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PROCEEDING

**“EDUCATIONAL & SOCIAL ISSUES
IN THE CHANGING ASIA”**

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PREFACE

The 2016 International Conference on Education and Social Science (UK-ICESS) is the first international conference hosted by Universitas Kanjuruhan Malang as a part of its XLI Dies Natalis commemoration. This international conference invites all educators and researchers in the field of education and social sciences to share latest issues, research, and information in these areas. Thus, as an important part of this academic forum, the organizing committee is pleased to present the Proceeding of 2016 International Conference on Education and Social Sciences which brings up the main theme of *Educational and Social Issues in the Changing Asia*.

There are 65 papers in this compilation, covering various topics around the theme of educational and social issues in the changing Asia which were studied from vast research areas; such as economics, health, education, language, arts, technology, geography, civics, and entrepreneurship. It is expected that all papers in this proceeding will enrich our knowledge and broaden our insights of current issues, trends, research, and information in the areas of education and social sciences.

Lastly, the organizing committee would like to deliver great appreciation to writers, presenters, and all parties who have been contributing to the publication of this proceeding.

Malang, November 2016

The Committee

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THE USE OF CREATIVE WRITING HANDBOOK IN DEVELOPING IDEAS AND CREATIVITY OF ENGLISH EDUCATION DEPARTMENT STUDENTS IN WRITING CLASS

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Abstract: This study aimed to determine how the use of Creative Writing Handbook can develop ideas and creativity of students of English Education Department of the University of Kanjuruhan Malang in writing class. This study used a Classroom Action Research (CAR) with a focus on English Education Department students who took writing class. The implementation of the study took two cycles since the implementation of the first cycle was considerably unsuccessful. The result of the study showed that, after conducted in two cycles, the use of creative writing handbook was proven positively improve students' ability in developing ideas and creativity in writing. Students showed that they were more confident and easier in writing down their ideas into a writing product. However, there were some problems that arose during the implementation of this strategy such as crowded class, limited time allotment, and students' autonomy in writing. However, the problems did not appear when the students started to realize they had to be active and be involved more in discussions.

Keywords: *Writing, Idea and Creativity, Creative Writing Handbook, Classroom Action Research*

INTRODUCTION

The development of today's education is increasingly challenging with so many demands that accompany the increasingly sophisticated media and technology available in the community. This situation should be considered as a motivation by English Education Students to improve their qualification as future English Teachers. They must prepare themselves so that later they will be ready and able to face the challenges in applying the knowledge that they have learned. This ability of dealing with this situation is a form of positive competence in the world of work and it will push them to study harder, be more creative, and catch up with the development of science and technology.

To be able to answer the challenges of the future, prospective educators should equip themselves with good skills in teaching, and critical and creative thinking. In this line of nature, critical and creative thinking can be seen from the way we communicate. Communication is the process of delivering one's thoughts or feelings to others by using meaningful symbols. Communication can be in writing or oral. Therefore, to support a good way of communicating in writing, prospective educators learn how to write well in writing subjects.

Furthermore, to develop skills in the learning process, educators were demanded to be creative in developing their ideas in terms of the development of teaching strategies, the use of media in teaching, and also the source selection of teaching materials. Ideas and creativity in teaching can be sharpened with a lot of learning from being creative in reading, writing, listening, and or speaking. By being creative in the process of learning, they are hopefully able to implement it in their own teaching later.

However, developing creativity and ideas in the process of learning four English skills is not an easy work, particularly in writing. Students are found to be difficult in producing well written writing products with creative and interesting ideas.

Therefore, it is essential to implement a certain strategy which is interesting and challenging that also provides students with freedom to develop their ideas actively and creatively. One of them is to use Creative Writing Handbook. Creative Writing Handbook incorporates the idea of writing in accordance with the theme presented by lecturers and students' creativity in ideas and art in writing.

Thus, the researchers conducted this research to help the students on English Education Department in developing their ideas and creativity in writing, especially in University of Kanjuruhan Malang.

RESEARCH METHOD

This study used Classroom Action Research (CAR). This study was conducted to describe how Creative Writing Handbook could develop students' ideas and creativity in producing writing passages. A Classroom Action Research is done in classroom to improve the quality of the teaching-learning process so that it becomes more effective.

This research applied several phases namely planning, implementing, observing, and evaluating the whole process in applying the method. The results of the evaluation were used to determine whether the study should proceed to hold the next cycle or not. If the results were not in accordance with the applicable criteria for success, the researchers will continue to another cycle of the research.

To obtain the necessary data, the researchers used some data collection instruments as follows:

1. Observation sheets

Observation sheets were used to obtain data on the students' and teachers activities during the learning process. Aspects of teaching observed were how to handle class and how to answer questions from the students. For students, it covered activities such as in performing tasks and answering questions.

2. Questionnaire

The questionnaire was given to the students after the teaching process by using Creating Writing Handbook. Giving questionnaires to the students was conducted to determine students' opinion on the effectiveness of the application of learning writing by using the Creative Writing Handbook.

3. Test

Writing test is used to identify whether students were making progress in learning or not. The test was made by the teachers and given in accordance with the topics that had been learned by the students. Writing test was given to measure the students' ability in writing after the implementation of the strategy. The test was conducted after the cycle ended.

Classroom Action Research used in this study referred to the model that belongs to Kemmis & Taggart (1988), which has four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting the whole action. Had the first cycle fails or

does not comply with the criteria set, plans can be repaired and researcher can perform another cycle.

To analyze the data that had been collected, the researchers carried out the procedure of classifying the data and concluded the data.

1. Data Classification

The data were taken from different sources, such as test results (given after the cycle ended) and the data from the questionnaire (which were classified as quantitative data), data taken from observations and additional notes (which were classified as qualitative data).

2. Data Conclusion

Data conclusion was performed after evaluating and interpreting data. In this case there were conclusion on each cycle of the study and a final conclusion. Conclusion on every cycle determined whether or not next cycle was to be held while the final conclusion explicitly described the model of teaching writing that had been done by using the Creative Writing Handbook.

The data were then calculated to find out the result of the test and the questioners given.

FINDINGS

Cycle 1

The results of the application of this classroom action research was based on the application of creative writing handbook and supported by students' responses in the questionnaire. The results of this study answered the questions formulated at the beginning of the study. During the application of the research in cycle 1 and cycle 2 the researchers used the topic: "describing something or someone" which involved the application of the method of creative writing handbook as well as extracts from a book tailored to fourth semester students. This topic was chosen for adjusting the material to be taught to them in the form of the descriptive essay.

Prior to the first cycle, the researchers had collected students' writing scores to determine their writing ability. The mean score obtained by the students was 65.28. Arguably the essay writing that students had to produce was not easy. On that basis, the researchers utilized creative writing handbook strategy as a method to improve students' ability in writing. The students were ordered to provide a note book in any interesting forms and shapes to be used as their main device to write down their ideas in writing. The students were free to decorate and color the book as they wish. The students could also create a certain theme for their creative writing handbook.

In cycle 1, the researchers focused on the observation in the classroom in general. It was mainly about the interaction during the application of creative writing handbook. It was not recorded in details. In connection with the problem formulated in this study, the researchers were able to conclude that during the application of creative writing handbook on the subject of writing. At the first meeting the students were enthusiastic about the implementation of the game, but there were some students who did not understand what to do and there were just some students who could work on tasks assigned by the researcher well.

At the second meeting, the researcher asked the students to express their opinions, difficulties, and the ease with which they could write in groups for the general idea, but work individually on its development. During the application of creative writing handbook students and the researcher interacted by asking and answering questions, and providing comments. This interaction occurred when the researcher assigned tasks to students and students made the interaction among them when they discussed tasks assigned by the researcher in groups.

At the third meeting, the researcher found that students were still helping each other to finish the tasks given to them. It was particularly dealing with the writing itself. When it came to developing ideas, students' creativity in decorating their creative writing handbooks seemed to help them a lot in it.

At the fourth meeting, a test was administered to the students. Students worked on a task assigned by the researcher. From this it could be seen that the students still provide assistance to a friend who seemed to have problems. However, students seemed excited and pleased in the writing activity despite the fact that it still required a long time to develop their writing and creation.

From the observations that had been made, the researcher found several problems that occurred from the application of creative writing handbook. The problems included the fact that students did not follow the application of creative writing handbook well. They should initially work as a group, but then each student had to develop their own ideas and creations. In writing a sentence, it should be the student's own work. However, there were students who were not comfortable working and interacting in groups. They tended to be impatient with friends who needed time to think a bit longer and asked continuously.

The success criteria set by the researchers was 80% of students could reach the final score of 75. Students who reached the final score of 75 were 68.75%, while 31.25% of the students reached a final score below 75. Based on the results obtained in the first cycle, the researcher determined that the application of creative writing handbook had still not reached the success criteria determined before, so the researcher decided to continue to the second cycle.

Cycle 2

Based on the results of the application of creative writing handbook obtained in cycle 1, in which students who achieved a grade of 75 was still less than 80%, this research was continued to the second cycle.

The second cycle executed from 12 April 2016 to 26 April 2016. Still the same as the implementation of the first cycle, the second cycle was also applied in the classroom action research stages, namely: re-planning, implementing (which consisted of three meetings), observing, and evaluating.

At the first meeting, students were given the freedom to choose their own groups so that they could work together better. Students knew better what to do and did not take too much time to think.

At the second meeting the students were better prepared in writing in accordance with the expectations of researchers. Students appeared to be more confident in expressing their ideas in writing and did not need to ask for assistance to another friend.

At the third meeting, students worked on the second test. Students wrote with a great enthusiasm as well as with careful and meticulous. In doing this test students did not need a lot of guidance and instruction from researcher. Students could write with a given theme smoothly and without hesitation again. Students looked more responsible for the test given to them. This showed that students had more confidence in doing the test. The results of this second test showed an increase in students' ability to write.

From the observation it was concluded that the application of creative writing handbook provided an opportunity for students to think about ideas in a more relaxed circumstance, thus it helped to to develop their ideas in writing about the topic given. This situation was necessary to make students more confident and better in writing. Even though they did not directly write fluently but they were much better in terms of writing.

Besides, the application of this method could make the students more active and no longer passive in the learning process. In addition, the application of creative writing handbook could improve students' ability to write more fluidly. This was evident from the test results of students. In the second cycle, the number of students who achieved success criteria were 30 (93.75%), which means that the research had reached the specified target.

DISCUSSION

The Result of Questionnaire

The responses given by students in the questionnaires indicated their opinion regarding the use of creative writing handbook in learning to write. The questionnaire contained some of the measured variables: 1) motivation to learn, 2) learning outcomes, 3) completion of the task, and 4) social relations. **Motivation to learn;** The first variable received satisfactory responses from students. It can be seen from the four statements relating thereto. The statement "I am delighted to learn to write by using creative writing handbook" and the statement "With a creative writing handbook learn to write is more interesting and not boring" were chosen by 32 (100%) students. **Learning outcomes;** the second variable also received satisfactory responses from students. One hundred percent (100%) of students supported the three existing indicators on these variables. The three indicators were: 1) learning new things is easier; 2) the lessons become easier; 3) confidence is increasing. **Task completion;** the indicators in task completion variable "by using creative writing handbook, students are more eager to complete the task" also received good responses from students. 26 students agreed with the statement, four students were not sure, and two students chose to disagree. **Social relations;** social relationship variable with the indicator "the use of creative writing handbook can improve social relations" also got a good response from students. 24 students agreed with the statement, no student who chose not sure, and 4 students chose to disagree.

Problems during the implementation of the strategy

The problems faced by students during the application of the strategy can be described as follows: noisy class, autonomy issue, and lack of communication skills. At the time of application of the strategy, at the first meeting in the first cycle, there were some students who did not understand what to do with the book so that they asked too many questions that made the class become a bit too noisy. For some students who were less good at writing, it took so long for them to think about the idea to write. This situation triggered some students to "help" their struggled friends to write. Thus, some of the writings were not entirely the result of individual posts. 45% of students were not able to communicate in a group discussion as well. In addition, students also experienced some problems as follows: members of the group could not work well together; they were not able to develop ideas individually. Some of the students stated that they could not write with good grammar, they found difficulty in choosing the right words, so that students felt that they did not contribute positively in the group works.

Students' opinions on the implementation of the strategy

According to student opinion, the application of creative writing handbook was very helpful and pleasant, but there were also students who responded negatively on the implementation of this strategy.

36% of students expressed an interest in the application of creative writing handbook; in addition 70% of the students stated that this method was appropriate. Furthermore, 33.3% of the students agreed that the implementation of this strategy was very pleasant, and most of students (83.3%) agreed to recommend this strategy to be used again in the future.

Students found some advantages over the application of creative writing handbook include:

- (1) Students were able to express their ideas in a more relaxing and fun way.
- (2) Students could understand the writings of their peers without feeling pressured.
- (3) Students discovered new experiences.
- (4) Students were more active in the learning process.

20% of students gave negative response to the application of this method. They argued that the application of this method was less attractive because students need to be especially creative in looking for ideas, either in writing or decorating books. Some students argue that the application of this method had several drawbacks, among others:

- (1) Less effective
- (2) Strong students were a bit too dominant in a group.
- (3) Passive students relied too much on more active students.

In connection with the negative and the positive response given by students, lecturers are expected to be more improvising on the application of creative writing handbook on the lecturing material. Lecturers are also expected to be able to select the materials in accordance with the level of students' ability. Besides, lecturers should also be able to control and pay attention to the application of creative writing handbook as a teaching strategy in the classroom.

CONCLUSION

In general it can be concluded that the application of creative writing handbook can solve problems faced in writing class which is lack of ideas and creativity. More specifically it can also be concluded that the application of the method can increase interaction among students, lecturer-students interaction, and can also solve problems that occur in the classroom, especially for writing subject.

Related to the interaction among students, the researchers can infer an increase in positive interactions among them. It also increases the active participation of students in writing class. This can be demonstrated by the active participation of students in the group and in the classroom. Furthermore, this strategy also provides an opportunity for students to be more creative.

There are some problems faced by students that arised during the implementation of this strategy: noisy class situation, lack of time, difficulty in being independent in writing. However, the problems did not appear again when the students start to realize they have a responsibility to always be active in class discussions. After writing, they discussed mutual problems and provided input.

The conclusions that can be drawn is that the application of creative writing handbook in writing class can improve students' ability to relieve their distress. This can be proven by the evidence from the results of the test conducted on the second cycle, where more than 80% of the students scored an average of 7.5. Students also commented that this strategy gave much convenience to students.

Based on the findings, researchers gave some suggestions with the aim to improve the quality of teaching and learning process. This advice is intended for the lecturers in University of Kanjuruhan Malang who teach writing courses as well as teachers of English who are having problems in the teaching of writing. The researchers suggest that English teachers can continue to use creative writing handbook because this strategy can be applied easily and provide many benefits for students. In addition, teachers should be more assertive and discipline in the learning process so that the classroom atmosphere can be controlled properly. Besides, lecturers

should be more active and creative in the implementation of this method, so that good communication occurs between lecturer and students.

Researchers also suggest that lecturers can improve this strategy because the strategy is fun and easy to implement in the classroom. For other researchers, this method can be applied to teaching other subjects or other skills. This is in line with the main objective of the study which is to try to solve the problems that occur during the learning process.

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