

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to writing practice in the context of creative writing, creative writing course, the chain story technique, and EFL students' experiences.

2.1 Theoretical Framework

2.1.1 Writing Practice in the Context of Creative Writing

Writing is an essential skill for language production. Students can express their thoughts and compose their ideas through writing. It is a way to share particular meanings and encourage students to construct their views on a topic_ (Nurhayati, 2016). Graham (2018) explained that writing is used to share new ideas, persuade others, record information, create imaginary worlds, express feelings, entertain others, and explore the meaning of events and situations. Additionally, writing is a communication activity that is carried out without being supported by voice intonation, tone, mimic, or gestures, and without situations as occurs in oral communication activities (Khair et al., 2022). Meanwhile, practice is an activity done regularly to improve your skills (Oxford Learners Dictionary, n.d). Thus, writing practice can be repeated activities to improve one's ability to express thoughts, ideas, etc. in written form.

Creative writing is an expression of creativity using language in a written form. The term 'creative writing' usually refers to two things, namely the activities done in creative writing and the completed works produced (Harper, 2010). As an activity, "Creative writing is the action of writing creatively, informed by the human imagination and the intellect, employing both personal and cultural knowledge, and creating a variety of results, some private, some public, some tentative, and some in various ways complete." (Harper, 2015, p. 498) It is a skill to make innovative and unique products or ideas through new and creative ways in writing (Alkhaldi, 2023). In conclusion, creative writing is the activity of writing imaginative prose based on someone's imagination and the resulting work.

Creative writing comprises imaginative tasks. Hyland (2002) stated creative writing products are all writing, fiction, or nonfiction that occurs outside of everyday professional, journalistic, academic, and technical forms of writing. This type of writing includes novels, short stories, poems, script writing for performance, as well as creative nonfiction including personal and journalistic articles. Thus, creative writing covers many products of writing.

Creative writing has significance for the student's writing skills. In creative writing, students can express themselves (emotions, feelings, and ideas among others), particularly in writing. In line with Onkas (2015) who stated creative writing can be described as an expression of thoughts originally based on the individual's outlines in a written form. Additionally, creative writing can help students to express themselves through writing and reading some literature, and one of them is poetry. Creative writing boosts learners' self-esteem. It permits them to play with language, develop awareness, engage in learning deeply in the process, and is enormously enjoyable and motivating (Babae, 2015). Therefore, creative writing is important for students because it helps students' creative thinking and improves their self-esteem.

As stated, in EFL creative writing, the students learn to write fiction. Fiction is a literary work in which the imagination processes the content but is not based on facts, such as novels, short stories, fairy tales, etc. Though fiction is just imagination, it is not easy to write fiction. (Dewi & Siregar, 2022). The elements of fiction are characters, dialogue, settings, plot, and conflict (Dewi & Siregar, 2020). In creative writing, students wrote fiction based on their imagination.

In the context of creative writing, a writing practice involves students engaging in the process of creating a simple fictional story. Writing practice involves determining ideas, compiling an outline, and creating complete works. Students in creative writing share their ideas to make a fictional story.

2.1.2 Creative Writing Course

In English Education Department of a university in West Java, Indonesia, Creative Writing is one of the writing courses that is offered as an elective course

to 5th-semester students. Creative writing is learned as a course which is designed and led by the teacher to facilitate and develop students' writing. This course capitalizes on students' creativity abilities (Sulastri, 2023). In this course, students are experiencing learning languages in creative ways. This course enables students to enhance their self-creativity by transforming their thoughts or ideas into something.

Creative writing serves as a medium for expressing imagination and intellect through written language, encompassing both the process of crafting imaginative prose and the resulting works. Particularly in educational settings like schools and universities, creative writing courses offer opportunities for students to enhance their creativity and language skills. For example, in an English Education Department in West Java, Indonesia, creative writing is offered as an elective course, where students are encouraged to explore language creatively and transform their thoughts into written expression. This highlights the potential of creative writing as a valuable tool in language education, fostering both linguistic and creative development among learners.

2.1.3 Chain Story Technique

A chain story is a story that was written by different authors picking up where the previous one left off. Based on Gamal et al., (2018), chain story is a collaboration of multiple authors in writing stories, with each contributor adding a sentence to the narrative before passing the text to a partner. Meanwhile, Apriyani (2016) stated that chain story is an activity that creates the texts by continuing previous to the next. It happens when learners take turns writing a story and building on the contribution of their classmates (Magee, 1993). Through these definitions, a chain story is a collaborative writing exercise in constructing a text where the students contribute to the story by adding a sentence to the story that has been made by their peers.

As a writing technique, Chain Story can improve students' writing skills and is able to build a classroom activity fun and easy for students because students are involved as a group during the writing practice. Chain story can engage students'

interest in writing activity and it also can make all students actively participate in writing activity (Pakpahan, 2021). According to Magee (1993), the steps for a chain story activity as follows:

1. The first person writes the beginning of a story, setting the scene and introducing the characters
2. The second person continues the story, adding to the plot and developing the characters.
3. Each subsequent person adds to the story, building on what has been written before and moving the plot forward.
4. The last person writes the story's conclusion, bringing the plot to a satisfying resolution.

The chain story technique is a collaborative story-writing exercise where students take turns contributing storylines to shared stories, fostering creativity, active participation, and the development of fiction-writing skills. This iterative and cooperative approach results in a cohesive and evolving narrative. Therefore, this technique can be used as a learning activity, and using this technique students can focus on their idea and write it into passages.

2.1.4 Students' Experiences

A person's experience is an event that occurs due to seeing or witnessing something new in the form of information or abilities. As stated by Manen (2007), experience is an individual's impressions of transmitted events, conditions, and phenomena. In addition, experience is a category of thinking, a basic unit of analysis that considers a person's mental, emotional, and practical traits as well as their physical and social surroundings, relationships with one another, and effects on one another (Roth & Jornet, 2013). Based on that, the process by which students engage in activities to reach a goal, and when students participate in certain activities, they try to express thoughts, feelings, and emotions is referred to as students' experience. Learning experiences happen when a student sets out to learn something on their own because they are naturally motivated to do so. Thus, learning experiences can occur because of students participating in educational activities tied to their

behavior.

The term learning experience itself is not pada feelings, thoughts, and emotions. The students' experiences revolve around the cognitive, affective, and social aspects (Roth & Jornet, 2013). First, the cognitive aspect of experience involves the cognitive processes that stimulate mental activity and the acquisition of knowledge. It encompasses the mental processes that occur when individuals engage with information, ideas, or concepts, leading to the development of their understanding, knowledge, skill, and the effects of practice (Mann & MacLeod, 2015; Utami, 2022). This aspect explains how learning occurs in students' minds. Second, the affective aspect of experience focuses on the emotional and emotional responses that individuals experience. This aspect includes the feelings, emotions, and sensations that arise from interaction with others, environments, or events (Utami, 2022). It is concerned with how individuals perceive and respond to stimulations emotionally, which can influence their behavior and attitudes (Roth & Jornet, 2013). Last, the social aspect of experience involves the interaction and relationship that individuals have with others (friends and the teacher) (Roth & Jornet, 2013).

To sum up, students' learning experience is interaction in the classroom arising from students; natural motivation to learn. It is shaped by new information or abilities, encompassing mental, emotional, and practical aspects within their physical and social surrounding.

2.2 Study of Relevant Research

There have been many previous studies examining the use of a chain story technique. The prior studies will be discussed below:

This study is relevant to the study by Purnama et al. (2022) regarding the use of a chain story technique in writing class to improve students' critical thinking. This revealed that chain story technique has a significant impact on increasing students' critical thinking in writing.

The study conducted by Rahmawati and Nurlia (2022) investigated teaching descriptive using comic strips was examined in this research. The findings indicated

a notable enhancement in descriptive writing skills of first-grade junior high school students using chain writing. This underscores the effectiveness of learning to write through chain writing compared to traditional lecturing.

Rohmah et al. (2023) examined the use of the chain story technique based on students' experiences. The research subjects are 27 third-semester students in the Arabic Education Department at one of the universities in Malang. The result shows chain story technique has a great positive impact on students' speaking skills. The outcomes of implementing the chain story technique can be summarized in five aspects. These include improvements in English skills, enrichment of English vocabulary, enhancements in their approach to learning English, heightened motivation, and an elevation in creativity as they continue the story in English.

However, there are still limitations to the studies above. The limitations are the research methods used are classroom action research and experimental research, it is still rare for the research to focus on students' experiences using chain story technique as a writing activity, and the information obtained is only about students' experience using chain story for speaking activity, there is no analysis of students' experience using chain story for writing activity. Therefore, the researcher conducted this research. This research investigated students' experience of using chain story technique during writing practice in the Creative writing course.