The Preliminary Analysis in Developing Creativity of Story Writing

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Abstract—The research aimed to identify the students’ needs as the basic data to create learning media to assist the development of creativity of story writing. The research used descriptive qualitative method. The data of the research was gathered through observation, interview, and questionnaire. The subjects of the research were 82 students and 3 teachers of Fifth Grade in Primary School. The results of the research through observation and interview show that the creativity of story writing has not been optimally developed. The assignment of writing a story with a non-varied selection theme hamper the creativity of story writing. Moreover, students find difficulties in developing the idea of the story, almost all students only retell the story that has been presented in the text. The results also reveal that students are willing to have enjoyable and fun leaning activities. They want to have the freedom to express their imagination in story writing as well. Hence, there is a need for a media development that can build an enjoyable learning atmosphere and become a tool to develop the creativity of story writing. Students need a stimulus that can develop their imagination in story writing.

Keywords—creativity, story writing, learning media

I. INTRODUCTION

Creativity is one of the skills that need to be developed in the 21st century [1-3]. Creativity is not innate. Yet it can be developed. Everyone has the same potential and opportunity to develop its creativity [4-5]. Dyer, Gregersen, & Christensen [6] state that intelligence is essentially genetic or innate, but creativity is not. Two-thirds of a person’s creativity are gained through education and training, the remaining one-thirds comes from genetics. In contrast to intelligence, one-thirds are obtained through education and two-thirds are acquired through genetics. Nevertheless, there is a relationship in the development between creativity and intelligence. The results of Welter's research, Jaarsveld, & Lachmann [7] show that in developing creativity, the ability associated with intelligence is also evolving. As education fosters creativity, it will affect the way of thinking that is needed to solve problems at hand. Therefore, creativity needs to be developed through education.

Creativity should be developed as early as possible through the process of learning in the classroom.

Beghetto & Kaufman’s research [19] shows that the learning atmosphere in the classroom is the most important factor in the development of student creativity. Student’s creativity will never arise and develop when there is no supportive and rewarding atmosphere [15]. Therefore, teachers play an essential role in exploring students’ creativity by providing a learning process environment. As the result, the learning process provided by teachers every day in a sustainable manner will affect students’ creativity development [20-22]. The effects of the strategies and learning methods applied will also be influential [23]. Moreover, the role of teachers quality in shaping the learning process in the classroom can influence the creativity development [24,25]. Hence, teachers have to be able to modify the learning activities that encourage the creativity development.

In another study, Delen & Kaya [26] suggest that students should be trained in developing their creativity. This exercise can be in the form of giving freedom to students when they are working on something [27,28]. This freedom can be done by the teacher by giving the students the opportunity to imagine when they are learning. Students’ creativity will develop if the classroom atmosphere is enjoyable and there is freedom to express their creativity. It is expected that the students express their imagination freely because there is no pressure given by the teacher.
In expressing their creativity, students need encouragement, support, and activity that requires using their creativity [29]. Wilson [30] says that one form of learning activities that require creativity is the activity of story writing. An essential component in story writing is the expression of ideas. When writing a story, students imagine through their thoughts what they want to write. In addition, writing a story requires several abilities, such as the ability to imagine, to generate ideas, to develop ideas, to choose vocabularies, and organize the words into a complete story. According to Ritchey & Coker [31], students' imaginations have an effect on the qualities of ideas that will be poured into the story. Hence, creativity has an essential role in generating imagination when writing a story.

Based on the problems and needs stated above, it requires an informally playful learning process and the freedom that encourages the creativity development of story writing. One form of modification of activities that can be applied is the use of media that allows to develop the creativity of story writing. According to Santrock [32], the characteristics of primary school students still apply the logic of thinking to concrete objects. Therefore, the development of media should be based on the needs and characteristics of primary school students. The need of media is used as a preliminary study in providing media that can be a space to develop the creativity of story writing.

II. METHOD

This study was a preliminary study in developmental research. Data in qualitative descriptive research was collected through observation, interview, and questionnaire. The study involved 82 students and three teachers of Fifth Grade in three different primary schools. The subject selection of this study was based on the primary school curriculum used and the status of schools accreditation.

The procedure in this research was done through study analysis to develop the creativity of story writing. Qualitative data obtained is in the form of: 1) the results of observation when the process of learning to write the story was in progress, and 2) the results of interview with students and teachers regarding the needs in developing the creativity of story writing. The type of observation used is non-participant, unstructured interview, and a closed questionnaire with multiple choice format. There are 13 observation rules, 13 rules of interviewing student, 22 rules of interviewing teacher, and 10 rules of questionnaire for student. Data analysis techniques in this study was descriptive qualitative.

III. RESULT AND DISCUSSION

A. Observation

Observations were conducted toward Fifth Graders’ students in three different primary schools. Observation took place while the learning process of writing a story was in progress. The results of the first observation in the second elementary school show that 1) the stories produced cannot be considered as an adequate result, since there are some students who only wrote few sentences, 2) the sentences were not coherent, some students repeated the same sentences, 3) to connect between sentences, too many students use the words "then" or "afterwards". Other facts also show that students are not skilled in writing sentences. It makes the written sentences difficult to understand. These findings suggest that there is no stimulus to elicit the imagination of students in writing stories.

The results of the observation in the third elementary school indicate that the assignment was given to students orally, they were then required to rewrite the story contained in the book; the storybook that are often used in schools; then the books are analyzed. The results of the analysis reveal that several books are filled with texts that describe the illustrations. The use of this excessive text may limit the imagination of students in interpreting the meaning of the illustration. The results of the written story are not much different from the story in the book. Even more than 50% of all students in the class only rewrite the text of the story in the book. This condition can hamper the creativity of story writing, because there is no opportunity and space for imagination.

Based on the results of the overall observation, it can be concluded that the students as a whole have not been able to develop the creativity of story writing. There is no stimulus that makes students interested in developing a story. Therefore, the evidence of this observation is a preliminary study that can be used as one of the reference materials in developing the media.

B. Interview

Interviews were conducted toward some Fifth Grader students and Fifth Grade teachers. The results of the interviews toward 3 teachers show that the students find difficulties in pouring the imagination of ideas into writing, the students often ask about what they should write. Some teachers also reveal that almost all students write repetitive phrases with the same meaning. The results of interviews toward teachers reveal that the creativity in story writing undergoes problems, one of which is the difficulty in developing ideas.

The use of media to assist the imagination development of students is still not optimal. Teachers...
tend to use storybooks only. They state that the existing storybook tells more about legends and myths. Thus, students have difficulty in developing their ideas since the presented storyline has no variation.

Subsequent interviews were conducted with several students. Almost all students said that when they were assigned writing assignments, they were asked to write stories based on the stories they read as well as stories of their experiences. Related to the existing storybook, the students said that the contents of the book is less interesting since the text is too long and there is a lack of illustration. In addition, some students state that when they were given the assignment of re-writing a story based on the storybook presented, they meet difficulties because the presented story has no variation.

In brief, developing creativity in writing a story can not only be done by giving the assignment of writing stories constantly. Assignments with the selection of stories and themes that do not vary become an obstacle for students to imagine what kind of stories they will develop. Therefore, learning activities and learning media are required in order to assist the development of imagination.

C. Questionnaire

Questionnaires were given to students to find out the needs of the students. These needs are used as a preliminary study in developing media that can be used as a tool in developing the creativity of story writing. There are ten items given to the students. The results of the questionnaire can be seen in the table below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think about the classroom atmosphere during learning activities?</td>
<td>Pleasant 63.41% Unpleasant 36.59%</td>
</tr>
<tr>
<td>Select several activities that you love to do in the class learning, you can select more than one activity.</td>
<td>Playing 100% Drawing 90.24%</td>
</tr>
<tr>
<td></td>
<td>Reading 39.04% Writing 23.17%</td>
</tr>
<tr>
<td>Listen to a story</td>
<td>Experiment 25.61%</td>
</tr>
<tr>
<td></td>
<td>95.2%</td>
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<tr>
<td></td>
<td>95.2%</td>
</tr>
<tr>
<td>Do you like activities that are full of puzzle and challenge?</td>
<td>Like 90.24% Dislike 7.32%</td>
</tr>
<tr>
<td></td>
<td>90.24%</td>
</tr>
<tr>
<td>What do you think about learning while gaming?</td>
<td>Interesting 47.56% Boring 52.44%</td>
</tr>
<tr>
<td></td>
<td>47.56%</td>
</tr>
<tr>
<td>How often do you read book?</td>
<td>Often 68.29% Rare 31.71%</td>
</tr>
<tr>
<td>Do you like an adventurous book?</td>
<td>Like 95.2% Dislike 4.88%</td>
</tr>
<tr>
<td>What do you prefer, books with less illustration or books that contain lots of illustration?</td>
<td>Many Illustration 95.2% Less Illustration 4.88%</td>
</tr>
<tr>
<td>Do you like storybooks?</td>
<td>Like 86.59% Dislike 13.41%</td>
</tr>
<tr>
<td>Do you like cartoon illustrations?</td>
<td>Like 89.02% Dislike 10.98%</td>
</tr>
<tr>
<td>Do you like storybooks with illustration</td>
<td>Like 79.27% Dislike 20.73%</td>
</tr>
</tbody>
</table>

| TABLE I. THE RESULT OF STUDENTS QUESTIONNAIRES |

Based on the results of questionnaire analysis of student needs, it can be concluded that there are some shortcomings to the learning process in the classroom. Overall there are three points to be analyzed. Firstly, only 36.59% of students thought the classroom atmosphere was fun. It means there are 63.41% who think that the atmosphere of learning is unpleasant. This unpleasant learning environment is possible because of the strategy, the method or the lack of media usage. As a result, students feel bored and uncomfortable in following the learning process. Moreover, in relation to activities favored by students, as much as 75.61% of students liked the experiment activity and 100% of students liked the learning collaborated with the game. These results are in accordance with the characteristics of elementary school students who tend to still like freedom, play, and have fun. In line with this statement, Kangas, Koskinen, & Krokkors [33] state that teachers can create enjoyable learning and conduct an active learning environment when activities in the class are collaborated using games. The game can be used as an additional supplement in the learning process. The enjoyment of playing can be used to form a relaxed and fun learning environment [37, 38]. In addition, games performed in the classroom are expected to build an educative learning environment, helping students to build skills and to develop their creativity [29]. Hence, games can be incorporated in the learning process to encourage students and provide opportunities to explore and obtain new knowledge and skills.

Secondly, as many as 95.2% of students prefer books with many pictures than books containing texts. The finding is supported by Arizpe & Styles’ research [36] that students with 5 up to 12 years of age prefer to interpret images rather than reading texts. Primary students tend to use a combination of imagination when understanding an illustration. This combination of imagination is created when the visual perception of students’ works. Related to the importance of an illustration, Ghazanfari’s research, Ziaee, & SharifiAnfar [37], reveal that the impact of illustrations on the creativity of story writing provides a broader meaning when compared to the text. The presence of illustrations as visualization activities assist the development of imagination in elaborating the story ideas. O’neil [38] states that pictures illustration encourages students to develop the story, rather than being told with the text. In line with this statement, a study conducted by Nicholas [39] shows that students who directly see the illustrations show an improvement in understanding the content of the story and moreover retell it through their creativity. Nicholas’s research has revealed many interesting findings. Images can be used as a medium for imagination for students. The more
presented. Students can freely interpret the presented process. In reference to writing stories, picture story writing.

To develop a media which can assist the creativity of writing a story, such as building an imagination through the illustrations of the images presented. Students can freely interpret the presented images. Students will try to observe the illustration of the image so that the imagination will develop along with the interpretation of the illustration of the image. This is because students have the freedom and creativity in developing the meaning of the illustrations of the image.

IV. CONCLUSION

Based on the result of the preliminary study which was conducted through observation and interview, it can be concluded that students still cannot develop their creativity of story writing to the maximum level. They still find difficulties in converting their imagination into a whole story. Besides, there is no stimulus to help elicit the student’s imagination in writing stories. The requirement analysis conducted using questionnaire indicates that students tend to have an informally playful learning and a freedom to express their creativity. The result of the requirement analysis reveals that student need a medium that can build an enjoyable atmosphere during the learning process. Students even want to have educational games. Developing the students’ creativity of writing stories is not an easy task. Students must be forced to use their creativity. Therefore, students will be accustomed when they are given the freedom to use their ideas in a pleasant atmosphere and when there is no pressure in the classroom. Moreover, the need for supportive conditions is important, in order to develop the creativity of writing a story, such as building an enjoyable learning atmosphere and providing assistance to boost the students’ imagination. Thus, the result of preliminary research is expected to be a study to develop a media which can assist the creativity of story writing.

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