

The Effectiveness of the Short Story Writing Program in Developing Students' Creative Writing Skills

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan menulis kreatif. Siswa masih kesulitan dalam menulis karya sastra khususnya cerpen. Penelitian ini bertujuan untuk menganalisis pengaruh program menulis cerita pendek terhadap keterampilan menulis kreatif siswa SMA. Analisis dilakukan terhadap aspek pilihan kata (bentuk, sinonim, kolokasi) dan aspek kreativitas pembuatan cerpen (kefasihan, keluwesan, orisinalitas dan elaborasi). Metode yang digunakan dalam penelitian ini adalah eksperimen semu. Instrumen yang digunakan berupa tes keterampilan menulis kreatif dan indikator untuk menilai aspek pilihan kata dan kreativitas. Partisipan penelitian terdiri dari 250 siswa SMA. Jumlah sampel dibagi menjadi 125 siswa pada kelompok eksperimen dan 125 siswa pada kelompok kontrol. Data dianalisis menggunakan statistik deskriptif, uji t, uji analisis varians (ANOVA) untuk mengetahui perbedaan signifikan antara mean dan menghitung besar pengaruh menggunakan SPSS. Hasil penelitian menunjukkan bahwa program menulis cerita pendek dapat meningkatkan keterampilan menulis kreatif siswa. Peningkatan keterampilan menulis cerpen siswa terlihat pada peningkatan kualitas menulis dari beberapa aspek, yaitu aspek pilihan kata (bentuk, sinonim, kolokasi) dan aspek kreativitas membuat cerpen (kefasihan, keluwesan, orisinalitas dan elaborasi). Dari hasil penelitian dapat disimpulkan bahwa program menulis kreatif ini dapat meningkatkan kemampuan menulis cerpen.

ABSTRACT

This research is motivated by the low ability of creative writing. Students still find it difficult to write literary works, especially short stories. This study aims to analyze the effect of the short story writing program on the creative writing skills of high school students. Analysis was carried out on aspects of word choice (shape, synonyms, collocation) and aspects of creativity in making short stories (fluency, flexibility, originality and elaboration). The method used in this research is quasi-experimental. The instrument used is a test of creative writing skills and indicators for assessing aspects of word choice and creativity. Research participants consisted of 250 high school students. The number of samples was divided into 125 students in the experimental group and 125 students in the control group. Data were analyze using descriptive statistics, t test, analysis of variance test (ANOVA) to investigate significant differences between the means and calculate the effect size using SPSS. The results of the study show that short story writing programs can improve students' creative writing skills. The improvement of students' short story writing skills can be seen in the improvement in the quality of writing from several aspects, namely the aspect of word choice (forms, synonyms, collocations) and aspects of creativity in making short stories (fluency, flexibility, originality and elaboration). From the results of the study it can be concluded that this creative writing program can improve the ability to write short stories.

1. INTRODUCTION

Aspects of creativity in formal education are often neglected because formal education places more emphasis on skills that are visible and easily assessed. Based on UNESCO and UNTAC data, the level of creativity of Indonesian students is still very low compared to other countries (Gilbert, 2021; Daris Hadianto et al., 2022). Based on this explanation, one of the causes of the low aspect of writing creativity is the way the teacher organizes learning activities. Education must be able to direct students to become

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creative, innovative and independent learners and produce quality output. To produce quality students, students need to be equipped with various skills (McLean et al., 2022; Saffran, 2018). The ability that students need is the ability to communicate both orally and in writing. Writing activities are an integral part of the teaching and learning process because writing skills are a form of communication that can be used as a benchmark for the level of student creativity. The process of creativity in writing skills lies in the process of expressing students' ideas with different conceptual organizations to everyone (Kim et al., 2021; Schindler & Lilienthal, 2022). From the ideas expressed by students, we can see the way students think, analyze, and view students in posing a problem. Given the importance of creativity and writing skills, teachers must pay attention to aspects of the learning process that can increase creativity in writing. These aspects include learning strategies, learning models, learning methods and teaching materials (Alrawili et al., 2022; Saffran, 2018). All of these aspects will support students to cultivate aspects of creativity in writing skills. Creativity is very important for students to solve problems.

As a teacher, the teacher is required to be able to make students feel happy in writing. The majority of students do not want to write because of motivation and teaching methods that do not make students feel happy in writing. Currently, writing which is taught to students does not make students able to express their feelings through writing, but suppresses their feelings. This is because the method used is not appropriate. The majority of students are taught about writing techniques, not how to make students feel comfortable expressing their feelings (Burrell & Beard, 2023; Holloway, 2019). One way that teachers can use to give students the opportunity is to practice creative writing. Creative writing will be able to encourage students' creative ideas through writing. The biggest challenge faced by teachers is that most of the students' desire to write is very low. In general, the main problems that cause students to have low motivation are students who are trained in a writing style they don't like, unknown recommended topics, difficulty developing ideas, and building ideas to be coherent, clear, and systematic (Barton et al., 2023; Edwards et al., 2021). By writing creatively, the difficulties experienced by these students can be overcome. Through creative writing students are encouraged to have writing style skills, think critically, and develop ideas. Creative writing is also able to encourage students to be able to express creative ideas, originality in various forms of creative writing including poetry, short stories, anecdotes, and essays. Creative writing is a skill that cannot be underestimated (Jandrić et al., 2022; Zammit et al., 2022). This competency must be supported by the right program, model or method so that each student's creative writing skills are trained because writing is a skill that requires regular intense practice. Literature helps students to write more creatively. Several studies with the theme of creative writing, including action research to improve creative writing teaching skills using short stories (Joseph et al., 2020; León et al., 2020; Synnes et al., 2021). This research was conducted at the junior high school level. This research has a qualitative paradigm. Through this research, students are taught to write creatively by using short stories as a guide for their writing.

One type of writing activity is creative writing. Writing short stories is a part or activity of creative writing. Creative writing can be defined as a writing process that relies on the development of creativity and personal expression in the form of good and interesting writing. they are able to produce works that are different, good, and interesting, such as short stories (Barton et al., 2023; Kim et al., 2021). The process of creative writing is called creative writing. Creative because the writer has to design it in such a way by incorporating imagination, real experience, and incorporating elements of art, especially literature. Creative writing can be referred to as a composing lesson which means creating an imaginary world, an imaginary world, or a world that is different from the real world we face. For this reason, creative writing relates to the unreal world, namely fiction. However, works of fiction are not entirely imaginative or imaginary. Fiction writers can include real experiences in the form of experiences that have happened to themselves and those around them (Jandrić et al., 2022; Lingard, 2021). Through the writer's creative process, real experiences can be turned into fiction or fiction. One of creative writing is short story. Short stories or short stories are works of short fiction literature. Short story is a work of fiction or imaginative fiction by expressing a problem which is written briefly and concisely and has structural components or elements in the form of plot/plot, setting/background, characterizations, point of view, style. language, as well as themes and messages (Vaezi & Rezaei, 2019; Williams, 2020). Short stories are short essays in the form of prose which are formed by several components, namely theme, plot, setting, characterization, point of view, message, and style of language. So, a short story is a work of fiction in the form of prose by expressing a problem that is written briefly and concisely which is formed by several components, namely theme, plot, setting, characterization, point of view, message, and style of language.

Meanwhile, creative thinking skills include fluency, flexibility, and originality. Fluency means how quickly and easily a person comes up with new creative ideas. Flexibility means the ability to see and consider things from different and opposing points of view, to take old concepts and organize and reuse them in new ways, and to turn existing ideas around (León et al., 2020; Sari et al., 2017). Originality means

the ability to come up with ideas that are unique, unusual, strange or unnatural. Basically the experts above discussed the problem of the same characteristics of creative thinking abilities, where in general the characteristics of creative thinking abilities include fluency, flexibility, originality, and elaboration (Thomson, 2013; Yoo, 2019). For this reason, it can be concluded that the characteristics of creative thinking skills are fluency, flexibility, originality, and elaboration. The findings of this study reveal that stories have a very strong influence on students and can be used for various teaching strategies. Other research investigates how short stories can be integrated into the language curriculum to consolidate students' grammatical knowledge, vocabulary to improve their creative writing skills (Wang & Matsumura, 2019; Williams, 2020). The research was conducted with 21 university level students. To get students' opinions about the use of stories, each student was asked to keep a diary reflecting their views after studying each literary text, and a portfolio. The research findings show that the use of short stories contributes to strengthening students' grammatical and vocabulary knowledge which is effective and meaningful while at the same time helping students become more creative and imaginative in writing (Edwards et al., 2021; Schindler & Lilienthal, 2022). The difference between this study and previous research is that short stories are used as a writing program to practice creative writing skills. The components learned in creative writing skills are aspects of word choice (word forms, synonyms, collocations) and aspects of creativity in making short stories (fluency, flexibility, originality, and elaboration). Based on the problem of students' creative writing difficulties, researchers collaborated with a high school in Ciamis to work together to carry out a short story writing program with the aim of training their creative writing. This short story writing program can encourage students' imagination and creativity in writing, support students' self-confidence and allow self-expression. Finally, this short story writing program is probably the best way to develop their skills and thus start the journey of becoming a published writer. The importance of this research for teachers is that it helps teachers to explore other aspects of language as a means to improve creative writing skills but also other writing skills. This study aims to analyze the impact of short story writing programs on creative writing skills. Researchers formulated several problems in this study, namely how the impact of the short story writing program on creative writing skills and what components need to be developed to develop creative writing skills.

2. METHOD

This research uses experimental method with a quasi-experimental design and a quantitative approach to reveal the impact of the short story writing program on students' creative writing abilities (Gu, 2018; León et al., 2020). The focus of the analysis is fluency, flexibility, originality, and elaboration in short stories. We spent 8 weeks conducting research from preparation to comprehensive data collection. Quantitative data represents the difference in the average writing ability in terms of fluency, flexibility, originality, and elaboration, representing the quality of the linguistic aspect. In the context of ethical aspects, this research is in accordance with the Declaration of the Indonesian University of Education (UPI) for research involving human subject data. In addition, the Research and Ethics Committee of the Faculty of Language and Arts Education UPI, approved the research protocol as a non-invasive risk study and all data was managed anonymously and confidentially. This study involved 11th grade students in a public high school in Indonesia. The number of participating students was 125 girls and 125 boys, from 7 different classes; These participants were selected using purposive sampling because students in these two classes had higher short story writing experience compared to other available classes. The age of the participating students ranged from 18-19 years. All participants are one language; all are fluent Indonesian speakers and writers.

Researchers explored students' linguistic creativity through writing short stories in two stages: developing themes, and making short stories. First, we provide students with eight themes to explore, related to the environment, social life, economic life, political life, culture, health, tourism, technology, and personality. All of these themes are presented to investigate students' interest in a particular theme. We conducted a survey to identify the dominant themes about students being interested in writing. Three dominant themes for short story writing emerged from the survey results: health (40%), culture (27%), and tourism (25%). These themes were used to develop questions to which each student was asked to respond through creative writing of short stories in 90 minutes; students use paper and pens to write their short stories, on the paper provided. Second, we investigated whether the participating students had experience in writing literary works. This situation is done to ensure that all participants have experience and ability in writing short stories (Kahraman, 2020; Thomson, 2013). The results of our research show that students are experienced in writing literary works: short stories, poems, and anecdotes. To strengthen the data, we also interviewed two teachers at the school. The teacher revealed that they train students to develop several types of literary works, including short stories in grade 11; the teaching of

several types of literature was given because this expectation was included in the national curriculum in grade 11. Next, we used the experiences of the 10 students we interviewed as baseline data before asking the entire body of participating students to develop their short stories. Finally, we asked students to develop individual short stories related to an assignment that was tailored to the three identified themes provided.

Data collection was carried out using several techniques, namely a creative writing ability test with short story writing instructions. In addition, the questionnaire is also used to assess aspects of fluency, flexibility, originality, and elaboration of word forms in short stories. The instrument used in this study was a creative writing ability test in the form of instructions for making short stories according to a predetermined theme. Creative writing questionnaire to see what aspects are most needed by students in creative writing. The instrument indicators contain fluency, flexibility, originality, and elaboration of the form of words in the short stories he made. To ensure the validity of the instrument, we involved five experts in language and creative writing skills to evaluate and provide agreement on the quality of instruments for creative thinking that emerges in language: their ratings were calculated using the Kendall tau correlation (Challob, 2021; Holland-Batt & Jeffery, 2021). The results of the agreement test showed that Kendall's tau value was 0.82, which means the instrument has strong internal validity. In addition, to measure the reliability of the instrument, we involved three experts in creative thinking in linguistic contexts to evaluate students' abilities. written responses to assigned assignments—this means experts act as raters (inter-rater reliability). Our calculations show that the inter-rater agreement was 89% for all scores of the rating scale given by these experts. The indicators used to assess creative thinking in students' essays include the process of word formation, synonyms, and collocations in short stories. Short stories written by students contain units of ideas that are commonly found in short stories. Units of ideas are terms that are realized in the form of propositions, either in the form of clauses or sentences. These propositions can then be analyzed as a representation of students' written linguistic creativity in terms of word use or choice. The choice of words used by students was analyzed in terms of fluency, flexibility, originality, and elaboration. Data were analyzed using descriptive statistics, t test, analysis of variance test (ANOVA) to investigate significant differences between the means and calculate the effect size using SPSS to investigate significant differences between means. All statistical analyzes were performed using SPSS 28. In addition, to determine the effect of the short story writing program on students' creative writing skills, the researcher calculated the effect size using SPSS.

3. RESULT AND DISCUSSION

Result

Statistical representations of linguistic creativity through word forms, synonyms, and collocations in short stories were analyzed using this data before investigating linguistic creativity using discourse analysis. First, the descriptive statistics of the data showed that the mean number of word forms ($M = 27.83$; $Std = 9.37$) was the highest compared to synonyms ($M = 17.46$; $Std = 6.74$) and collocations ($M = 8.04$; $Std = 6.15$). To identify whether all the means had significant differences relative to each other, we used the ANOVA test, because the normality test showed that all data for tenses ($df = 249$; $sig = 0.156$; $sig > 0.05$), synonyms ($df = 249$; $sig = 0.57$; $sig > 0.05$), and collocations ($df = 249$; $sig = 0.083$; $sig > 0.05$) were normally distributed. Furthermore, the results of the ANOVA test also showed that on average all the factors of linguistic creativity were significantly different ($df = 163$; $F = 76.658$; $p = 0.001$; $p < 0.05$). In addition, post hoc testing using Tukey's honest significance test (Tukey's HSD) showed that the difference in the mean of word form on synonyms and collocations was significant ($p = 0.000$; $p = 0.000$; $p < 0.05$). At the same time, the mean for synonyms versus collocations was also significantly different ($p = 0.000$; $p < 0.05$). In addition, to test the hypothesis whether there is a statistically significant difference at the 0.05 level between the mean scores of the experimental group and the control group students on the writing post-test in favor of the experimental group, the researcher used a T-test for an independent measure of homogeneity. and heterogeneity to show a significant difference between the mean scores of the two groups of post creative writing tests. Table 1 shows the results.

Referring to Table 1, there is a significant difference between the experimental and control classes in creative writing. These differences can be seen in the aspects of fluency, flexibility, originality and elaboration, in supporting the experimental group. The mean score of the experimental group was (50.54, 23.43, 72.453, 8.890) while the average score of the control group was (30.0, 14.54, 42.75, 5.74), and the t-value was (6,72, 7,967, 5,657, 4,80, 6,812). The t value is significant at the .01 level. The mean difference between the two groups was (12,532, 8.893, 32.54, and 2.765). The total results of the creative writing test scores are shown in Table 1.

Table 1. Comparison of the Writing Performance of the Experimental Group and the Control Group in the Posttest

Variable	Group	N	Mean	Std. Deviation	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference
					F	Sig.				
Post_fluency	Control	125	30.3420	5.76853	0.131	0.712	6.723	248	0.001	12.53213
	Experiment	125	50.5476	6.32745						
Post_flexibility	Control	125	14.5442	4.57643	1.145	0.289	7.967	248	0.001	8.89342
	Experiment	125	23.4323	3.68745						
Post_originality	Control	125	42.7564	18.75623	7.378	0.008	5.657	245.1	0.001	32.54632
	Experiment	125	72.4536	26.93451						
Post_elaboration	Control	125	5.7463	2.47834	0.071	0.789	4.80	248	0.001	2.7653
	Experiment	125	8.8900	1.47834						
Post_Total Creative Writing	Control	125	92.7860	26.78865	5.231	0.051	6.812	53.881	0.001	55.31
	Experiment	125	152.6645	35.67542						

The significant difference between the two groups in the creative writing test is in favor of the experimental group where the average value of the experimental group is 145.0 while the average value of the control group is 92.78 and the average difference is the mean between the two groups was 55.31 (greater than 1). To see the effect size of short story writing programs to improve creative writing skills for the experimental and control groups, the square of eta was calculated. This can be seen in Table 2.

Table 2. Level of Effect Size on the Performance of the Experimental Group

Group	Variable	Effect size "Partial Eta Squared"	Level of effect size
Control	Post fluency	0.523	High
Experiment		(52.3%)	
Control	Post_flexibility	0.612	High
Experiment		(61.2%)	
Control	Post_originality	0.427	High
Experiment		(42.7%)	
Control	Post_elaboration	0.318	High
Experiment		(31.8%)	
Control	Post_Total Creative Writing	0.467	High
Experiment		(46.7%)	

In Table 2, we can see the high effect size of the proposed short story-based program on the creative writing ability experimental group. The highest effect size occurred in the aspect of flexibility (0.612) followed by aspects of fluency (0.523) and originality (0.427). The elaboration aspect is in the last rank (0.318). To investigate the hypothesis "there is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students on the pre-post writing test which supports the post-test scores", the researcher used a T-test to measure the correlation to show a significant difference between the average score of the pre-post creative writing test. This can be seen in Table 3.

Table 3. Comparison of Creative Writing Ability Experimental Group on Pretest and Posttest

Measure	variable	Mean	N	Std. Deviation	t	df	Sig. (2-tailed)	Mean Difference
fluency	Pre_fluency	26.8645	250	4.87891	9.453	249	0.001	9.87
	Post_fluency	35.7210	250	8.87631				
flexibility	Pre_flexibility	11.5361	250	4.65341	11.834	249	0.001	7.40
	Post_flexibility	18.7684	250	6.55642				

Measure	variable	Mean	N	Std. Deviation	t	df	Sig. (2-tailed)	Mean Difference
originality	Pre_originality	31.4531	60	14.97612	9.617	249	0.001	28.12
	Post_originality	58.5243	60	27.86772				
elaboration	Pre_elaboration	6.5776	60	2.65433	8.545	249	0.001	4.536
	Post_elaboration	8.8879	60	3.46772				
Total_Creative Writing	Pre_Total_Creative Writing	77.88742	60	22.76632	12.762	249	0.001	70.17
	Post_Total_Creative Writing	153.66542	60	37.87632				

Table 3 shows that the significant difference between the two applications is that it supports post-implementation of the short story writing program. The average score of the post-test writing skills is fluency: 35.7, flexibility: 18.7, originality: 58.5, elaboration: 8.88 while the average score of each aspect is fluency: 26.86, flexibility: 11.53, originality: 31.4, elaboration: 6.5 and the mean difference between the two applications was 9.8, 7.40, 28.12, 4.53. The significant difference of the two applications in the total creative writing test is in favor of the posttest where the average creative writing test score is 145 while the pretest writing test average score is 75.93 and the average difference between the two applications is 69.07 (greater than 0.1). To determine the effect size of the proposed program on the creative writing posttest compared to the creative writing pretest, the square of eta was calculated. This can be seen in Table 4.

Table 4. Effect Level of Short Story Writing Program Size on Pretest and Posttest in Experimental Class

Measure	Variable	Effect size "Partial Eta Squared"	Level of effect size
Pretest	fluency	0.614	High
Posttest		(61.4%)	
Pretest	flexibility	0.672	High
Posttest		(67.2%)	
Pretest	originality	0.581	High
Posttest		(58.1%)	
Pretest	elaboration	0.506	High
Posttest		(40.6%)	
Pretest	Total_Creative Writing	0.845	High
Posttest		(84.5%)	

Table 4 shows the high effect size of the short story-based program on the creative writing ability of the experimental group in each aspect and in the total score. The highest effect size occurred in the aspect of flexibility skills (0.614, meaning 61.4%) followed by fluency sub-skills (0.672, meaning 67.2%) and originality (0.581, meaning 58.1%). The elaboration skill sub was in the last rank (0.506, meaning 50.6%) while the size of the effect of the proposed program on the total score of the post-test creative writing test compared to the pretest was (0.845, meaning 84.5%).

Discussion

According to the statistical data described in the previous section, the current study has found that the most common measure of creativity for each short story is word form, compared to synonyms and collocations. The possible reason for this frequency is that word forms, as a form of formal lexical creativity, are easy to learn through certain strategies included in student textbooks. These strategies, such as clipping, backformation, blending, invention, and borrowing, commonly appear in the introduction of linguistic textbooks, which often contribute to the acquisition of vocabulary skills. Meanwhile, the acquisition of synonyms and collocations are generally influenced by the ability of the author to adjust the context (Donnelly, 2019; Price, 2020). In other words, writers tend to prefer lexical innovations over conventional expressions. This explanation shows the reasons for the mean number of significantly different word forms of synonyms or collocations. Creative writing in using word forms is reflected in the aspects of fluency, flexibility, originality, and elaboration (Joseph et al., 2020; Leeke, 2020). Based on the research data, the level of creativity in the fluency aspect of the participants' essays was classified as

fluent. This fluency is characterized by the relationship of the meaning of certain words in the context of sentences. Students use straightforward words according to the concept of meaning possessed by these words, so that ideas are conveyed smoothly (Dawilai et al., 2021; Hand et al., 2021). From a flexibility perspective, students use direct words in a variety of ways. The diversity of the use of verb forms and noun forms requires students' creativity to apply them to the correct sentence construction. In the context of word forms, word use shows awareness of detail, because the forms used vary from basic words to complex words that have undergone affixation (Joseph et al., 2020; Manning-Lewis, 2019).

From an originality perspective, however, the participating students' written linguistic creativity was classified as non-unique. This is because students use simple words that do not show novelty as one of the characteristics of creative products. Authenticity and originality are related to the ability to generate unusual or unique ideas (D. Hadiananto et al., 2021; Högemann et al., 2021). This oddity or uniqueness is usually associated with the novelty dimension. Regarding the field of novelty, in order to see the novelty associated with creative products, the product must be viewed from the point of view of the creator's experience. The students who are the subjects of this research are Indonesian speakers who already have perfect knowledge of the rules of the Indonesian language, because they have lived through a sensitive period for language acquisition (Deveney, 2021; Joseph et al., 2020). Thus, they must be able to use natural language properly and correctly, and are expected to be able to use their language skills to produce creative speech. Based on research data, this study found that the use of synonyms of participating students was fluent, flexible, original, and detailed. Judging from fluency in the use of synonyms, students are classified as fluent (Kim et al., 2021; Peltzer et al., 2022). This fluency can be seen from the accuracy of the choice of terms that allow the concept of meaning contained in these terms to be able to form a unified meaning in the context of a sentence (Daris Hadiananto et al., 2021; Peary, 2018). By using the right terms, the information conveyed by students becomes clear, so that the story is conveyed smoothly. The participating students have used synonyms in a variety of ways. This diversity can be observed in the use of different terms. Students have used religious, constitutional, legal, health, and environmental perspectives to capitalize on synonyms. Synonyms of meaning used by students include cognitive meanings and emotive meanings. In addition, the perspective used shows the creativity of their language (Burrell & Beard, 2023; Jandrić et al., 2022).

Research data from this study on students' creative writing shows that students use collocations appropriately, resulting in a coherent meaning. The coherent meaning in collocation supports the syntagmatic meaning relationship between words at the sentence level, so that ideas are arranged smoothly. The fluency of ideas shows the clarity of the information provided to the reader. The forms of collocation used by these students mainly include open collocation, while only a few use closed collocation (Vaezi & Rezaei, 2019; Wang & Matsumura, 2019). Through these collocations, students have many opportunities to develop or form other creative collocations. To produce creative forms of collocation, students' knowledge and abilities are required; these two tools are essential for the creation of new forms of collocation. The collocation used by students shows the aspect of originality. Students form collocations creatively through analogical thinking. This is consistent with the position that the capacity to think by analogy is an essential basic element of creative thinking (Williams, 2020; Yoo, 2019).

From the research findings, it can be generalized that short story writing programs can improve students' creative writing skills. Improving students' creative writing skills can be seen from several aspects, namely the aspect of word choice (forms, synonyms, collocations) and aspects of creativity in making short stories (fluency, flexibility, originality and elaboration). In addition, an increase was also seen in the representation of ideas. This ability relates to the use of words that require thinking activities, one of which is creative thinking, so that the ability of students' written ideas describes fluency, flexibility, originality, and elaboration. Creativity can also be seen in using or choosing words to express ideas, which can be done through the construction of aspects of basic pronouns and verbs in passive sentences, and in derivative forms with indirect references, after writing short stories. In addition, emotional involvement, the use of cognitive and emotive meanings, and the use of open collocation forms through analogical thinking. This research has important implications for two areas: pedagogical methods and pedagogical grammar. The pedagogical implications of the analysis are related to the teacher's task; learning methods and techniques; ingredient; and evaluation of learning. The teacher can prepare the text as a basis for learning. Through short stories, students can learn to identify words or terms, which are related to synonyms and collocations. Armed with this new knowledge, students can develop it further through their writing. Thus, learning appropriate language skills to develop the ability to use words is also learning to write, when writing is considered a product that is constructed from the author's lexical and grammatical knowledge. The results of the current study indicate that the short story writing program can develop aspects of creativity in writing as well as train students' language skills. However, current studies suggest that in order to develop educational materials that teach the effective use of words in the context of

creativity, textbook authors and teachers need to incorporate four aspects of creativity: fluency, flexibility, originality, and elaboration. This research has several limitations including the gender aspect is not considered, it only focuses on one type of short story literary work, the sample is still limited, and it is only strengthened by quantitative data. Based on these limitations, the researcher recommends a number of things for future research, namely considering gender aspects in creative writing which may be influential, it is necessary to increase the types of literary works to practice creative writing, for example works of poetry etc., it must involve more and more representative samples, and it needs to be strengthened by qualitative data to express feelings and so on.

4. CONCLUSION

From the results of the study it can be concluded that this creative writing program can improve the ability to write short stories. Improving students' short story writing skills can be seen in improving the quality of writing from several aspects, namely aspects of word choice (word forms, synonyms, collocations) and aspects of creativity in making short stories (fluency, flexibility, originality and elaboration). Representation of ideas regarding the use of words requires thinking activities, one of which is creative thinking, so that written ideas include fluency, flexibility, originality, and elaboration. Creativity in using or choosing words to express ideas can be done through the construction of aspects of basic pronouns and verbs in passive sentences, and in derivative forms with indirect references, after writing short stories. In addition, emotional involvement, the use of cognitive and emotive meanings, and the use of open collocation forms through analogical thinking, all of them can produce creative forms in terms of word use, both through synonyms and collocations in writing short stories.

5. REFERENCES

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