

ENGLISH EDUCATION JOURNAL (E2J)

Research Journal

<https://www.ejournal.lppmunidayan.ac.id/index.php/english>

e-ISSN: 2686-3731

p-ISSN: 2460-0504

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Publisher:

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Education
Universitas Dayanu Ikhsanuddin**

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THE EFFECTS OF GROUP WORK WITH CREATIVE WRITING TECHNIQUE ON STUDENTS' NARRATIVE WRITING AT DAYANU IKHSANUDDIN UNIVERSITY BAUBAU

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Article Info

Article history:

Received: 25/10/2019

Received in revised form: 01/11/2019

Accepted: 05/11/2019

Abstract

The aims of this research were to find out whether the use of Group Work with Creative Writing Technique improves the students' writing skills and interest of students'. Quasi-experimental design was applied in this research. The experiment of this research was third semester students of English Educational Study Program of Dayanu Ikhsanuddin Baubau, in 2014/2015 academic years. The sample of the research was 80 students which consist of two classes; in experimental 40 students and control class 40 students. There were two instruments in getting the data on this research : the test on narrative writing as well as questionnaires to get the interest. The researcher used descriptive and inferential for test data analysis. Meanwhile , likert cale for interest. The findings were: (1) the application of Group Work with Creative Writing technique got the students' writing performance improved, (2) the application of Group Work with Creative Writing technique is interesting to the students on writing class. On the other hand, the application of Group Work with Creative Writing technique improved the students' writing performance on content, organization, vocabulary, language use and mechanics and they got very high interest on the application of Group Work with Creative Writing technique in teaching writing.

Keywords: creative writing, group work, interest, writing skill.

1. INTRODUCTION

Writing is one of the four language skills that has important role in term of teaching English as a foreign language in Indonesia. In the context of learning English, writing is more difficult than other skills such as listening, speaking, and reading since writing skill needs learners' knowledge of vocabulary, spelling, grammar and mechanic. In this skill, the students need knowledge of how to arrange words to be phrase, phrase to be clause, clause to be sentence and sentence to be paragraph.

Furthermore, the importance of teaching writing on students can be seen as first, through writing, students could communicate each other without face to face. Second, writing could help students who have a problem in speaking. Writing is also as an activity of reinforcement, an enhancement of students' language development and their learning style.

Based on the researcher's primary observation in English Educational Study program, mostly of the students met difficulties in getting the writing materials. Most of the students felt and faced more difficulties with writing materials in developing paragraph such as how to arrange a group of words into a phrase, or make phrases into a clause, clauses into sentence, and sentences developed into a paragraph. These difficulties are affected by many factors, namely the teaching method or techniques, the teaching media, the students, the environment, etc.

All problems mention above might come out as a result of incompatible technique used by the writing lecturer in the classroom. The lecturer just use monotonous conventional technique which is start by giving exposure to writing types, providing one example which have existed in the book and the last collecting the work without revising and proofreading. In other words, the students get no correction for their writing. Thus, students tend to make the incorrectness repeat. Therefore, it makes the students bore and lack of motivation. He has tried to motivate the students and assisted them in learning writing but the result is not optimal yet.

Sometimes, the lecturer asks students to work in group in order to share and exchange information without clear objectives. This technique has been proven to be not effective to improve students writing ability. With this in mind, it is really suggested to find suitable technique to cope with these problems and enhance students' writing ability.

Group work with creative writing is a technique that is available to covers the student's problems in writing narrative because teaching writing skill by using creative writing can increase the level of interest in learning writing. As Maley's [1] stated that creativity in writing form can be produce from a variety of different literary and non-literary sources that can be used to grow creative thinking and foster the ability to make creative connections. Creativity has also been related to the level of achievement in second language learning. Creative intelligence seems to be a factor that can facilitate language learning since it can help learners cope with unpredictable experiences. In the same way, Fisher [2] explained that when students are assessed in ways that known and significance their creativities, their academic ability will improve. Creativity activity in writing can renew the interest of students and teachers in teaching language learning.

In line with the above explanation, the researcher regards that Creative writing is a technique that can make the students have more creativity in writing. In writing activity, the researcher initially separated the students within a few groups to application the creative writing technique in it. Then, the students on each group created creative thinking based on topic given by the researcher. On this activity, the researcher made the students more creative to get an idea and thinking about what they wrote. The students challenged to find their idea by their imagination.

Based on the above description, the researcher was motivated to conduct a research on the students' ability in writing narrative based on creative writing in group work at the third semester students of English Educational study program at Dayanu Ikhsanudin University in 2014/2015

academic year. The aims of this research were to improve students' writing skills to the students in learning writing subject using group work with creative writing technique.

1.1. Literature Review

a. Writing

Kroma [3] described that writing is a type of activity where the writer expresses all the ideas in the paper from the words to sentence, sentence to paragraph and from paragraph to essay. Similarly, Lindblom [4] defined that a way of learning to focus on our mind to an important matters, and of learning about idea is writing. At the same things, Ghaith [5] stated that writing is a total process that give the chance to writer to discover thoughts and ideas and make them real and visible.

b. Group Work

Group work is a practice method of social work about the use of processes which done when more than three people working together about a special or common idea. The word "group work" is explain about something apply togetherness, where this practice is running in groups. [6]

As Barkley, et al [7] stated that there are four reward of working in a group:

- 1) Groups contain many information beside than an individual. Groups have many of resources to strike and many information offered because of the kinds of experience and background which having by the members.
- 2) Working in group encourage people creativity.
- 3) People consider group discussions improved. Learning in a group enhances learning process and understanding. Students who learn in group work better than they do not in group because of easily in understanding and they would remind it longer.
- 4) Students will get a better knowledge. Learning in a group work makes students to achieve more correct image of how people or other students observe them.

Furthermore, Payne, et al [8] stated that modeling lectures in group work make students feel interserted and consequently discover more. Learning in group work facilitate students increase their social interaction and skill of working together so that they were able to know about different cultures, background, and attitude of each member of group.

Group work has many advantages especialy for students in big number class. Wright and Lawson [9] mentioned that learning in a group work helped students in large class experience the class became smaller and get those more often to attend in the class. They felt more pleasant at the classroom and enjoy the subject given, because the atmosphere of the class changed.

c. Creative Writing

Harmer [10] affirmed creative writing is "an imaginative tasks, such as writing poetry, stories and plays." Creative writing in general is the creation of texts which have an aesthetic relatively than a simply informative text, instrumental or pragmatic idea. Usually, some texts made on the form of stories or poem, so that they are different from other genres of text. Creative writing can be made of letters, diary, blogs, essays, etc. Creative writing texts contain a good deal with imagination, intuition and personal experience [1].

Akhter [11] stated that "creative writing as a skill that can be taught in the classroom". He added that the students can learn different skills such as drawing, music, or painting more properly by using creative writing. In addition, this technique get the students to be creative writer and make the teacher creative in teaching.

Similar statement mentioned by Alabi [12], Creative writing as a type of writing that imagination of the writer's is exclusively at work. He further argued that, fiction and non-fiction are the conventions with which a creative writer's imagination is demonstrated. Simple narrative and complex are the two dominant language styles adopted by creative writers to send crosswise their messages. A creative writer's narrates

and describes actions in a story as though in a real fact. A creative writer's focuses the writing on individual, social system and other elements of society.

Kumar in Akhter [11] mentioned four major factors in using creative writing at the classroom. They are:

- 1) Expressing idea in free way: most of writing classes focus on grammatical structure and correct form. There is less application on utilizing the creativity of the students. As a result, it can "lead to dissonance and low motivational levels" as well as "leave little room for the cultivation of views, opinions and ideas." However, he thinks that creative writing activities have a direct connection to the learners' imaginations as these are allowing the learners to explore their "interests and ideas in a spontaneous. Immediate and personal way."
- 2) The imagination is useful: He further claimed that promoting the use of the imagination, the implementation of creative approaches, activities and tasks play an important role in the development as a human being. If the teachers help the students to access their creative idea and promote self-expression, it will raise the students' motivational levels as well as encourage them in good learning habits.
- 3) Response of emotional: The main difference between creative and factual writing is creative writing can ignite an emotional response in learners and facilitating an emotional response can have a beneficial effect on learning.
- 4) Connecting the unknown to the known: Creative writing will link pre-existing knowledge with new ideas and unfamiliar linguistic structures.

Furthermore, "Creative writing is enjoyable and interesting. Creative writing change the usual behavior in the class. It brings fresh air and helps students to learn language with fun. The most important thing is that it boosts their character and idea. It gives them confidence that they can write stories in English. The same is true with the teachers. Once they are exposed to creative

writing activities, their self-confidence enhance." [13]

2. METHOD OF THE RESEARCH

The design used in this research was quasi-experimental with non-equivalent control group design [14]. In quasi-experimental, the researcher studied the result of the treatment on whole groups rather than being able to randomly allocate participants in experimental or control groups. On this research, the researcher used two groups that consistd of experimental group and control groups. The treatment in experimental group used new technique that was group work with creative writing; in the contrary the treatment in control group used conventional technique that was usual technique applied by the writing lecturer in teaching writing subject; lecturing technique. Both groups were given a pretest, conducted a treatment then given a posttest. The design used in the treatment was formulated as in the following:

EG	O1	X1	O2
CG	O1	X2	O2

Where :

EG = Experimental group

CG = Control group

O1 = Pretest

O2 = Posttest

X1 = Treatment using group work with creative writing

X2 = Treatment with lecturing Technique

Figure 1. Research design (Gay. 2006:255)

This research population was all of the third semester students of the English Education study program of Unidayan Baubau in 2014/2015 academic years. They consisted of five classes as the population on this research and there were 40 students for each class. So, the total population was 200 students. The researcher took randomly two classes from the population with the number

was 80 students. The technique used in taking the sample was *cluster random sampling* derived from the reason that 'cluster random sampling' was believed to be representative of given population and all the members of the selected groups have similar characteristic and capability in writing.

In collecting the data, writing test as the instrument that used in this research. The test consisted of pre and posttest. Pretest was given to the students to know the initial students' ability in writing and it was given before conducting the treatment. While the posttest was given after conducting the treatment in teaching writing. The function of writing test was to identify the students' ability on content, organization, language use, vocabulary and mechanics.

The treatment was conducted in six meetings by using group work with creative writing technique in experimental group. In control group, the researcher conducted the treatment by using conventional technique. Both treatments were used to identify the students' achievement on writing skill and the treatment run for 90 minutes.

In scoring the students' answer, there were five aspects assessed. They were content, organization, vocabulary, language use and mechanics. The students' writing test on pretest and posttest were rated using the following criteria introduced by Heaton [15].

Table 1. The Marking Scheme of the measured five Writing Components

No	Components of writing assessment	Interval score	Indicators
1	Content	30 – 27	Excellent: well-informed – substantive – etc.
		26 – 22	Good: some information of subject – adequate range – etc.
		21 – 17	Fair to poor: narrow information of subject – little substance – etc.
		16 – 13	Very poor: does not explain information of subject - non-substantive – etc.
2	Organization	20 – 18	Excellent: easy of expression – clearly

		17 – 14	explained of the idea – etc. Good: a bit broken up – loosely ordered although main ideas stand out – etc.
		13 – 10	Fair to poor: not fluently – ideas disconnected – etc
		9 – 7	Very poor: no organization – etc
3	Vocabulary	20 – 18	Excellent: complicated series – valuable word/idiom choice and procedure - etc
		17 – 14	Good: sufficient series - infrequent errors of word, choice, usage but meaning not covered.
		13 – 10	Fair to poor: incomplete series – common errors of word, choice, usage – etc.
		9 – 7	Very poor: basically version – little understanding of vocabulary
4	Language use	25 – 22	Excellent: successful constructions – etc.
		21 – 19	Good: successful but simple constructions – etc
		18 – 11	Fair to poor: main problems in simple or complex constructions – etc
		10 – 5	Very poor: virtually no mastery of sentence construction rules – etc
5	Mechanics	5	Excellent: no errors in spelling, punctuation, capitalization – etc
		4	Good: infrequent errors of spelling, punctuation – etc
		3	Fair to poor: common errors of spelling, punctuation, capitalization – etc
		2	Very poor: dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

Then the students' score qualities on content, organization, vocabulary, language use and mechanics were measured into five classifications by using the score classification introduced by Dayanu Ikhsanuddin University Baubau as in the following:

Table 2. the Scoring Classification of the Students' Writing Skills

No	Classification	Score
1	Very good	90 – 100 (A)
2	Good	75 – 89 (B)
3	Average	60 – 74 (C)
4	Poor	45 – 59 (D)
5	Very poor	0 – 44 (E)

Source: Panduan Akademik UNIDAYAN Baubau, 2005

3. RESULT AND DISCUSSION

3.1 Result

- a. The Students' Pretest Achievement in All Writing Components.

Table 3. The Frequency and the Percentage of Students' all Achievements in Pretest of Experimental and Control group.

Classification	Score	Experimental		Control	
		F	%	F	%
Very Good	90 – 100	0	0	0	0
Good	75 – 89	3	7.5	0	0
Average	60 – 74	11	27.5	19	47.5
Poor	45 – 59	21	52.5	21	52.5
Very Poor	0 – 44	5	12.5	0	0
Total		40	100	40	100

The table 3 illustrate that in pretest of experimental group, the students got scores categorized as good classification were 3 or (7.5%), the students got scores categorized as average classification were 11 or (27.5%), the students got scores categorized as poor classification were 21 or (52.5%), the students got scores categorized as very poor classification were 5 or (12.5%), and none of the students got scores categorized as very good classification. Meanwhile, in the pretest of control group, the students got scores categorized as average classification were 19 or (47.5%), the students got scores categorized as poor classification were 21 or (52.5%), and there is not students got scores categorized as three classification namely very good, good, and very poor classification.

Based on the above scores distribution of experimental and control group, all of the students on both groups were in low category. The aggregate percentage of experimental group categorized as low

achiever was 93 percent or 37 students. While in the control group, the students categorized as low achiever was 100 percent or 40 students. Based on both groups, it can be concluded that both of experimental and control group need to be improved on each aspect of writing components because of the low achievement they got.

- b. The Students' Posttest Achievements in All Writing Components

Table 4. The Frequency and the Percentage of Students' All Achievements in Posttest of Experimental and Control group

Classification	Score	Experimental		Control	
		F	%	F	%
Very Good	90 – 100	4	10	0	0
Good	75 – 89	32	80	6	15
Average	60 – 74	4	10	23	57.5
Poor	45 – 59	0	0	11	27.5
Very Poor	0 – 44	0	0	0	0
Total		40	100	40	100

The table 4 argues that in posttest of experimental group, the students obtained scores categorized as very good classification were 4 or (10%), the students obtained scores categorized as good classification were 32 or (80%), and none of the students obtained scores categorized as two classification namely poor and very poor classification. While, in the posttest of control group, the students obtained scores categorized as good classification were 6 or (15%), the students obtained scores categorized as average classification were 23 or (57.5%), the students obtained scores categorized as poor classification were 11 or (27.5%), and none of the students obtained scores categorized as very good, or very poor classification.

The distribution of the score of the students' writing achievement for experimental and control group in posttest shows the difference from the pretest. After conducting the treatment, both of the group showed an enhancement but in experimental group was higher than in control group.

In addition, the researcher also presents the mean score and standard deviation of the students' writing achievement in pretest and

posttest for experimental and control group as shown in the table 4.3.

Table 5. The Mean Score and Standard Deviation of the Students' Writing Achievement in Pretest and Posttest

	Group	Standard Deviation	Mean
Pretest	Experimental	9.964	56.45
	Control	6.602	57.50
Posttest	Experimental	5.957	79.31
	Control	9.581	64.18

The table 5 reveals the difference of mean score and standard deviation in pretest and posttest to the both of the groups. The result of data analysis indicates that mean score on experimental and control group was mostly in the same score before getting the treatment. However, after conducting the treatment, the score of the posttest of both groups showed the different score of mean score. It means that there was an enhancement after conducting the treatment. The students' mean score on pretest of experimental group was 56.45 then the standard deviation was 9.964, while in the control group, the students' mean score on pretest was 57.50 and standard deviation was 6.602. The students' mean score on posttest of experimental group after getting he treatment was 79.31 with standard deviation was 5.957, and the students' mean score on posttest of control group was 64.18 with standard deviation was 9.581. It indicates that the experimental group mean score is higher than in the control group (79.31 >64.18).

c. Test of Significance (T - Test).

This research was using inferential analysis to test the hypotheses. So, the researcher used t-test (testing of significance) for independet sample t-test, which is a test to get the significant difference mean scores of posttest on both experimental and control groups after giving treatment.

Before analysing the t-test, the researcher put the significance level or (α) with 0.05, with degree of freedom that using formula $N_1 + N_2 - 2$ so the df was 78 since from $40 + 40 - 2$

so that after analysing the t - test, the researcher got the data as in the following table.

Table 6. Probability Value of T-Test of the Students' Achievement on Control and Experimental Group

Variable	T	α	Probability Value	Remarks
Posttest of Experimental and Control group	8.48	.05	.000	Significantly different
Pretest of Experimental and Control Group	0.55	.05	.580	Not Significantly different

The researcher presents the signifficance difference between posttest of experimental and control groups as stated in table 6 above. The test showed that probability value was smaller than level of significance .05 ($.000 < .05$). It meant that H_0 was rejected and H_1 was accepted. It means that there was a significance difference between posttest of experimental and control group after treatment by using different teaching technique of writing skill to the students of English educational Study program of Dayanu Ikhsanuddin University. The data in table 4.4 shows that using group work with creative writing improved students' writing ability in writing the narrative essay in experimental group. It was completely different from the control group in which the students' writing ability was not significant different since the researcher just used conventional technique in teaching writing to the students.

4. DISCUSSION

In line with the above finding on students' writing skill, the researcher compared the students' writing achievement on both experimental and control groups in posttest. The result of posttest shows an improvement after giving treatment on both experimental and control group. The data shows that the mean score of experimental group in pretest was 56.45 becoming 79.31. Meanwhile the

means score of control group in pretest was 57.50 becoming 64.18 in posttest. In this case, both experimental and control group got improvement after conducting the treatment about group work with creative writing technique but experimental was higher than control group $79.31 > 64.18$. These figures tell that group work with creative writing technique usage can improve the students' writing skill on experimental group, and in control group, the improvement was not so significant since the researcher used only the conventional technique in teaching writing.

Furthermore, pretest and posttest score of experimental was $56.45 < 79.31$. From these figure, the improvement of students' achievement was 22.86. Whereas, the students' achievement mean score of control group on pretest and posttest was $57.50 < 64.18$. Thus, the improvement of students' achievement of pretest and posttest on control group was 6.68. It indicated that from the both improvement, experimental group score was higher than control group. In this case, the researcher concluded that teaching writing skill through group work with creative writing gave a significant progress on experimental before and after conducting a treatment.

In addition, Based on the t – test analysis, the researcher found the significant improvement on students' achievement about their writing skill. It can be proved by the value of p-value or sig. (2-tailed) that the probability value was smaller than α ($0.00 < 0.05$) with the significance level (0.05) and using degree of freedom 78. It stated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the use of group work with creative writing gave an effect to the students' achievement on writing skills.

In addition, there were three (3) students got higher scores. They were 96.5, 94.5, 91, and 90. The score distribution of experimental group shows a significance improvement on each component of writing achievement especially on content and vocabulary component. Since the topic that they wrote was interesting and they felt free in writing their idea. The group work with creative writing helped them to create and

shared their idea and imagination. They could create their new idea or imagination based on the topic given, and then shared it to the group. So, it affected the higher score of content component in writing the paragraph. This thing supported by Harmer [10] affirmed that creative writing is “an imaginative tasks, such as writing poetry, stories and plays.” Creative writing in general is the creation of texts which have an aesthetic relatively than a simply informative text, instrumental or pragmatic idea. Usually, some texts made on the form of stories or poem, so that they are different from other genres of text. Creative writing can be made of letters, diary, blogs, essays, etc. Similarly, Maley [1] argued that Creative writing texts have a great deal with imagination, intuition and personal experience

Furthermore, it was also proved by the respondents' statement that writing a narrative paragraph through group work with creative writing technique was easier and enjoy than writing in other technique. Using group work with creative writing was easier to get creative idea and free in imagination about a story. They felt that writing narrative paragraph in group work with creative writing were enjoy since it gave opportunity to them to explore their imagination and brave to create an idea. This opinion in line with Akhter [11] mentioned that creative writing technique in teaching writing gave enjoyable atmosphere to students.

Meanwhile, the students achievements in control group in term of students' all achievements of writing components shows that the aggregate percentage of control group, categorized as high achiever was 15 percent or 5 students and low achiever was 85 percent or 25 students. Based on score distribution in control group, it shows that the low achiever was bigger than the high achiever after the treatment conducted, so students' achievements in control group needed to be improved. The improvement in experimental group was higher than in control group since in control group got different treatment that is teaching by conventional technique in which teaching writing skill of narrative paragraph based on

materials in the text book. The students had lack of understanding on narrative paragraph as the result they did not write easily and enjoyable. The ideas that they expressed were not flow enough because of they wrote the narrative paragraph not in group work and creative way. The students understood the materilas just rely on the given text book. They were not accustomed to write and create their idea by their imagination. They could not share with their classmate as the experimental group did. As the result, the students' writing scores on control group were lower than experimental group.

5. CONCLUSION

The use of group work with creative writing techniqe in teaching writing had significant effect on students' writing skill in English Educational Study program of Dayanu Ikhsanuddin University. It can be proved by the differences mean score of posttest between experimental and control group in which experimental group posttest, the mean score was 79.31 while in control group, the mean score was 64.18, and the t - test value of students' achievement on writing skill of both experimental and control group posttest was smaller than α ($0.00 < 0.05$).

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