

# Students' Creative Process in Writing a Feature: A Critical Analysis

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## Abstract

In the creative writing, the process of student develops the idea into a piece of features becomes an emphasis rather than the final result. The student who making a feature writing certainly needs to pass the process in order to make a good features writing. This Study aimed at analysing the creative process of that experienced by student in writing feature writing in creative writing class and their creative process that reflected on their creative writing. It was qualitative study especially case study, which the data were collected and described through phenomenon that found on the creative process of the student in creating their feature writing. The finding of the study revealed all of the students passed seven stages of creative process. All of the seven stages were, preparation, planning, incubation, beginning flowing, breakthrough and titling. One of the respondents missed planning stages because, that respondent write the feature directly without making draft first. The result of the study implies that creative writing is different from common writing in terms of the process. Teachers are encouraged to help students to give suggestion and feedback during students' creative writing process.

**Keywords:** *Creative Process, Creative Writing, Feature Writing*

## Introduction

Writing skill has the most complicated components that should be mastered by the students Gert (2015). In the process of producing piece of writing, the students are required to think about the vocabulary, spelling, grammar, and the text structure in the more precise way. A good writing required some prominent stages to be passed during the process of producing the writing itself. According to Miftah (2015), there are five main stages of writing, namely prewriting, drafting, revising, editing, and publishing. In this process of writing, the students need to effectively combine their knowledge and imagination through their creative mind Archer (2017). Creativity is defined as the students' ability to create something new, unique, original, and extraordinary, in which these qualities encourages the establishment of a work that fulfilled by new ideas and thought (Botella, et., al, 2018).

Creative mind assists the students to produce a creative writing because they provide themselves with various imagination, endless ideas, and originality (Joanna Pawliczak, 2015; Tok & Kandemir, 2015; Tok & Kandemir, 2015). According to Tok & Kandemir (2015), the creative mind possessed by the students is not always encouraged by their knowledge but life experience holds a significant role in building the creativity in their head. The experience they have the more creative they will be. This is supported by İşçi, et., al (2020), who stated that a good piece of writing comes from the observation from the outside world that can be

found through poems, prose, story, feature, and etc. Creative mind brings the students into creative process where there is a process during their writing creatively, started from the collecting information until the publication of the final product (Brien, 2006; Vickers, 2010; Kusmana, et., al, 2019). The stages of creative process are divided into 7 major processes, namely preparing, planning, incubating, beginning, flowing, breakthrough and finish line and on title. One of writings that required creative process in its establishment is feature writing. This writing aims at providing the reader with some information about a certain incident or aspect of someone's life as well as amusing the readers (Akkaya, 2014). According to Harahap (2020), there are some elements in feature writing that need to be considered in order to deliver the message of the story, those are the theme, characteristic, types, and the subjects of the features.

Nowadays education obligates the creative writing becomes the subject class that needs to be listed in the curriculums, which includes material, process, and product (Wang, 2019). Since creative writing later on will impact the students' writing, the students of English Language program Undiksha are also obligated to attend this subject especially for the Academic Writing students. In the creative writing course, the students are emphasized to write feature writing based on their daily life experience. However, even that the students are progressively taught how to write creatively, lots of students still have the difficulty to begin their writing as proven by the investigation conducted by Morley, (2007) & and Bilal, 2016). Besides, according to the research conducted by Pratiwi (2019), students encountered some problems in creating their writing projects. Based on the phenomenon observed, this current research aimed at investigating how the creative in feature writing and how the students' creative process reflected in their creative writing performed by the ELE students. This research involved 5 students of creative writing class in 7<sup>th</sup> semester on academic year 2019.

## Method

Qualitative research was used as the design of this current research by specificizing on the case study design. According Fraenkel et al., (2012) case study is research design used to investigate the particular thing then extensively studied and interpreted. By involving 5 English Language Education's students in Creative Writing Course, this research was conducted in Ganesha University and emphasizing the creative process as the object. The data were collected using interview and checklist then analyzed by using interactive model analysis proposed by Miles, Huberman, & Saldana (2014), which consists of data collection, data condensation, data display, and verification & conclusion drawing.

## Findings & Discussions

### 1. Students' Creative Process in Feature Writing

To collect the data about the students' creative process, the data were collected using checklist. The checklist listed 5 subjects of the research and also the creative process stages of feature writing. The data are presented in this following table 1.

*Table 1. Data Corpus of the Entire Respondent*

Creative Process	Research Subjects				
	R1	R2	R3	R4	R5
Preparing	V	V	V	V	V
Planning	V	V	X	V	V

Incubating	V	V	V	V	V
Beginning	X	V	V	V	V
Flowing	V	V	V	V	V
Breakthrough	V	V	V	V	V
Titling	V	V	V	V	V

Table 1 above presents the data corpus of the entire respondents towards their creative process in feature writing. It can be observed that in the five respondents already conducted the creative process of preparing, incubating, flowing, breakthrough, and titling meanwhile in planning stage, preparing stage, R1 did not conduct this creative process and in the beginning stage, R1 did not conduct this creative process. The various activities conducted by the respondent during the creative process of feature writing. The activities conducted are presented in this following table 2.

*Table 2. Creative Process Stages*

Creative Process	Activities				
	R1	R2	R3	R4	R5
Preparing	Reading & watching	Observation & reading	Recalling	Reading	Observation
Planning	Drafting	Drafting	Directly writing without drafting	Drafting	Drafting
Incubating	Creating ending & re-reading and comparing	Did not encounter any problem	Taking break because no idea found	Researching and writing	Researching and Developing idea
Beginning	Began the story using colorful words	Directly writing the phenomenon	Began with some talks	Began with question	Began with statement
Flowing	Dividing the story into opening, boy, ending	Writing the general overview Enriching the body the story with information Concluding the story	Background writing Enriching the body of the story Concluding the story about the advantages of the place	Questioning the beginning of the story Enriching the body of the story Concluding the topic	Writing the general overview Enriching the body of the story Writing the place uniqueness in the ending
Breakthrough	Persuading the reader by inserting some advantages and uniqueness	Concluding	Persuading the reader	Concluding	Persuading the reader by inserting some unique information
Titling	Representing the story	Representing the story	Interpreting the story	Representing the story	Representing the story

## Preparation Stage

*Table 3 Preparation Activity of Creative Process*

Creative Process	Activities				
	R1	R2	R3	R4	R5
Preparing	Reading & watching	Observation & reading	Recalling	Reading	Observation

Table 2 shows the various active conducted by the fifth respondents during the process of creative writing. From the table, it can be observed that R1, R2, and R4 started the creative process by reading some sources that could assist them to build their imaginations while R2 and R5 conducted observation by directly visiting the relevant place that related to the story. It is supported by their interview session as presented below.

*"I read an article on the internet and also I did an activity like watching you tube, sometimes the idea came up into my head while I'm reading or watching movie on you tube" (R1)*

*"My first preparation that I did was an observation directly to the place, because in my feature writing I discussed about an object place. I did this in order to know the thing that I wanted to discussed in my future writing" (R5)*

Based on the table and the interview, the most frequent activity conducted by the students were reading then followed by observation. The result of the interview said that the respondent 1 preparing their writing by reading some articles related to the topic in the internet. The other respondents did the other activity like recalling their past memory about the related place (R3), and directly came to the place (R2, R5). These activities of preparation stage were able to brain storm the students and encourage them to their imaginations and inspirations. This is supported by Rijlaarsdam et al., (2008), who stated the importance of observation before writing because observation assists them to be involved in a real situation and collect lots of information. This information that they have collected in the observation session is able to improve their imagination so that helps them in creatively writing the project (Roemmele, 2021). Besides, three respondents were conducting reading before writing in which it helped them to develop their prior knowledge before writing feature text. This is in line with Aida & Widiyati, 2020; Jurakulovna et al., 2021; Rosmawan (2017) who identified that reading are able to enrich their knowledge so that helps the students to build their idea and imagination, organizing the idea, and vocabulary. This is also stated by the R1 and R2 during the interview session that by reading some relevant sources, it helped them to find some inspiration before creating feature writing.

## Planning Stage

*Table 4 Planning Stage of Creative Process*

Creative Process	Activities				
	R1	R2	R3	R4	R5
Planning	Drafting	Drafting	Directly writing without drafting	Drafting	Drafting

Table 3 above shows the various activity conducted by the fifth respondents during the stage of planning. From the table 3, it can be observed that four respondents planned their feature writing by creating a draft, which are conducted by R1, R2, R4, and R5, meanwhile R3 did not make any draft before writing but just directly wrote the story. It is supported by their statement during the interview session presented as follows.

*"Before I wrote my work, I made a draft because that activity helped me to write done my work" (R1)*

*"I didn't make a draft, my focused only on the writing and made it interesting to read" (R3)*

*"Yes I made a draft, because on my opinion writing is always need a framework or draft. Making a draft is very influential to writing because in draft we organize a structure for our writing to be readable. (R5)*

## Incubation Stage

Table 5 Incubation Stage of Creative Process

Creative Process	Activities				
	R1	R2	R3	R4	R5
Incubating	Creating ending & re-reading and comparing	Did not encounter any problem	Taking break because no idea found	Researching and writing	Researching and Developing idea

Table 4 above shows the various activities conducted by the fifth respondents during the stage of incubation. The incubation stage provides the writer with various problems during the writing project. From table 4, it can be observed that R1, R3, R4, and R5 overcome the problem by reading more sources found in the internet. Meanwhile the respondent 2 did not encounter any single problem in the incubation stage. From the data in table 4 above, it can be seen that most of students overcame their problems by reading more sources to obtain some ideas and finally develop the obtained data as said by R1 and R5 during the interview session below.

*"I tried to find more information on the internet by reading the other work in order to get an idea in making ending" (R1)*

*"To overcome this, I reread again the draft and use the suitable point for my writing" (R4)*

The students said that reading helped them to find information related to their writing topic. This is supported by the theory proposed by Shahzad (2021), which said that by reading relevant information, it helps the students to develop their writing. This statement is also in line with the statement proposed by Rosmawan (2017) that reading assists the students to organize, summarize, and synthesize the information obtained into a good writing.

## Beginning Stage

Beginning stage is the stage where the students start to write their writing after planning what they are going to present in their writing. There were various activities conducted by the students in this stage, which can be seen in this presented table below.

*Table 6 Activities Conducted by the Students in the Beginning Stage*

Creative Process	Activities				
	R1	R2	R3	R4	R5
Beginning	Started writing by inserting connotative word	Started the writing by discussing the current millennial' phenomenon	Started the writing by leading the reader to be connected with the writer.	Started the writing by presenting the reader with a question.	Started the writing by presenting the reader with a statement.

Table 5 above presents the activities conducted in the beginning stage of writing, in which every respondent has their own style in beginning the writing. R1 began their writing by beautify the sentence using connotative words, R2 began their writing by directly discussing the millennia's phenomenon, R3 began their writing by leading them to feel connected, R4 began their writing by presenting the reader a question, and R5 began their writing by presenting the reader a statement.

### Flowing Stage

Flowing Stage is the stage where the students require giving a flow to their writing. There were various activities conducted by the students in this stage, which can be seen in this presented table below.

*Table 7 Activities Conducted by the Students in the Flowing Stage*

Creative Process	Activities				
	R1	R2	R3	R4	R5
Flowing	Flowing the story by dividing the story in three main part which are opening, body, and ending	Flowing the story by reviewing the opening part than continuing to explore the body of the story by discussing the coffee shop. In the ending part, the writer concludes the story.	Flowing the story by writing the background then in the body of the story the writer discusses more about the experiences obtained in the place. In the ending part, the writer provides the reader with the advantages of the place.	Flowing the story by questioning the reader in the opening then discussing the topic in the body. The ending consists of conclusion.	Flowing the story by writing the place general overview in opening then discussing the activities done in the place. In the ending, the writer wrote the place's uniqueness.

Table 7 presents the various activities conducted by the students in flowing stages. The entire respondents; R1, R2, R3, R4, and R5 mostly divided the story into three different parts, which are opening, body, and ending. In flowing the story, each student had their own way to flow their writing started from the opening until the ending as seen in table 7, in which according to Oyero (2016), a good feature writing is divided into three major part;



opening, body, and ending. In this stage, the writer needs to consider the way they flow the story because this stage is crucial to determine the product of the feature writing.

### Breakthrough Stage

Breakthrough stage is a stage of creative process where the students or the writer have to finish their writing. The activities conducted by the students in this stage are presented in this following table.

*Table 8 Activities Conducted by the Students in the Breakthrough*

Creative Process	Activities				
	R1	R2	R3	R4	R5
Breakthrough	Persuading the reader by providing them with the place's uniqueness and advantages.	Concluding the story	Persuading the reader	Concluding the entire paragraph	Persuading the reader by providing them with unique information

Table 8 above presents the various activities conducted by the respondents in the breakthrough stage. There are three respondents; R1, R3, and R5 who conducted the similar activities which is persuading the readers by more information. This persuasion technique is good to use because according to Susan & Sue (2006), by adding some additional information in the ending of the story will persuade the reader and wrap the whole story to clarify the clarity of the story. Besides, the remaining respondents, which are R2 and R4 directly concluded the story in which by concluding the story the reader is able to comprehend the story about (Oyero, 2016).

### Titling

Titling is the last stage in creative writing. Various activities conducted by the respondents in this stage as seen in this following table.

*Table 9 Activities Conducted by the Students in the Titling*

Creative Process	Activities				
	R1	R2	R3	R4	R5
Titling	Representative	Representative	Interpretative	Representative	Representative

Table above presents the various activities conducted by the entire respondents in titling their feature writing. It can be observed that there are two major way the respondents titling their feature writing, the first one is representative and interpretative. R 1, R2, R4, and R5 doing representative way in titling their feature writing. This is also supported by the result of the interview session as followed:

*"After finished the story, in the outline I already has a title but didn't strong enough, then I used figurative language in the title to represent the story" (R1).*

Most of the respondent making a title after they finished the feature writing. Started from Respondent 1 that making a title after she finished the story, Respondent 2 also decide at the end of the story even though she already had a title in the first draft. Respondent 3, 4 and 5 also choosing the title at the end of the writing. From the student responses, they picked the most suitable title that represents the content that they disused in the story after they finished wrote the feature. It can be said students choose the title by doing inductive and deductive approach. According to Sutrisno (2019) inductive approach is the title that created by the writer at the end of writing processes besides, deductive approach is the writer create a title first in order guiding them to develop their idea. As a writer giving a title is important in order to attract the reader intention. The title of the feature can represent the idea, content and messages that the writer wanted to deliver to the reader through a writing (Krausman & Cox, 2020). Moreover, Raudatus (2020) stated, a title of writing determine the impressions to the reader and in the title there are a message that writer wanted to deliver to the reader.

The creative writing process is believed to be the best way in improving students writing skills since it does not only focus on vocabulary and grammar but it also trains students' imagination, and even self-esteem (Pawliczak, 2015). In achieving the best output for teaching creative writing, Mohammed (2019) suggested teachers to give clear instruction, example, assessment and evaluation, and feedback. Furthermore, creative writing has an important contribution to the development of other skills and also becomes a tool to express person's feelings, thoughts and information (Masie et al., 2018). Creative writing should be perceived and evaluated not as a mechanical process but as a skill which covering understanding, thinking, developing and producing skills (Morley, 2007). In this sense, the process-oriented approach should be developed in the improvement of students' creative writing skills.

## **Conclusion and Suggestion**

In this research, the researcher analyzed the creative process of the student on creative writing class while undergo in their feature writing. It was found seven stages of creative process that conducted by the student. The process namely, preparation, planning, incubation, beginning, flowing, breakthrough, and making a title. Those stages were done by the student by their own creative ways during making their feature. The result of the study conclude that every student has their own creative ways in making their project. It also emphasizes that feature writing is not only done in one stage, there are several stages that have to pass which made writing a feature on going process.

For the student who did not follow the creative process of writing especially in drafting process have to follow the process. Drafting process is important for the writer to guide their writing and developing the idea. All of the process must be done by the student in order to make a good piece of writing

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