

CHAPTER 1

INTRODUCTION

1.1 Background of the study

The creative writing course is an education program that allows the students to learn the target language in creative ways. The creative writing course let the students experience learning the target language through literary text. According to Sulastri (2019), poetry is a literary text that is used as a medium to dig deep into students' creative thinking, imagination, and accuracy. In addition, Widodo (2016) said that a creative writing course not only boosts students' creative thinking but also boosts students' language skills (e.g., reading, writing, listening, and speaking). Moreover, by involving students in some activities during the creative writing course, students' creative thoughts can be delivered as written products in the form of poetry, short stories, haiku etc. By doing so, the creative writing course facilitates the students to experience learning the target language in meaningful ways. However, since the availability of the creative writing course in a state university in Tasikmalaya, the exploration of students' learning experiences in the creative writing course is rarely conducted. Therefore, the researcher wanted to see students' learning experience during the creative writing course as their language learning process.

Here are the positive insights of creative writing that have been found by several studies. Nasir, Naqvi, and Bhamani (2013) found the improvement of students' writing expression skills towards creative writing. Besides, in the creative writing course, students learn a language in the form of poetry, short stories, haiku, and any kind of literary text in plenty of ways it encourages students' writing motivation. In addition, Stillar (2013) found that the use of creative writing exercises was satisfying in increasing students' enthusiasm towards writing skills development. Tok and Kandemir (2015) also 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. Further, the application of the creative writing course has many benefits to support students' language learning.

The creative writing course is one of the state university's elective courses in Tasikmalaya. It is one of the special subjects that should be learned by the students who are taking up English Education Department as the major of the study. The uniqueness of the creative writing course not only familiarises the students with various kinds of literary texts but also raises students' creative thinking by involving them in creative writing tasks. The creative writing course also enlightens the students to explore his/her self-potential for example by writing poetry, short stories, making their journal, peer feedback, group discussions and presenting all of the products in front of the class like an exhibition. Those activities let the students experience themselves to become a writer and/or become storytellers. In addition, the availability of the creative writing course is supporting the students to shape the four language skills (e.g., reading, writing, listening, and speaking). Moreover, supported by the following descriptions provided by Sulastri (2019), this course is designed to capitalise on a student's creative abilities. The course will serve as an introduction to the writing of original poetry and short fiction, as resources for learning different values and ideologies inherent in these genres as discourses. So, since the creative writing course provides a valuable learning experience for the students, the current study is interesting to investigate students' learning experience including students' involvement in certain activities and/or feelings during the creative writing course (Roth, & Jornet, 2013; Ma'rifah, Rochsantiningasih, & Sulistyawati, 2020).

Based on the previous studies, Ahmadi (2019) investigated problems in learning to write creatively and modification behaviour by utilising behaviour psychology approach. However, Burkšaitienė (2014) investigated students' perceptions about themselves in relation to creativity and students' expectations about the creative writing course in the university studies of English to support the

process. In contrast, this present study only focuses on students' learning experiences including students' involvement in certain activities and/or feelings during the creative writing course in Tasikmalaya state university context. The studies related to students' learning experiences especially in the course of creative writing are limited. Previous study in learning experiences such as Ma'rifah, Rochsantiningsih, and Sulistyawati (2020), tends to focus on students' learning experiences to the improvement of the four language skills. However, the studies related to learning experiences in the scope of creative writing as the course are rarely conducted. This leads the researcher to conduct further study. The present study examines students' learning experiences in the creative writing course especially in the English Education Department in the state University in Tasikmalaya.

1.2 Formulation of the Problem

The question addressed in this study is, "What are the students' learning experiences during the creative writing course?"

1.3 Operational Definition

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follows:

1.3.1 Students' learning experiences : Students' learning experiences during enrolment in the creative writing course refers to students' involvement in certain activities such as writing tasks, using technology as learning assistants and/or feelings.

1.3.2 Creative writing course : The creative writing course is a course that is designed to capitalise on students' creative skills through learning the

introduction of literary texts such as poetry, fanfiction, and one-day diary.

1.4 Aim of the Study

The present study aims to explore students' learning experiences during the creative writing course.

1.5 Significances of the Study

1.5.1 Theoretical use

Theoretically, this research will expand the contribution of the creative writing course to the previous study on the use of creative writing tools to encourage students' writing skills.

1.5.2 Empirical use

Empirically, this study will provide empirical insight into how the creative writing course are enjoyable and beneficial for the students.

1.5.3 Practical use

Practically, this present study contributes to the prospective teachers and lecturers' concern about the application of the creative writing course in Indonesian EFL classrooms.