

CHAPTER 2

LITERATURE REVIEW

This chapter discusses the literature that is the basis of this research. This chapter includes basic theories and some previous studies on creativity that can be developed with short stories.

A. Conceptualization Framework of The Study: Creativity in ELT

Creativity is a fundamental element in 21st-century education, especially in children's literature learning in higher education. Creative thinking skills not only support the development of literacy skills but also strengthen students' capacity to express ideas, understand different perspectives, and build empathy through narratives. According to research by Noorkholisoh (2021) creativity in children develops through constructive thinking processes and the ability to generate new, original ideas. In the context of children's literature learning, creativity allows students to explore their imaginations, create stories that reflect their understanding of the world of children, and develop critical thinking and empathy skills.

Short story writing is one of the right methods to develop students' creativity. Munir and Hendaryan (2023) emphasized that short story writing programs can improve students' creative writing skills, allowing them to express ideas originally and organize concepts uniquely. This activity also encourages students to think analytically and reflectively about the issues raised in their stories. Furthermore, research by Adam et al. (2023) shows that a performance-based approach to short story writing can improve students' ability to organize and express ideas creatively and increase their confidence in public speaking through storytelling exercises. This shows that short story writing not only about writing skills but also students' communication and presentation skills.

In learning children's literature in higher education, it is important to create an environment that encourages the exploration of imagination and creative expression. Li (2022) highlighted the role of imagination and art in

children's books, which can help children face and solve problems through creative cognitive processes. Thus, students studying children's literature need to be trained to develop their imagination in order to create works that are relevant and meaningful to children.

Overall, the integration of short story writing into children's literature learning in higher education is an effective strategy for developing students' creativity. Through this activity, students not only improve their writing skills, but also develop critical thinking skills, empathy, and a deep understanding of the world of children. This aligns with the goal of higher education to produce individuals who are creative, reflective, and able to make positive contributions to society.

Short story writing is a form of creative expression that develops students' divergent thinking skills, imagination, and originality. In the context of learning Children's Literature in higher education, this activity not only improves writing skills but also encourages students to understand the world of children through a more empathetic and imaginative perspective. A study by Alwasilah (2024) showed that structured creative writing activities, with the help of visual stimuli and narrative guidance, significantly improved students' writing skills, including in aspects of story structure, character development, and narrative plot. This approach provides a clear framework for students to develop their ideas creatively in writing short stories. Furthermore, research by Sulastri and Narulita Dewi (2019) emphasized the importance of learning autonomy in improving students' creativity in writing short stories. Students who have control over their learning goals and management tend to be more creative in creating stories because they can adjust the learning process to their personal interests and learning styles.

In addition, innovative learning approaches, such as the use of synetic models, are effective in improving students' creativity in writing short stories. Muliawan et al. (2020) found that the synesthetic model, which encourages students to create analogies and metaphors, can improve students' creative and imaginative thinking skills in writing stories. In the context of learning about

Children's Literature, writing short stories enables students to explore themes relevant to the world of children, such as moral values, empathy, and imagination. Through this process, students not only develop their writing skills but also deepen their understanding of children's needs and perspectives.

Creativity has been defined in many ways, and many researchers have researched the theory of creativity. Guilford (1950), defines creativity as a cognitive process that involves the creation of new ideas or concepts, or rearranging existing ideas into new findings. Creativity is an important thing to build in the classroom so that students are ready to face and create educational innovations. Creativity is often said to be something that has a role in improvement in the classroom, which can be used to deal with various problems and innovations that require creativity (Craft, 2005). In addition, Sawyer (2006) also states that creative education builds important skills such as collaboration and adaptability, which are key in navigating the complexities of the modern world. It can be concluded that creativity is a person's ability to create new ideas or innovate from existing ideas to deal with existing problems, especially in the world of education. Related to the research, short stories in the classroom allow students to experiment with different narrative forms and ideas, and facilitate an active creative development process.

Guilford's significant contribution to creativity research was the emphasis on divergent thinking, which is defined as the ability to generate multiple unique solutions to a given problem. Guilford proposed that creative people have higher capacities, including fluency, flexibility, originality, and elaboration. Fluency refers to the ability to generate many ideas in a short period of time, indicating a person's fluidity of thought. Flexibility reflects the ability to switch from one approach to another, indicating openness to multiple perspectives. Originality emphasizes the uniqueness and novelty of the ideas generated. Meanwhile, elaboration is the ability to develop and detail ideas to produce a work. These are examples of creativity in the ELT class:

Table 1 Aspects of creativity and the example of an ELT class

Aspects	Example
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Fluency is the ability to generate many ideas with limited time.	Involve students in brainstorming activities such as asking students to mention words with a certain theme and with limited time to hone their fluency in producing words.
Flexibility is the ability to generate a variety of ideas	Students are asked to play a role-play in groups to encourage students to think flexibly.
Originality is the ability to generate new and unique ideas.	Students are asked to write a short story with a specified theme to encourage students to create new story ideas.
Elaboration is the ability to develop ideas.	After students are asked to create a story, students are asked to make a detailed presentation about the characters, themes, and plot to develop their ability to explain their work.

With the theory of creativity expressed by Guilford, which emphasizes the importance of divergent thinking in developing creativity through aspects of fluency, flexibility, originality, and elaboration, students can develop creative and innovative thinking skills. This theory will reveal that the purpose of this study is to investigate the benefits of writing short stories to develop student creativity.

B. Study of Relevant Research: The Use of Short Stories in Building Students' Creativity

In the context of higher education, developing students' creativity is an important aspect of the learning process. One method to achieve this goal is through teaching short stories. Short stories, with their dense narrative structure

and focus on elements such as character, conflict, and resolution, offer students the opportunity to explore and express their creative ideas.

Short stories are a learning media that are quite widely used in education. They can also be used to develop creativity in education because they are a flexible format for students to explore language, ideas, and emotions. Short stories are the perfect narrative to enhance creativity in the classroom. Narrative imagination plays a vital role in developing creative thinking. According to Bruner (1991), narratives help individuals construct meaning, explore multiple perspectives, and foster creative thinking. Students engaging with short stories in university are encouraged to visualize scenarios, empathize with characters, and imagine alternative outcomes. Those things stimulate the brain's creative processes.

Short stories have the advantage in teaching because they allow students to understand and apply various literary techniques in a limited scope. This encourages them to think critically and creatively in constructing cohesive and engaging narratives. According to research conducted by Woo et al. (2024), the use of short stories in language learning can improve students' ability to develop ideas and construct complex narratives.

Creativity in higher education entails learners producing new and contextual languages. One effective way to foster creativity is through storytelling activities such as writing or modifying stories, which promote original ideas and personal expression (Maley & Peachey, 2015). Ginting et al. (2023) found that storytelling strategies properly stimulate creativity, improving the framework for writing and storytelling. Today's university students benefit from flexible teaching methods such as ubiquitous learning environments, which combine classroom and online activities. El-Haggag et al. (2023) define U-learning as a method for promoting creativity, motivation, and personalized learning in higher education, aided by IoT and mobile technology. Urooj and Farooq (2023) found that web-based U-learning significantly enhanced students' critical thinking and collaborative skills. Ginting et al. (2023) also argue that storytelling can be used digitally to develop language

skills through writing, peer review, and multimodal narrative practices. When storytelling is integrated into everyday learning environments, it promotes creativity in adaptable and personalized settings. Combining narrative-based activities with U-learning provides a required foundation for higher-level ELT sessions, allowing students to interact with short stories both in person and online, write alternative endings, and make personal adaptations. This hybrid model is consistent with Kukulska-Hulme's (2009) concept of ubiquitous learning, as confirmed by El-Haggar et al. (2023), and proposes an effective strategy for improving students' creative reading, writing, and critical thinking skills in university settings.

Short stories have been shown to be effective tools for enhancing students' creative writing and reading skills in English as a Foreign Language (EFL) context. Suanthong (2023) conducted a quasi-experimental study involving 250 high school students to examine the effect of short story writing programs on students' creative writing abilities. The results showed significant improvement in students' writing quality, particularly in word choice (form, synonyms, collocation) and creative elements such as fluency, flexibility, originality, and elaboration. Similarly, Maretha et al. (2023) carried out a qualitative study at Lubuklinggau University to explore the use of short stories as a literary genre in English language teaching. Their findings indicated that short stories can effectively encourage students to write creatively. Furthermore, Abdulaziz et al. (2024) a quasi-experimental study at Jazan University investigated the effectiveness of using short stories to enhance creative reading skills. The results confirmed that incorporating short stories helps students develop their creative reading abilities. These findings collectively suggest that integrating short stories into EFL classrooms is a promising strategy to foster both creative writing and reading, moving beyond traditional methods that may limit student engagement and skill development.