

The Creative Process Encountered by Students and The Strategy Used By Lecturer in Fostering Students' Creativity As Beginner Writer In Writing A Short Story

Sas Dewiyanti^{1*}, Sonia Piscayanti², Ni Putu Astiti Pratiwi³ 

^{1,2,3} English Language Education Study Program, Ganesha University of Education Singaraja, Singaraja, Indonesia

*Corresponding author: sasdewi42@gmail.com

Abstract

The current research investigated the creative process encountered by students and the strategy used by lecturer in fostering students' creativity as beginner writer in writing a short story. This research was a case study. Data were collected through interview guide. The obtained data were analyzed qualitatively. The recorded stages of creative process encountered by students were seven namely preparation, planning, incubation, beginning, flowing, breakthrough, and on title, and strategies used by lecturer to foster creativity were eight namely allow time to creative, keep an open mind, rewarding creative idea, lead by example, allowing mistakes, imagining other viewpoints, exploring environment, and thinking process. The research findings are as follows; 1). All of the students had passed through the stages of creative process in varied way, 2). Most of students had no passed through the planning stage, 3). There was only one student had passed through the planning stage, 4) The lecturer had applied all the eight elements as strategies in fostering students' creativity.

Keywords: Creative Process, Creative Writing, Short Story

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Introduction

Creativity is defined as the ability to produce something that is new, original, of high quality, highly unusual, and truly valuable (Gralewski & Karwowski, 2019; Robinson, 2003). Creativity is seen as a novelty of a work which is produced originally from imagination (Honig, 2001; Ulu, 2019). Creative can be nurtured by encouraging openness to new ideas, high levels of trust, and learning from mistakes and failures (Trilling & Fadel, 2009). Besides, creativity is a changing condition so it can adapt to formulate ideas clearly and not think ordinarily (Senemoglu, 2015). There are many scholars and the teachers believe that there really isn't a human being in this world that is not creative, every individual has the potential to be creative, and there are several theories that emerge to reveal the potential of creativity that exists in a person (Viana & Zyngier, 2019). One activity that is involving creativity in the process of producing the work is creative writing.

Creative writing is an activity in pouring ideas or thoughts in the human mind into a written work which is including the writer's imagination. Creative writing is when the writer putting their idea or feeling about particular topic by using their imagination on a piece of paper (Oral, 2003; Ramet, 2011; Temizkan, 2011). Creative writing can be a new way of seeing something that combines writing skills and creativity in the writing process itself

(Cheung et al., 2003; Temizkan, 2011). Thus, writing cannot be separated from creativity. In creating a work, students undergo some creative processes in writing process itself.

Creative process is the creation of a work of fiction writing that undergo by a writer (McVey, 2008; Vickers, 2010). There is no difference between creative writing and the creative process because both of them going through the process of reading first. So, that through the process of reading the writer can collect new ideas to be set forth in writing work. A writer likely experience changes in the middle of the process of writing a story, it because of something that people never know such as what is being thought happened, and what connections will the mind create for the situation (Chen & Zhou, 2010; Vickers, 2010). Thus, some writers go through the creative process in a different and varied way.

However, writers who are just starting to learn how to write might feel hard to start their writing project. This problem can fix by passing through the stages of creative process and apply all eight elements used as strategies to foster creativity. Therefore, here the researcher intends on analyze the creative process encountered by students as beginner writer in writing a short story and the strategy used by lecturer in fostering students' creativity in writing a short story

Materials and Methods

The current research was to analyze the creative process encountered by students and the strategy used by lecturer in fostering students' creativity as beginner writer in writing a short story. This study was a qualitative research which specify on the case study research design. This research was conducted in English Language Education Department at Ganesha University of Education with a focus on short story production class. Short Story Production Class is part of the Creative Writing course, a special concentration course which aims to teach the students in English Language Education Department to be a writer in the actual and professional context. In this class, students must be passed through all the seven stages of creative process and the strategies used by lecturers in fostering students' creativity in writing a short story that make this class meet the requirements of having specific phenomena for case study research and it is possible to become the subject of this research. The population of this research is the short story production class students consisting of 5 students and one lecturer. Data for this study were taken by using in-depth interviews.

Results and Discussion

During the process of writing, the researcher intended to analyze the creative process encountered by students and the strategy used by lecturer in fostering students' creativity in writing a short story in creative writing class. Based on the data gathered, the researcher found findings regarding the issues. These issues are presented as corpus data. There will be 6 corpus data for discussing each of the respondents' answers. After data analysis, the seven stages of creative process that students had passed through are shown in the Table 1.

Table 1 shows the students had passed through all the creative process in varied way and with their own creativity. Viana and Zyngier who conducted a study entitled "*Creative Writing and innocity in English as a foreign language*" found that creative writing can be done with various forms (Turkben, 2019; Viana & Zyngier, 2019). The first stage was preparation all the respondents had passed through this stage. In this stage the students are gaining the ideas of the story namely topic, plot, ending, and title of story. Prewriting is the same with preparation which the student are generating ideas, strategies, and information for a given writing task prewriting activities take place before starting on the first draft of a paper (Barbot et al., 2012; El-Mahdy et al., 2019). They had passed through the first stage with

their own way and creativity. The activities that they had done were watching movie on YouTube, reading short story, poem, novel, and looking at pictures that related to story.

Table 1. The summary of creative process that students had passed through

Data Corpus/ Stage	Preparation	Planning	Incubation	Beginning	Flowing	Breakthrough	On Title	Note
1	Did	Didn't	Did	Did	Did	Did	Did	She missed planning stage
2	Did	Didn't	Did	Did	Did	Did	Did	She missed planning stage
3	Did	Did	Did	Did	Did	Did	Did	She write the draft of the story
4	Did	Didn't	Did	Did	Did	Did	Did	He missed planning stage
5	Did	Didn't	Did	Did	Did	Did	Did	She missed planning stage

Most of the students had no passed through the planning stage of creative process because they only wrote down the story without arranging the draft of story. Also, they only imagined the story line in their imagination. It could be said they had no passed through the planning stage. There was only one student who had passed through planning stage. She had planned the story in a draft and wrote the story line by guiding with the draft. Planning is reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper (Nasir et al., 2013) and before writing a complete story it is good if the writer arrange the story outline or drafting in the first in order to help them organize ideas (Ramadhani et al., 2019; Wyse & Cowan, 2017).

The third stage was incubation which is third stage of creative process. In this stage the students were solving the problem appeared along writing the story. They had their own way and solution to overcome the problem. The activities that usually they had done namely left the story for a moment, watch movie on YouTube, and read short story.

All the respondents wrote down the good beginning of the story. Beginning stage is when the students deciding the first line of the story. Incubation process is when students are working on a problem which turns out that the problem cannot be resolved so that there is a tendency to leave the problem for a moment so the writer could continue to write the story (Ibniyan, 2010; Senel, 2018). In this stage the students wrote the first line of story by expressing the main character, the situation, the place, prologue, and foreshadowing. Prologue is prelude to drama plays. Prologue play a big role in preparing the minds of the audience to be able to follow the story that will be told (Setvarokim, 2015; Vickers, 2010). The reason they chose those things because it could make the reader interested to read the story.

The next was flowing stage. In this stage the students are choosing an appropriate plot of the story line. Plot is a structure of a series of events in a story arranged chronologically (Piscayanti, 2015). Or the definition of the plot is a series of stories from beginning to end. Plot regulates how the actions contained in the story must relate to one another, for example, such as how an event relates to other events, then how the characters depicted and play a role in the story are all related to a unity of time. In this stage the students usually use reverse plot. It was because they won't to make the story line monotonous, boring and flat. So, they used reverse plot to make the reader enjoyed to read the story until the end of story.

Breakthrough stage was the sixth stage of creative process. This stage is where the students arranging the end of story. Here all students had passed through this stage with their own way and creativity to make the end of story imprinted in reader's mind. Most of students end their story with sad ending, irony, and tragic. The reason was they wanted to make the reader confused with the end of story.

The last was on title stage which is the students deciding the title that suitable for story. The title becomes the first assessment of the readers. This is determinant of whether the story will be read or not (Setvarokhim, 2015; Sternberg & Kaufman, 2010). All the students had passed through the last stage of creative process. For them this stage was very interesting topic to be discussed. It was because they thought title was the important thing of story and they should think harder to make the title looked interesting. The students chose the title of their story in varied way namely they prepare the title in the first, they decide it after the story finished, and they made the title from what was the main point of their story.

The second research finding is concerned with strategy used by lecturer in fostering students' creativity. Table 2 shows the lecturer's strategies in fostering students' creativity in writing short story in creative writing class. Here the following summary of strategy used by lecturer in fostering creativity.

Table 2. The summary of strategy used by lecturer in fostering students' creativity

Strategy that Used by the Lecturer	Respondent		Note
	Yes	Not	
Allowing Time for Creative	✓		She used it as strategy
Keep an Open Mind	✓		She used it as strategy
Rewarding Creative Idea	✓		She used it as strategy
Leading by example	✓		She used it as strategy
Allowing Mistake	✓		She used it as strategy
Imagining other Viewpoints	✓		She used it as strategy
Exploring Environment	✓		She used it as strategy
Thinking Process	✓		She used it as strategy

Table 2 shows the lecturer had applied all the eight elements as strategy in fostering students' creativity. The lecturer had her own way to apply every element in fostering students' creativity in writing a short story. The first element was allowing time to creative thinking. Time is the way of the student in giving the time for their selves in making the particular project (Ritter & Dijksterhuis, 2014; Wiyanto, 2002). In this element the lecturer gave the student very flexible time to work their project. Normally per stage of creative process she gave one to two weeks to finish their project.

Keep an open mind was the second element used by lecturer. This element in which students can be taught creativity by learning to see general things in a new perspective; this encourages students to understand that the best answer may not be the clearest answer but something unexpected (Amabile & Conti, 1999). It can be said that students that given a space to keep their open mind along writing process will able to see common things in a wide perspective. It makes students thought more creative. Based on the result of interview conducted, the lecturer let the students to explore and discuss their project with each other.

The third element was rewarding creative ideas. In this element, the students will get a reward from the lecturer after producing good ideas or good product. Students were given a reward from the teacher so they could improve their good behavior in learning process (Brookes & Marshal, 2004). Based on the result of the interview the lecturer gave the students a reward in the form of giving reinforcement, nice words, and motivate them to write more. The function of giving reinforcement to students for socially acceptable behavior and by giving motivation so that accepted behavior is repeated again (de Souza Fleith, 2000).

The next element was lead by example. As stated in the interview result about this element the lecturer gave the students example or source before starting to write. The lecturer gave her works such as poetry book, script book, and the other books. The example was not

coming from lecturer's book only but also come from the other writers. The impact by giving example before asked the students started to do the task was the students would get the ideas and understand what would they make of the task. So, give an example was very important to students in gaining the idea.

Allowing mistakes was the fifth element. In this element, mistakes actually were not a big deal. In fact it was not a mistake but a lesson or experience for the students. The problem that students made would make them learn. The allowance mistake in writing process was grammar error because it would be changed at the end of the editing process. The problem that appeared in writing process would be fixed in the last process namely editing process (Morley, 2007).

The following element is imagining other viewpoints. It is the element to encourage the students' creative process. Also, this element told about the way the students see other perspective. Based on the result of the interview about this element, the lecturer gave the students space for themselves to be who they really were and showed that they were unique by appreciating their differences. The students in this element must face a challenge of different perspective. This was not only about what perspective that students would use but also about how they adjust the use of point of view to the story.

The next element was exploring the environment. It was a way to foster the creativity. The students that already explored the environment would be imaginative in writing. The appropriate activity in developing the imagination for writing was the environment because it gave good influences on a person's way of thinking. The environment was very useful when the creativity of student was limited. It was because the environment would play its role greatly (Amabile & Conti, 1999). It could be said that by using this strategy could influence students' creative process and the product of creative writing. So, by exploring the environment, the students' thought, imagination, and hidden idea would come up according to their chosen environment. The lecturer gave the students freedom in choosing the environment that the students wanted. Of course the environment that they chose should be suitable with their psychology. The importance of the environment can be referred to a context that includes psychological element (Skinner, 1938). So, it could be said that doing environmental exploration was very important in creating the creative process.

The last but not least, in fostering the students' creativity, the element needed was thinking process. In this element, the lecturer gave the students time to let the imagination come to their mind and work with them. So, the lecturer expected the students to be more creative in writing a story. The thinking process of the student happened when they have to think the logic part of the story and they have to think critically about which part was need to be modified as a sequence of the change of the story line. The important thing to be creative was about how to put everything into written words. By doing that, they would read their ideas and think the same thing. Therefore, the lecturer's strategy in improving the students' thinking process was very important in the creative process.

Conclusion

This research found that the students as beginner in writing a short story at creative writing class had gone through all the stages of the creative process. There were seven stages of creative process that students underwent in writing a short story namely preparation, planning, incubation, beginning, flowing, breakthrough, and on title. The students went through each stage of creative writing with their own way, creativity and it was very varied from one student to other student. Also, this study found eight elements used by the lecturer as a technique in fostering students' creativity in writing a short story. Those elements were allowing creative thinking, keep an open mind, rewarding creative idea, lead by example,

allowing mistakes, imagining other viewpoints. Exploring environment, and thinking process. The lecturer used all the elements without passing through any element in encouraging students' creativity in creative process.

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