of the short story language style.

### 4.2 Implications

The implications of this research are:



The habit of watching movies increases students' imagination. However, teachers have to consider the proper film genre. Films have to be adapted to the material being taught to achieve learning objectives. When the genre watched is not determined, then results will not be optimal. This will not only have an impact on learning outcomes but also psychologically impact the students' character. Meanwhile, the duration used in watching movies will have an impact on eye and body health.

The creative thinking ability forms a more developed imagination. Mastery of language style requires a high ability to think, therefore, the more creative a person is, the more ideas and imagination will emerge. The higher the student's ability to elaborate an imagination, then the more ideas and imaginations will be present in the language style. Student mastery of the short story language style is measured by how many styles appear in the story written as a product. When the reader is interested in the language style written, it means the thinking quality of the student has been improved as a product of creative thinking.

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