
SCAFFOLDING ON CREATIVE WRITING: FEASIBLE ACTIVITIES FOR STUDENTS

PROCEEDING

REINFORCING EDUCATION,
LANGUAGE, AND SOCIO-
CULTURE

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ABSTRACT

Creative writing has been an extraordinary issues to facilitate students in producing a piece of writing. Since writing in foreign language is sort of challenging activities for L2 learners, scaffolding becomes far-reaching activities to do. This paper describes the nature of creative writing, varieties of scaffolding and how it works, and list of sample activities as well. There are some distinctive elements between academic or technical writing and creative writing. Meanwhile, to provide assistance on students producing their piece of writing, several scaffolding activities are performed. They are writing the self which involved poetry writing such chinquapin, alphabet poem, and haiku as well, writing prompts or led in, learning logs and journal, and character quotes. In practicing the scaffolding for writing the students could have teachers' assistance or they are able to do this independently. By practicing creative writing consistently, the students are trained to be skilled and professional writer.

Keywords: *scaffolding, creative writing, feasible activities*

INTRODUCTION

Writing is considered as 'challenging' activities in L1 or L2. Some studies revealed students' difficulties in the process of writing. Toba, et.al (2019) assert the students' writing difficulty are not only limited knowledge of writing aspects and comparison and contrast essay itself, but also they had own personal reasons; lack of writing practice, writing dislike, writing anxiety, negative writing perception, low writing motivation, insufficient time given in writing test, and also inadequate teaching writing process taught by their lecturers. Indeed, the teaching writing improvement that involved EFL students and lecturers should be well integrated

Similar study conducted by Alisa, et.al (2019) revealed that the most significant problems are because of their lack of vocabulary mastery and language used. They assumed that they had limited knowledge in constructing sentence grammatically and also their lack of vocabulary mastery made them felt confused in choosing the word. Besides, they also had problem in spelling. They often left hesitant in writing English word and assumed their spelling is not good enough

Yet, that those university students have various writing problems: such language problems at the levels of morphology and syntax; usage errors, and mechanical mistakes, that is, spelling, punctuation and capitalization, lack of several writing development skills, cognitive problems and graphomotor problems (Alfaki, 2015).

Meanwhile, Fatsah, et.al (2020) recently shows that there are two types of students writing difficulties in writing an essay such pre-writing and pre-drafting. The results revealed that there are nine students who experienced difficulties in pre-writing.

Most of the problems faced by the EFL students occurred due to technical problems. Thus, to stimulate the students' motivation in producing a piece of writing, the writer extends creative writing which enable them to focus on the content of writing not the technical problems. As it is widely said that "Creative writing is more than just words on a page; it's freedom". Further the evidence advocating creative writing's potential to liberate creativity and present a powerful stimulus for self-expression (Appleman, 2013) and understanding 'self' (Thaxton,2014).

Creative writing competence (Muhammed, 2019) comprises the knowledge, skills, and abilities and behaviors that study tries to improve to build individual's ability to:

- a) apply flexible writing skills appropriate to a variety of writing tasks and genres.
- b) organize a piece of writing into a coherent and readable piece of writing.
- c) create their fiction and nonfiction.
- d) able to criticize and analyze several genres of writing

Thereafter, to facilitate the students in writing creative creating, this study relates scaffolding for writing practices. Meanwhile, the scaffolding implemented is Writing the Self (poems, self-narrative, alphabet poem, cinquain, etc), writing prompts or led writing frames, learning logs and journal, and character quotes. As a matter of fact, there many plenty scaffolding activities to facilitate students' writing practices. Students or teachers are suggested to select and accustom regarding what they actually need.

METHOD

This study is categorized as literature review. The writer apprehends some theories related literatures on creative writing and scaffolding on writing. The writer distinguished between academic writing and creative writing. Additionally, she selects some scaffolding activities which is appropriate to assist the students in producing a piece of writing product.

FINDINGS AND DISCUSSION

FINDINGS

In this part, the writer exposes the different between academic writing or technical writing and creative writing (see table 1). The distinction is obvious which enable the students to write deliberately.

Table 1: 1 Academic vs Creative Writing

Elements	Academic/technical writing	Creative writing
Content	Factual, straightforward	Imaginative, symbolic, metaphoric
Audience	Specific	General
Style	Inform, instruct, persuade	Entertain, provoke, captivate
Tone	Formal, standard, academic	Informal, artistic, figurative
Vocabulary	Specialized	Subjective
Organization	Sequential, systematic	General, evocative Arbitrary, artistic

Further, after figuring out creative writing characteristics on each elements, it is followed by practicing to write. Thus the scaffolding activities are implemented. Below is samples of scaffolding activities which is feasible practice.

Table 2 : Scaffolding Activities	
Activities	examples
Writing the self	Poems, autoethnography, self-narrative, chinquapin, haiku
Writing the prompts or led-in	I am excited about.... I am happy for....
Learning logs and journal	Problem solving logs
Character quotes	“ experience is the best teacher”

Regarding creative writing as an act in producing a piece of product, it is necessary for the students to practice it. Nowadays, the practice of implementing creative writing and scaffolding at the same time are accessible. They might be able to study and research the information online or they might consult to their English teacher.

DISCUSSION

The use of scaffolding unequivocally provides the students with sufficient supports to promote learning, particularly when new concepts and skills are introduced. In writing instruction, scaffolding is closely related to the idea that learners develop greater understanding by working with more knowledgeable others.

The first is Writing the Self. In a broader sense, writing the self-involve writing poems, self-narrative, alphabet poem, cinquain, and others. Below is the sample of Alphabet poems, which taken from identity, label, or someone's name.

Favorably engaged
Remember your birthday
Intimate
Endless love and care
Never complained
Don't tell a lie

Another poems such cinquain also tell a story, but it employs certain structure in writing it. The following is the structure of chinquain: they are **five lines long**. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line. Cinquains do not need to rhyme, but you can include rhymes if you want to.

Secondly, it is writing prompts and led in. This is the template to start writing. This prompt enable the students to grasp the ideas, focus on the content of writing. The followings are some examples of writing prompts and Led in phrases:

An interesting part of being.....(noun, adjective, phrase)

- I predict....
- Three important ideas are....
- To be a professional writer needs to work more on....
- I want to know more about...

- I wonder...
- The ways I helped others learn are....
- I am excited about....
- I believe.....
- We need to work more on...
- A connecting idea is

The third is learning logs and journal. Learning Logs and journals are key tools for having students documents and reflect on their learning experiences (Johnson and Johnson, 1998a). learning logs are self report procedure in which students record short entries concerning the subject matter being studied. Long entries may be questions about material covered in lectures and readings, observations of science experiments, mathematics problem-solving entries, lists of outside readings, homework assignments, or anything else that lends itself to keeping records.

Learning journals are a self-report procedure in which students record narrative entries concerning the subject matter being studied. Journal entries may be personal observations, feelings, and opinions in response to readings, events, and experiences. A journal is a personal collection of writing and thoughts that have value for the writer about what the writer is learning and its personal relevance. These entries often connect what is being studied in one class with other classes or with life outside the classroom. Journal entries are usually more descriptive, longer, and more free-flowing than logs. Exercise on keeping a journal can be seen in table 1, 2, and 3 in the following parts.

According to Johnson and Johnson (2002), logs and journals are useful assessment tools for the following tasks:

1. Keeping track of the number of problem solved, books read, or homework as assignments completed
2. Recording from lectures, movies, presentations, field trips, experiments, or reading assignments (a) key ideas, (b) questions, and (reflections)
3. Responding to questions posed by the teacher or other students
4. Following the progress of an experiment; the weather, in-school, national, or world events, or even a story and (a) monitoring change over time or (b) making predictions about what will happen next
5. Connecting ideas presented to other subject areas
6. Brainstorming ideas about potential projects, papers, or presentations
7. Identifying problems and recording problem-solving techniques
8. Applying what is learned in the course to clarify, update, and refine one's action theories (i.e., what actions are needed to achieve a desired consequence in a given situation)

Further, they state as the students complete and accomplish the course they will be asked to keep a journal in which they learn and record at the same time as are learning about the subject matter covered. A journal is a personal collection of writing and thoughts that have value for the writer about what he or she has learned in the course and its personal relevance. It has to be kept up in a regular basis.

Additionally, the journal is an important part for both students and teachers during the process of instruction. It is not an easy part though. The entries should be important to both parts as their collaborative effort to make this course useful. Because this is a

cooperative course, journal entries should be useful for them. After looking at the collections of the students' work and make some reflections and feedbacks, the students may be surprised by how writing sharpens and organizes their thoughts. The journal 'tells' how they are able to produce a piece of writing or even more, they can write application letter, produce an insightful curriculum vitae, a poem, and other similar activities related to functional skills stated on the course outlines.

Finally, the last part of scaffolding, it is character quotes. Strategy that helps students develop insights about a character, life, motivations, and lessons. Some character quotes fit one's experience and give frequent positive affect.

Examples:

"What doesn't kill us makes us stronger" (Friedrich Nietzsche)

"Great minds discuss ideas, Average minds discuss events, Small minds discuss people" (Eleanor Roosevelt)

"Character is the result of two things: mental attitude and the way we spend our time". (Elbert Hubbard)

CONCLUSION

Creative writing activities serve the students to practice writing contentedly. The characters of creative writing which are more subjective (self-writing oriented), imaginative, imaginative provide space to write deliberately. Yet, varied scaffolding activities are accessible to practice. Being a strong-willed writer, one needs to write authentically and keep up improving the writing skills. Both teacher and students are able to implement the scaffolding for writing instruction based on their needs.

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