

CHAPTER 2

LITERATURE REVIEW

2.1 Creative Writing

Creativity and creative writing are inseparable elements. Creative writing involves originality, the form of writing, writer's thoughts, expressions, feelings, and imagination. According to Manalastas (2020), creative writing is the process of self-expression that allows writers to communicate their thoughts, feelings, and imagination in enjoyable ways. In addition, Babae (2015) interviewed Alan Maley on Teaching and Learning Creative Writing; he defined creative writing as aesthetic rather than other pragmatic purposes. He claimed that teaching and learning creative writing keep our English fresh and alive. Babae (2015) also claimed creative writing boosts learners' self-esteem, lets them play with the language they are learning, develop their language skills, it is motivating and also enormously enjoyable. Further, many benefits of creative writing are that allow students to learn the language with their learning style.

Creative writing tasks also allow students to express their thoughts in any kind of literary text. According to Khan and Alasmari (2018), literary texts play a significant role in English language learning particularly in enhancing students' communication competence, cultural awareness, and building motivation among students. Some researchers investigate creative writing as a tool to facilitate students' language learning through literary texts. Manalastas (2020) found the benefits of learning literary texts through creative writing; it shares students' experiences by expressing some feelings and/or thoughts through many different kinds of genre texts such as poetry, short story, fiction, and haiku. In addition, Liao and Roy (2017) found L2 engineering students had higher confidence and willingness to write poetry in English rather than English literature major students. On the other hand, Cronin and Hawthorne (2019) discovered that writing poetry encourages students to express their emotions and experiences freely.

Besides, Iida (2012) studied L2 learners' attitudes, perceptions, and emotions towards poetry writing in English. The result shows the students were able to notice the value of poetry writing, it includes vocabulary self-expressions, the applicability of other genres, and the audience's awareness. The study also found that haiku increases students' positive emotions rather than negative emotions. Meanwhile, Tok and Kandemir (2015) found that students' writing achievement was increased through creative writing activities. Further, creative writing is valuable for students because not only learning to write but also encourages students' language awareness from many pleasant activities provided by the lecturer.

The creative writing course in this context is available as an elective course that introduces students to the concepts of literature. In this course, students learn how to write various kinds of literary texts and are also allowed to explore their self-potential. Students are experiencing learning languages in creative ways. The creative writing course allows the students to experience becoming story writers and/or become storytellers. This course also taught the students how to analyse the texts of selected authors. Besides, this course also lets the students expand their self-creativity by expressing their thoughts into something. In addition, at the end of the semesters students can see the results of their work as the portfolio which helps grow students' self-confidence, self-awareness, and motivation for their future language learning. Further, the creative writing course provides an enjoyable learning environment that lets the students experience meaningful learning.

2.2 Learning Experience

The process of language learning during enrolling in the creative writing course summarised as students' learning experiences. According to Healey (2019), the classroom activities provided by the teacher promotes students' writing experience. Besides, Roth and Jornet (2013) define learning experience as the students' involvement in certain activities and/or feelings during learning in a

course. On the other hand, Ma'rifah, Rochsantiningsih, and Sulistyawati (2020), said learning experiences in the EFL context as the writing tasks include text construction collaboratively and information gap activities. In addition, they found students' learning experiences gained through interactive applications such as e-learning to assist the learning process. Further, they added, exploring students' learning experiences allowed the researcher to better understand students' learning habits, challenges, students' satisfaction with the program, and those that led to educational evaluation and improvement. The investigations related to students' learning experiences during the creative writing course are limited. Therefore, the researcher wanted to dig deep into the information related to students' learning experiences during the creative writing course through students' stories. Further, the study will contribute to better teaching and to students' writing skills improvement.

2.3 Study of the Relevant Research

Some research found that creative writing activities encourage students' writing skills. Temizkan (2011) found that creative writing activities are more effective rather than traditional writing in improving students' story writing skills. The result of the study indicates that there were significant differences related to students' writing skills from pre-experimental to post-experimental tests. Nasir, Naqvi, and Bhamani (2013) also found the improvement of students' writing expression skills towards creative writing. In addition, Stillar (2013) found that the use of creative writing exercises was satisfying in increasing students' enthusiasm towards writing skills development. Besides, Tok and Kandemir (2015) found that students' writing achievement increased after the experiment. The result indicates a positive effect on students' writing achievement and writing disposition towards creative writing activities. In addition, Arshavskaya (2015) found that creative writing assignments and critical pedagogy are both enjoyable and beneficial for students' writing development. Moreover, Liao and Roy (2017) explored the negative and positive perceptions of L2 learners' academic and creative writing experiences. The result revealed creative writing involves more

positive experiences in learning than academic writing. Based on the studies above, creative writing promotes students' writing achievement.

The researcher is interested in exploring students' learning experience since students' learning experiences are reflected as the results of daily activities that are performed by the students that are utilised as feedback for better teaching in the future. The identification of students' learning experiences has many benefits for students and teachers. According to Ma'rifah, Rochsantiningih, and Sulistyawati (2020), "It reviews the strength and weakness of each student, defining common areas of interest, as well as individual and group needs" (p. 15). Further, since there is a small amount of research that investigates students' learning experiences, the researcher wanted to explore what students' experiences are after enrolling in the creative writing course.