

CHAPTER II

LITERATURE REVIEW

This chapter contains the explanation of the theoretical backgrounds used in this research. It consists of creative writing in foreign language classroom, short story writing and EFL students' challenges in short story writing.

A. Creative Writing in EFL Classroom

In the foreign language classroom, creative writing has become one of the common classes. It can be a field to help both student and teacher in building teaching learning English interestingly. Creative writing can be defined as self-expressive and creative way for ESL or EFL students in communicating multi-semiotic meanings (Widodo, Budi, & Wijayanti, 2016). It shows junior high school as EFL students from Indonesia write poetry as one of the creative writing works through blended language learning which used Facebook as a platform for learning creatively. The result represented there are some success stories and challenges that found in the process of poetry writing. Creative writing also means placing the ideas and feelings about particular topic on paper by using own imagination freely (Oral, 2003 as cited in Temizkan 2011).

Furthermore, there have been many EFL students who have learned about creative writing and express their feeling, thinking and voice through students' writing skill in creative way. They manage their own idea and inspiration in particular terms. Creative writing is one of the modern ways to teach English in a classroom, teacher can use the works such as poem or short

story to enhance students creativity and create the learning activity more fun and enjoyable. As stated by Temizkan (2011) creative writing activities were more effective than traditional writing education to improve story writing skill. Similarly, Stillar (2013) emphasized that “creative writing exercises can be used not only to engage students’ imaginations and increase enthusiasm for writing skills development, but also to raise critical consciousness.” Furthermore, creative writing can be used as a way to learn English attractively and help students in writing fluency while having pleasure in composing and organizing their ideas.

B. Short Story Writing

Short story is one of several genres in creative writing (Ibnian, 2010). It’s a brief fictional story that usually contains only a few characters. Ibnian also clarified the elements of short story that consist of setting, characters, conflict, plot, solution, and theme. Novel and short story may have similarities in the elements and genre, but short story is shorter and less complex than novel, usually short story focuses on single conflict, have one plot and few characters but the the writer still includes a moral value in the story. It is a suitable creative writing genre to use in English teaching due to its shortness and simplicity.

On several occasions, short story is commonly used in learning literature and creative writing because it is considered to develop studentscreativity and enrich them about the cultural knowledge. As stated by

Zahra and Farrah (2015) short story in EFL classroom can be a tool to increase language skill, motivate students, and also increase their cultural awareness and tolerance. Along with the statement before, Bartan (2017) claimed that reading short story could improve foreign language writing skill. It means that students' frequency in reading short story may effecting in their producing the short story writing as well.

Moreover, short story has become a common way in English teaching learning because of several advantages and other particular reasons. Collie and Slater (as cited in Pardede, 2011) outlined four benefits of using short story in language teaching. The first one, short story is practical and can be explained entirely in one or two meeting. Second, short story is easy enough for students to work by their own beacuse it is less difficult than novel. Third, short story has variety of choice in genre for different interests and tastes. And the last one is that short story can be used for all levels (beginner to advance), all ages (young learners to adult) and all classes (morning, afternoon or evening classes). It shows that short story is helpful for students in improving their language skill and engaging their excitement in learning activity.

C. EFL Students' Challenges in Short Story Writing

Writing short stories in EFL classes can be a challenge for students, especially if it is their first time to make a short story in English. Students have to find out theidea, developing their imaginative thinking and write it based on the elements of short story. Moreover, as one of the works of

creative writing, students required to write short story originally because “creative writing characterized by originality and imagination rather than truthfulness or standardization of thoughts” (Brookes & Marshall, 2004 as cited in Temizkan, 2011). Students also required to choose the right words to arrange the story interestingly in order that the readers are not feeling bored when they read the story.

According to Byrne (1988) writing is a difficult activity for most people, both in mother tongue and in a foreign language. Additionally, the complexity increases in foreign language writing tasks as EFL students must write in English. It can be challenging because there might be significant differences in diction or the word choice in short story writing between students first language and English as their foreign language. Other thing that might faced by EFL students is grammatical error, since grammar is one of difficult aspects in learning English in EFL context. The teaching technique and instructional media used by teacher in delivering the topic about short story also can be a challenge for students.

Each student might has different challenges to the others based on several concerns. The challenges can be occurred by the reason of some aspects and conditions. As mentioned by Byrne (1988), people may find writing is difficult because of three aspects. The first one is psychological problem. He said that writing is essentially a solitary activity and the fact that we are required to write on our own and it makes the act of writing difficult. Second is linguistic problem. In writing, we have to ensure the structure

sentences and the way the sentences are linked together and sequenced. The last one is cognitive problem. Writing is learned through a process of instruction, we have to master the written form of the language and learn certain structures that important for the effectiveness of communication in writing. Other than that, we have to organize the idea of writing in such way so it can be understood by the readers.