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THE IMPLEMENTATION OF CREATIVE WRITING ON ELT (ENGLISH LANGUAGE TEACHING) TO INSPIRE SENIOR HIGH SCHOOL STUDENTS' WRITING ACTIVITIES IN ELEVENTH GRADE OF MAN 2 PONOROGO IN ACADEMIC YEAR 2017/2018

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**Abstract**

This purpose of this thesis is describing the effect of the implementation of creative writing on ELT (English Language Teaching) to inspiring the students' writing activities in Eleventh Grade of MAN 2 Ponorogo in Academic Year 2017/2018. The subject of this research is the student of Eleventh Grade of MAN 2 Ponorogo. This research provide classroom action research method which doing the observations about the students' writing learning activities before and after the research and monitoring the development of the students' tasks by guiding them in creative writing. The researcher also makes the interview with the students' experienced when they're conducting writing activities. The data comes from students' interviews and observation conducts to students' writing paper, which one that they are finding problems in finding ideas than the other students within their understanding to find the ideas. This study will show you how creative writing will improve the students' ideas and also provide their abilities to stay in their way of writing; they can also find their style in writing. Creative writing also produce their energy in order to find new discovery in the topic they had been chosen. It also guide them to be discipline, confident, imaginative, be a planner, because they will make their deadline a project of writing, they also try to be a pioneer, not a plagiarism. The researcher suggestion about this research were the student should read intensively to increase their vocabularies, doing the example of the task for more understanding about the lesson, and the last the teacher should apply the various the teaching method to motivate the student in learning English.

**Keywords :** *Writing Activities, Creative Writing*

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## BACKGROUND OF THE STUDY

In the world of second and foreign language teaching, most professionals largely take it for granted that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading, and writing, and usually arranged in this order. That is, the primacy of speaking skills has remained unquestioned, at least in North America, for almost the entire past century, since the rise and preeminence of structural linguistics in second and foreign language teaching (Hinkel:2010)

Based on the principles of Bloomfield linguistic analyses and their applications to language pedagogy, the structural division of language teaching in the four skill areas has the learning objective of imitating the native speaker (Hinkel:2010). The continual separation of the four skills lies at the core of research and testing in speaking, listening, reading, and writing.

Coulmas (2002) stated writing has been with us for several thousand years, and nowadays is more important than ever. Having spread steadily over the centuries from clay tablets to computer chips, it is poised for further dramatic advances. Although hundreds of millions of people are still unable to read and write, humanity relies on writing to an unprecedented extent. It is quite possible that, today, more

communication takes place in the written than in the oral mode.

English because not only is writing an academic skill, but it is also an important skill that translates into any career fields. However, many students at high school do not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small. In addition, there are a lot of mistakes in students' written works, this come from the less concentration on writing skill in most of students.(Huy : 2015)

Creative writing can technically be considered any writing of original composition (Adele Ramet: 2007). In this sense, creative writing is a more contemporary and process-oriented name for what has been traditionally called literature, including the variety of its genres.

Naidoo (2011), for instance, explored writing/creative writing skills development among Indigenous Australian youth and concluded that not only did writing/creative writing facilitate social and literacy skills, but provided a vital medium to explore personal and community issues. In fact, writing/creative writing became "a powerful tool to open up communication and allow change to be initiated". (Taken from Anae : 24)

English Language Teaching (ELT) has undergone fundamental changes in the past few decades. These changes include

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the emergence of different English language teaching methods such as Audio-lingual method, silent way, natural approach, etc. known as period of unity as well as period of diversity in 1987 and from communicative language teaching to task-based teaching.

Additionally, an English language teacher is a person familiar with teaching procedures and related knowledge.

Creative writing might be then seen as an activity boosting student's motivation because it allows learners to express their ideas freely, create something brand new as well as enjoy playing with language.

Using creative writing can be beneficial for students with a low self-esteem, for it provides them space for self-discovering and self-expression, gradually allowing them to realize their abilities and hopefully also raise motivation. However, teachers should be careful about their expectations since —the study of motivational strategies is still a largely uncharted territory in L2 education.

According to preliminary studies the researcher found that the students in this religion class had low motivation to write, when the researcher has conduct the student internship two years ago. Therefore, the researcher designed to apply creative writing in the class to compare with the students' writing competence with the science class in

this academic year by writing explanation text.

Creative writing implemented to inspre students' writing activities at eleventh grade of MAN 2 Ponorogo in academic year 2017/2018. Based on the description above the research concludes the steps to teach creative writing are:

1. Start the class with the trending topic of the week. Ask the students what the hottest event or the greatest news that they have seen in this week. We will find various themes to be the topics.
- 2) Divide the students into pairs or group. We can make them into small pairs if we want to have a lot of stories about the topics. We can also make them to be some group which contains the same topics but different point of view.
- 3) Move the class out of the building. We can use the libraries, mosque, the school garden, and etc. It will make the student get their new ideas when they are out of the class. School environment can be a topic to explore by the students.
- 4) Give them a topic by yourself, choose the genre to explore their creativity, it can be fiction or non-fiction. Give them 5 minutes to write what they think about your topic.
- 5) We also have the other way to get their creativity. Ask them to write whatever they think about. It is not depend about the topics what you suggest before. Also give 5 minutes to write.
- 6) Then compare what the topic which more

interested to the students. You will find how they get their ideas to write. 7) Finally, you order them to make an essays or short stories based on the topics they have interest. We will get the better writing from the students.

Based on the explanation above the aim of this study which to measure the use of creative writing on ELT (English Language Teaching) for Senior High School students' writing activities at eleventh grade of MAN 2 Ponorogo in academic year 2017 .

## RESEARCH METHODOLOGY

This research used classroom action research method which proposed to overcome the writing problem of the students of MAN 2 Ponorogo, through the implementation of using creative writing on English language teaching to inspire senior high school students' writing activities.

Action research is a systematic investigation conducted by practitioner to provided information to immediately improved teaching and learning (McMillan :2012 p.343). Action research as Lewin states, 'included analysis, facts founding, conceptualization, plan action, re-find fact or evaluation then replay all this cycles, looks as a spiral circle (quoted from Kemmis, 1988).

**Preliminary Studies.** The purpose of preliminary study was to analyze and indentify problems face by the teacher and students in teaching learning activities. The

researcher found that the students in this religion class had low motivation to write, when the researcher has conduct the student internship two years ago. Therefore, the researcher designed to apply creative writing in the class to compare with the students' writing competence with the science class in this academic year by writing explanation text. Furthermore, the researcher did some phases to reveal the finding of the research, including: planning, acting, observing, and reflecting.

**Planning.**This next phase, the researcher has gathered with the teacher to plan the actions to apply in the class base on the preliminary study or observation before. When planning the lesson plan, the researcher collaborated with the English teacher of science class in MAN 2 Ponorogo.

### Acting and Observing

In this phase, the researcher conducted the action in the class base on the lesson plan which has plan before. To do this action, the researcher makes a role play to be the teacher that teaches in the class, she will teach explanation text through creative writing.

To know the progress or development of the writing activities in action, the researcher will record the activities in observation sheets, and held the test after conducts the action. It can be the

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measurement to analyze the result of the lesson which had been conducts.

### **3.3.4 Reflecting**

After conducting the action and observation, the researcher shall reflected the data from the action to know the successful of the action. The teacher will guide the researcher to analyze and evaluate the learning activities in the cycle I. The success of the action would be record as the learning media to improve the students' writing competence.

## **FINDING AND DISCUSSION**

The researcher came to MAN 2 Ponorogo at Tuesday, February 13<sup>th</sup> 2018, she met the teacher discussed the schedule. Before met the teacher, the researcher was confirmed to the curriculum vice principal about the permission of conducted the research. Based on the suggestion of the teacher, the researcher gave her XI MIA 4 (Science 4). It consist 40 students that dominated with 32 female students, and just 8 male students. The teaching schedule took at Saturday on 5 and 6 session, start from 10.00 am until 11.30 am. First cycle of the research held on February 17<sup>th</sup> and 24<sup>th</sup>, and the second cycle held on March 3<sup>rd</sup> and 24<sup>th</sup>.

### **CYCLE 1**

At cycle one before implementing the creative writing on English language teaching in the class, the researcher

prepared: Lesson plan based on syllabus, earning media (picture, text, and etc.), oobservations checklist, and students' questionnaire for cycle 1.

Meeting 1 Saturday February 17<sup>th</sup> 2018, 10.00-10.45 am. The researcher entered the class of XI MIA 4, she introduced herself, explained the purpose of the research. She checked the attendance list. Then she explained the material of the learning that they would learn their English class. That day they would learn about explanation text, the researcher gave them examples of the texts, they discussed about the social function of the text, and also described the language features of the text. They were so excited about this topic, because they were science class so they could understand the material quickly.

The researcher divided them to 6 groups, consist 7-8 students. The researcher asked them about the topic of explanation text they have heard before, and they said about tsunami, earthquake, and etc. When they were in the group, the researcher gave them one picture to be analyzed and explained as explanation text. They were so active asking the vocabulary and arranging the sentences in the text based on the pictures.

Process of creative writing in this meeting was the students tried to arrange the text by describing the pictures that had been given by the researcher. The researcher

asked them to imagine how the natural phenomenon happens by looking the pictures. After that they can described them in the text as called explanation texts. This creative writing method eases the students to find their ideas to write, guiding them by the picture to write, and produce the proper texts by describing the natural phenomenon that was given by the pictures. Through the picture we could make the students find their ideas by their self.

Almost all of them understood the picture which had been given, but they were so confused why to arrange in paragraphs. And the bell ringing when times showed 11.30 am, they must go home, the researcher filled the teaching journal, asked them to save the worksheet and continue in the next meeting. The researcher asked them to pray and closed the lesson.

Meeting 2 held on Saturday February 24<sup>th</sup> 2018, 10.00-10.45 am). The researcher came to the class, checked the attendance list as usual, and started to review the previous material. She asked the worksheet that she had given before. They had done the steps of writing the sentences.

Almost all of them could arrange the sentences based on the picture, but when the researcher asked them to exchange their worksheet to the other groups, their friends found some errors, such as typing errors, grammatical errors, and lacks of punctuation. The last step in cycle 1 was

held the test. The students' worksheet which had given before would be an instrument to measure the students understanding

Based on acting and observing in cycle 1, the researcher concluded these following reflections: 1.The students were too much, when the researcher asked them to discuss in the group about the text, they almost talking with their friend. And the researcher still gave an explanation in the other group. 2.The score is still the group score, so the researcher should gave them individual test to measure their competence.3.They felt that writing was the most difficult aspect in learning writing, they could exploring their ideas because they felt their class was so crowded. Some of them said that they felt worried to write because they confused to choose the right tenses or vocabulary which suitable for their writing activities

According to those reflections, the researcher determined that just 47,5 % (19 of 40 ) of the students that getting score above the Minimum Criteria (KKM, *in Indonesian*). Some of them could not express their writing identity, and they almost felt difficult in grammar and vocabularies. The researcher continued in cycle 2 to improve and reveal the students writing's ability by revising the plan to reveal the students' ideas through creative writing.

*CYCLE 2*

Based on the cycle 1 result, in cycle 2 the researcher prepared the other method to apply creative writing, by used these following plans: lesson plan based on syllabus, learning media (picture, text, and etc.), observations checklist, and students' questionnaire.

Meeting 1 was on Saturday, March 3<sup>rd</sup> 2018, 10.00-11.30 am. The researcher came to the class and began the class by checking the attendance list; she had reviewed the previous material about the explanation text. After reviewing the lesson, she gave them some pieces of little paper to the students. Every student had a piece of paper to write down their ideas about the topic they should write as explanation text.

They were so enthusiasm to find the ideas that out of their environment in the school, the researcher asked them to write the topic out of the box of their daily activities. Such as about traffic congestion, libraries, lacks of students discipline, corruption and etc.

Students looked so confused when they asked to find the topic, but when the researcher reminds about the previous topics; they can find the other topics related to their daily activities. After getting their own topic they decide the title of the text, and write down in the paper. The researcher asked them to submit the little papers that contained the title they had been found.

Because the time was over, she closed the class with praying and say goodbye to the students. Meeting 2 was on Saturday, March 24<sup>th</sup> 2018, 10.00-11.30 am. The last meeting, researcher came to the class to hold the test, before she began the class; she checked the attendance list as usual and asked them to move to the school garden. Over there they looked for the suitable position to write. When they found their "own position", the researcher gave the little papers that they had been made before. The last step as in cycle 1 researcher gave them worksheet to write down the topics which had been prepared. After the papers gave to the students randomly; some of them feel confused because they felt the topics too hard for them. But some of them feel it so easy so they could start to write the texts. There were a student asked to the researcher, he said he could not arrange the sentences. He can arrange in the Indonesia, but he did not know how to arrange that in English.

The researcher explained to him to write the sentences in the Indonesian, then translated them into English word by word, when the sentences was complete, he checked the arrangement, it has correctly or not. The students felt glad when he could overcome his problem that maybe could not solve when he conducted the lesson in the class. It can be described based on the result of the second test.

The XI Science 4 was a class with a lot of students; they were so crowded because of various types of character. Especially in English lesson, they were so excited when the researcher said that she would teach their class.

Some of them said that they feel bored because too much lesson that should doing, such as mathematic, physic, biology. They thought that English is ne of the difficult lesson in the class, especially in writing.

The researcher asked them about explanation text, were they hear about that or not, and some of them spontaneously answer about tsunami. The English teacher of those class said that they were not low level learner, so the researcher ease to apply the experiment.

When they are asked about the generic structure about the explanation text, they could understand well, because they said that they had learned about the explanation text.

The result of observation in cycle 1 was 84% , and the percentage increased 12% until 96% in cycle 2, in the criteria of the participation if the percentage showed  $\geq 75\%$  it means that students were very active. It means that creative writing made students more active to participate in the class.

In the result of questionnaire, in the cycle 1, the in cycle 1 result was 66% and in the cycle 2 the result become 79 % , it means that the students felt very interest to learned

writing with creative writing method, because the last result showed  $\geq 75\%$  , we can decided that this research was success.

The last indicator to measure the students' knowledge after the research was done is the test. The test held two times, in cycle 1 there were 19 students got score under 75 ( Minimum Criteria) , but in cycle 2, no one that getting score under minimum criteria, so it can determined that the creative writing 100% can inspire the ideas of the students.. Actually this class had medium level of knowledge; most of them can understand well the lesson. Creative writing method helps them to understand more about writing English, because they could make their explanation text by their own ideas.

When the researcher asked them translate the example text of explanation, most of the student. Even in the test they used their phone to get the text or the sentences, they did not use the dictionary, meanwhile some of them which high cognition can write seriously without the phone. Even some students had the "same" title, arrangement, punctuation, and also the mistakes.

It can be concluded that they had cooperation when doing the test. As far as the researcher can measure, the students actually had good understanding, but because the impacts of the curriculum, all of



their tasks submit easily by sending with e-mail or text message.

They feel bored because they just did tasks everyday; they felt that curriculum which adopted in the school make them felt tired and could not get the more time to refresh their brain.

The students shared their reason why they felt difficult when writing in English, and the researcher collects them to these following facts: 1. Lacks of vocabularies, because they did not often read the English book or article. 2. A legal permit to use phone made them lazy to learn with dictionary, they just use phone when needs some tasks, and they did not learn and filtered the content, just copy and paste. 3. Lacks of grammatical mastery , so they felt fear when they would writing in English.4. Hard to find ideas, some of the students felt bored with the situation of the class, or the class was so crowded, so they could not find ideas.5. The last reason was the tasks outside of the English are too much, so the students felt tired and hard to understand the English lesson.

### **Conclusion**

Based on the result of the tests and questionnaires in cycle I and II , the diagram has showed the increasing result, it means that the students are inspired by creative writing method. The students of XI Science 4 were very excited when conducted to the

research because it different from their habits of learning in the class. It concluded that creative writing could explore their ideas in writing explanation text.

Creative writing inspired the students' writing activities by enhancing their mind about their natural or social environment through their writing in explanation texts. As the students of science community, they were so empathy to their nature or social phenomenon. It would be an inspiration to be creative in English Language Learning,

### *Suggestion to English Teacher*

The English teacher should give the students new experience by exploring out of the class, such as outdoor class. She/ he could use a various method to motivate the students in learning English, particularly in writing.

### *Suggestion to Students*

The students should be creative, so they could express their ideas in the text, they felt shy because they were so afraid to made mistake when they wrote English sentences. The students should read more and more to increase their knowledge about English. Last point of the suggestion was about the students' identity when they were writing, not doing plagiarism.

### *Suggestion to Next Researcher*

Hopefully this research could be the sources to the next research. By looking to

this research, the next researcher can explore the new method to encourage the English lesson especially in senior high school level.

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