Improving Students' Writing Skills Through *Creative Writing* at English Study Program IAIN Fattahul Muluk Papua

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Abstract

The goals of this research are to find out the application of Creative Writing in improving the writing skills of English Tadris students.This research is a type of Classroom Action Research (CAR). This research was conducted on third-semester students of the English Tadris Study Program at IAIN Fattahul Muluk Papua. In this study, the researcher used total sampling, where the total number of semester III students was 19 people. However, the researcher only took data from 13 people because six students did not participate in the entire research cycle from start to finish. The results of this research are separated into two cycles. The researcher stopped conducting the research because the success criteria had been reached in cycle II. The results of the average score of student writing also increased in all aspects, viz content (2,8), organization (1,33), vocabulary (1,07), language use (0,93), and mechanics (1,2). For that, the researcher concluded that Creative Writing is able to improve the quality of writing. The majority of students gave a positive response to the application Creative Writing. Almost all students agree that Creative Writing is able to increase learning motivation, task completion, and social relations between fellow friends and lecturers.

Keywords*: Students' Writing Skills, Creative Writing*

1. Introduction

Students of the English Tadris Study Program are said to be proficient in English if they are able to master the four main skills, namely reading, listening, speaking, and writing. Among the four main skills, writing is the most important skill to master. Because their writing can be used as a benchmark for their learning progress (Graefen, 1996). However, in reality, many argue that writing is the most difficult skill to master because it includes many elements such as grammar, vocabulary, development of ideas or ideas, etc.

Writing III is a basic course that is very important and determines and becomes a pillar of the course writing furthermore. Suppose understanding and mastery, as well as ability Writing III, are not optimal. In that case, it will affect the understanding and mastery as well as the ability of the course writing levels above, such as essay writing, article writing, term paper, theses, and other forms of writing. In course Writing III, students are required to write academic paragraph writing, which includes understanding and ability to define paragraphs, parts of paragraphs, paragraph outlines, types of paragraphs, transitional signals, genres in paragraph writing, and practice using writing skills using several paragraph development techniques.

However, in this study, the researcher did not focus on the level of types of writing in the course Writing III. Researchers who are also course lecturers writing found that students' writing abilities were still in the moderate to low category. Researcher gets their average daily writing score of around 66.7. In fact, the low quality of student writing can have an effect on several things, such as a low GPA and the ability to write a thesis as the main prerequisite for graduating with a bachelor's degree. Based on the observations and experiences of the researcher, the problem lies in the lack of productivity of students in writing. The ability of students to express ideas and ideas is still very limited; this is the focus of this research.

Therefore, researchers feel the need to take special measures to help English Tadris Study Program students develop their writing skills. Along with the progress of the times, they must prepare themselves so that later they are ready and able to apply their knowledge in facing challenges in the world of work. According to Emmit and Pollock (1998), the learning output will be maximized if the learning input is interesting. In the future, English Tadris students who are prospective educators are expected to be able to apply interesting, creative, and not boring teaching ideas in their classes.

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To achieve this, something interesting and challenging is needed so that students will have sufficient skills in writing English, one of which is by teaching creative writing. Ramet (2007) explains that understanding creative writing is the ability to write original or imaginative essays. Swander, Leahy, and Cantrell (2007) also describe Creative Writing as a course or program to be able to produce original creative writing supported by books and journals.

The history of Creative Writing was created only for the world of education only. But over time, creative writing is able to develop students' communication skills. Therefore Creative Writing became very popular in the United States (U.S.) and the United Kingdom (U.K).

Based on the explanation above, the researcher feels the need to conduct studies by applying Creative Writing to improve the writing skills of English Tadris students. This research is expected to be able to improve the quality of the writing of students of the English Tadris Study Program as well as a reference for further research. This research focuses on whether the implementation process of Creative Writing in the classroom; Creative Writing is able to improve students' writing ability, the student's response to the application of Creative Writing in the classroom, and the weaknesses of the application of Creative Writing.

1.1. Creative Writing

Creative writing is the activity of expressing ideas and ideas in the form of writing in a creative and original way. Ramet (2007) also divides into four categories Creative Writing; 1) writing based on personal experience with certain topics and different styles, 2) writing fiction based on world fiction types - literature, science, romance, horror, and crime, 3) writing for children's readers with special skills who are able entertaining writers and readers, and 4) creative writing by utilizing the internet or computer technology.

1.2. Process of Creative Writing

Morley (2007) suggests there are seven stages in the process of Creative Writing; these stages are as follows: 1) Preparing; at this stage, active reading activities are needed to imitate the writing style seen. At this stage, the author has thought about how to collect information or supporting data for his writing. For personal experience writing, at this stage, the writer has started to remember the events or events that will be written. In addition, the style of language to be used has also been considered at this stage. 2)Planning, at this stage, preparations have been made to collect information from the mass media and online media. At this stage, the author has also made a writing framework. If what is written is a personal experience, at this stage, the writer has succeeded in gathering memories to put into writing. 3) Incubation, and writing activities, it can be said that

writing does not have to write. Writing is an ongoing activity. Where at this stage, the writer can just stop for a moment or daydream for a moment to combine ideas or ideas before starting the actual writing or to make sure that the topic taken has definitely become writing material 4) Beginning at this stage, the writer, does not have to start writing from the beginning, can start from the middle or from which ideas are already fluent in writing. Which information is complete to write first? Because starting the beginning of difficult writing will take time. 5) Flowing is the stage where the writer is exploring. Writing is already like a habit, so only a few obstacles are encountered. 6)The silent Reservoir, after the stage of writing smoothly because there are enough ideas, then there are times when writing slows down while thinking of new ideas or ideas. At this stage, the writer stops for a moment or leaves his writing to take a walk or look for a new atmosphere. 7) Breakthrough, Finish Lines, and On Titles, this is a process where the writer checks their writing again and corrects where it is lacking. At this stage, the title is also determined.

1.3. Topic Creative Writing

The following are some topics that can be used in *Creative Writing* to assist students in developing their ideas for writing.

a. Describing Memorable Events

Lecturers can instruct students to think of memorable events that had a major impact on their lives. Ask students to describe the memorable event in detail and how they felt when it happened. Encourage them not to state how they feel but ask them to use words to describe how they feel about the experience. Using words to represent feelings, for example, is like sweaty palms, heartbeat seems to stop, dry throat, tight muscles, and flushed face. These expressions are examples of acceptable descriptions of feelings.

b. Alphabet Story

Lecturers can give assignments to students to write a short story consisting of 26 complex sentences. Each sentence must begin with the next letter of the alphabet. The lecturer can provide strict guidelines such as themes, character types, and titles that students must adhere to, or you can also allow the class to create topics and characters.

c. Monologues or Letters to Loved Ones

This is an opportunity for students to express their deepest feelings to someone they cannot see. A loved one could be a deceased relative or friend or someone who moved to another city or country. The most important thing is that the person is special to the student and that the student has something important to express through their writing. Allow students to write freely, expressing whatever they want to say to the person. After students have written their monologue or letter, they can volunteer to share it with the class.

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Students should not be forced to share, especially if the monologue or letter is private.

d. Pet Stories

This creative writing activity allows students to see the world from their pet's point of view. Instruct students to write stories about their daily lives at home. However, to make it a very interesting activity, ask them to write down their daily life through the eyes of their own pet. Have them state in detail how the pet views its family members. Or it can be reversed, about how the family views pets in their house.

1.4. Prior Research

A number of studies have been carried out by several previous researchers with concepts relevant to current research. Among them is research conducted by Rusdiyanti & Muhaji (2017). In their research, they aim to investigate how it is used *Creative Writing Handbook* in the course *Instructional Media* can develop the creativity of English education study program students at Kanjuruhan University Malang. The success criterion for their research is 80% of the total number of students taking the course *Instructional Media* are able to determine and create *a Creative Writing Handbook* based on the learning objectives to be achieved, with a minimum score of 75. The results of their research showed that in the first cycle, students who achieved a final score of 7.5 were 68.75%, while 31.25% of students still achieved a final score of less than 75. In the second cycle, of 32 students who succeeded in achieving the success criteria, 93.75%, and those who failed to achieve the success criteria, 6.25%. The conclusion from their research is that the applicability *Creative Writing Handbook* can solve the problems that occur. More specifically, it can also be concluded that applying this method can increase interaction between students, the interaction between lecturers, and students and can also solve problems that occur in class, especially for courses *in Instructional Media*.

Another research has also been conducted by Pawliczak (2015). This study presents the results of a survey on how important it is to use creative writing assignments in an academic environment. The results of the study revealed that creative writing activities were the best way to improve students' writing skills. Based on the survey results, respondents revealed that creative writing skills are worth developing for future success. In addition, the survey revealed that the most popular creative writing activities are writing detective, horror, writing poetry, and writing fiction. The study concluded that good and positive materials and activities can influence creative writing tasks, especially vocabulary, grammar, imagination, and self-confidence. In other words, creative writing can be said to be the best way to develop students' writing skills.

Nasir et al. (2013) have also conducted a study to improve the written expression (composition) ability of grade 5 students from elite private schools. The number of samples is 39 students. The initial assessment was carried out to explore students' pre-intervention writing skill scores before the first intervention cycle. Then, interventions and strategies to support writing skills were carried out for eight weeks. In the end, a post-test was conducted to explore the differences that occurred in students' writing scores as a post-intervention effect. The findings obtained from the quantitative data indicate an increase in students' written expression skills. It can be concluded that by taking the steps mentioned above, teachers can help students improve students writing skills.

2. RESEARCH METHODOLOGY

2.1. Research Methods

This research is a type of Classroom Action Research (CAR). CAR research is research that is carried out in a systematic, reflective manner towards various actions taken by teachers/instructors who are also researchers to improve the learning conditions carried out (Mahmud & Priatna, 2008). This research aims to examine or discover how Creative Writing can improve the writing skills of semester III students in the course Writing III in the Tadris Study Program English at IAIN Fatahul Muluk Papua. This research was conducted in the classroom to improve the quality of the teaching process so that the teaching process becomes more effective.

2.2. Population and Sample

This research was conducted on third-semester students of the English Tadris Study Program at IAIN Fattahul Muluk Papua. In this study, the researcher used total sampling, where the total number of semester III students was 19 people. However, the researcher only took data from 13 people because six students did not participate in the entire research cycle from start to finish.

This class was chosen as the research subject for several reasons. The first reason is that many students in this class do not play an active role in learning *writing*. The second, *Creative Writing,* has never been applied in learning in this class. Third, as a teacher, researchers try to innovate to help students improve their English writing skills, especially in course *Writing*.

2.3. Instruments and Measurement Scales

In this study, there are two types of instruments used, primary and secondary instruments. The primary instrument is a test, and the secondary instrument is a questionnaire.

1) Writing test

The writing test is given to find out whether the student's writing has progressed or not. The tests given

are in accordance with the topics contained in Creative Writing. Testing is done after the cycle ends.

2) Questionnaire

This secondary instrument is given after the learning process of Creative Writing is finished. Giving questionnaires to students aims to find out students' opinions regarding their responses to Creative Writing implemented in their class.

2.4. Research Procedures

The model used by researchers in Classroom Action Research follows that of Kemmis & Taggart (1988), which consists of four steps, namely (1) action planning, (2) action implementation, (3) observation, and (4) reflection.

1) Planning

There are three things that must be completed at this stage, namely (1) preparing teaching strategies, (2) preparing materials, and (3) preparing success criteria.

    a. Preparing Learning Strategies

       Creative writing is considered a new learning strategy that is able to facilitate student's develop their ideas and ideas in-class writing.

    b. Preparing Media and Material

       Researchers, as classroom teachers, must prepare teaching material according to the topic in Creative Writing.

    c. Developing Success Criteria

       Teaching is declared successful if it is able to achieve the predetermined criteria. If, in the first cycle, the criteria have not been met, it is necessary to proceed to the second cycle. The success criterion for the researcher is that 80% of students are able to develop their ideas and ideas with a score equal to or above 75.

2) Execution

Implementation is a manifestation of what has been planned. In this study, the researcher explains the stages of the process of Creative Writing. The implementation was carried out in two meetings. The test is carried out at the end of the cycle.

3) Observation

The purpose of observation is to observe whether the implementation of Creative Writing able to solve the problem or not.

4) Reflection

The purpose of reflection is to compare the results of observations with predetermined success criteria. This is a consideration of whether a cycle achieves results or not. Furthermore, to analyze what things need to be improved, then implement improvements in the next cycle. If the first cycle does not reach the expected criteria, then the second cycle is carried out.

2.5. Data Analysis

Data were analyzed based on the results of student writing and from the questionnaire checklist. a) In the assessment of tests or writing, the writer focuses on the five components of writing, which consist of content, organization, vocabulary, language use, and mechanics. The following shows the assessment scheme that the researchers adopted from Jacobs (1981) to Weigle (2002). But in column score researcher make changes according to the needs of the assessment at the student level.

Table 1. Assessment Rubric

Aspect of Writing	Level	Score	Criteria
Content	Excellent to very good	15-20	Knowledgeable, substantive, thorough development of thesis, and relevant to the assigned topic.
	Good to average	10-15	Some knowledge of the subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks detail.
	Fair to poor	5-10	Limited knowledge of the subject, little substance, and inadequate development of the topic.
	Very poor	1-5	Does not show knowledge of the subject, non-substantive, not pertinent, OR not enough to evaluate.
Organization	Excellent to very good	15-20	Fluent expression, ideas clearly stated/supported, succinate, well organized, logical sequencing, cohesive.
	Good to average	10-15	Somewhat choppy and loosely organized, but the main ideas stand out, with limited support and logical but incomplete sequencing.
	Fair to poor	5-10	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	Very poor	1-5	Does not communicate, has no organization, OR is not have enough to evaluate.
Vocabulary	Excellent to very good	15-20	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	Good to average	10-15	Adequate range, occasional errors of word/idiom form, choice, usage *but meaning not obscured*
	Fair to poor	5-10	Limited range, frequent errors of word/idiom form, choice, usage, *meaning confused or obscured*
	Very poor	1-5	Essentially translation, little knowledge of English vocabulary, idioms, word

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Aspect of Writing	Level	Score	Criteria
			form OR not enough to evaluate.
Language Use	They are excellent, very good	15-20	Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.
	Good to average	10-15	Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition, *but meaning seldom obscured*
	Fair to poor	5-10	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and/or fragments, run-ons, deletion *meaning confused orobscured*
	Very poor	1-5	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate OR is not enough to evaluate.
Mechanics	Excellent to very good	15-20	Demonstrate mastery of conventions, with few errors i spelling, punctuation, capitalization, and paragraphing.
	Good to average	10-5	Occasional errors in spelling, punctuation, capitalization, and paragraphing, *but the meaning is not obscured.*
	Fair to poor	5-10	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	Very poor	1-5	Non-mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible OR not enough to evaluate

The rubric above shows that there are five aspects assessed from student writing, namely *content, organization, vocabulary, language use,* and *mechanics,* where each aspect has a scale of 1-20. Therefore, the maximum score a student can get is 100, while the minimum score is 5.

3. Results and Discussion

This class action research was carried out in class Writing III in third-semester English Tadris Study Program students. The results of this class action research are based on the application of Creative Writing and supported by student responses in the questionnaire. The results of this study simultaneously answer the questions formulated in the introduction.

3.1. Results

Cycle I

The first cycle was carried out at the beginning of semester III, namely on August 28, 2018.

Planning I

Because Creative Writing had never been taught before, the researcher made a plan to analyze Creative Writing in the form of definitions, topics, and stages of the process of Creative Writing. The researcher also prepared a number of learning tools that would be used to support the implementation of Creative Writing in class, such as in focus, laptop, text, etc. At this stage, the researcher has also determined the success criteria where 80% of students get scores above 75.

Application I

At this stage, the researcher, who is also a lecturer in writing courses, provides an explanation of what creative writing is. The researcher also explained several processes in writing Creative Writing. In addition, any topics related to Creative Writing will be material for their writing. At this stage, students also begin to write and implement Creative Writing according to the process stage. In the first stage, students see examples of writing based on the topics that the lecturer has given, namely writing non-formal letters to distant friends or those who have not seen each other for a long time and have a deep impression of the writer. In the second stage, the lecturer asked the students to mention the subject of their writing orally. In the third stage, the class atmosphere was silent because the students made sure that the subject of the writing would not be changed again. In the fourth stage, they start writing until the fifth stage. In the fifth stage, they rest, and finally, they re-read their writing, correct what is lacking and give a title.

Observations I

At the beginning of the meeting in the first cycle, students were very enthusiastic about the activities of Creative Writing. Even though this was new for them, most of them gave positive responses, but there were some students who gave mediocre responses. In cycle I, the researcher only conducted two meetings. At the first meeting, the lecturer explained what it was about Creative Writing and the process. Several students asked if there were rules in writing paragraphs like the writing they have made in semester II. The debriefing at the first meeting was very active because this was something

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new for them. When the researcher showed examples of writing letters to friends who were far away, most of the students were able to determine whose subject they would write about. However, because the lecturer asked them to speak orally one by one, they felt insecure when speaking, so it took longer. In the second meeting, the researcher, who is also a lecturer, explained briefly and repeated the process of Creative Writing. The majority of students already understand the process. However, some students said they felt it was unusual if they wrote not from the title first. But some have revealed more love to write the title on the back. In implementing this second meeting, the lecturer asked students to write starting from ideas that they were fluent in writing. Their writing is also what researchers consider a test to find out the extent of implementation of Creative Writing success in improving their writing skills.

Reflection
From the previous observation stage that was carried out, the researcher found several problems in the application Creative Writing This. In the second meeting on August 30, 2018, the researcher deliberately changed the hours to the last hour with the intention of having more time to write in the last hour. However, in practice, students feel sleepy, and the class conditions are very hot because the air conditioner is broken. There were several students who did not take part in this class, so out of a total of 19 students in semester III, the researcher only got 15 students who were active from start to finish. The success criteria that have been set by the researcher, namely, 80% of students achieve the same final score or at least 75. However, in this cycle, only 40% of students meet the criteria, while 60% of students still achieve a final score of less than 75. Based on these results, the researcher decided to continue to the second cycle.

Cycle II
The second cycle was carried out on September 11, 2018. The implementation is still the same as the first cycle, which consists of changing plans, implementing, observing, and reflecting. Process Creative Writing applied is also the same as in cycle I, which refers to 7 processes.

Planning Changes
At this stage, the researcher tries to correct some of the deficiencies in **cycle 1**, namely with a more varied class atmosphere and a more conducive test time.

Implementation II
Just like in cycle I, the implementation of cycle II was also carried out during two meetings, namely on September 11, 2018, and September 14, 2018. At the beginning of the teaching and learning activities, the lecturer repeated the definitions and processes of Creative Writing. The lecturer also emphasized that in

Creative Writing, students are free to start from any part of their writing. They can start from ideas that appear first to get them used to that writing is easy. At the second meeting, the lecturer gave a second test to students to write creatively about their pets. They can write down habits that are usually done with their favorite pets. Follow the process of Creative Writing. In the first stage, the lecturer gave an example of writing about how someone describes their pet. Then the lecturer asks students to write down the subject of their writing on a piece of paper which can be accompanied by a picture for those who are good at drawing. In the stage, The Silent Reservoir, the researcher took the students for a walk beside the campus, but in the end, they decided to continue finishing because they were out of class.

Observation II
In the first meeting, the lecturer does not need to explain in detail about Creative Writing and the process. Most of them already know and understand this. After the lecturer delivered the topic on the second test, the students welcomed it enthusiastically. They also feel that they are getting used to writing activities; besides that, the test is carried out in the first hour, which is a student is still excited to do the writing test. In this cycle, the researcher saw students starting to write fluently with more written content compared to the results of the cycle I. This shows that students are starting to be confident in writing activities. From the results of this second test, the researcher saw an increase in the quality of their writing.

Reflection II
Even though in cycle I, the researcher had not reached the target success criteria, in cycle II, 12 students (80%) managed to achieve scores above 75. This result also answered the second problem formulation that Creative Writing is able to improve the writing skills of third-semester English Tadris Study Program students. Based on this achievement, this research was stopped in Cycle 2. Judging from the aspect of writing, the average score of the five aspects (content, organization, vocabulary, language use, and mechanics) also increased. From these five aspects of this research, it can be seen that the biggest increase is in aspects *of content*. This shows that *Creative Writing* is able to encourage students to express ideas and ideas freely in writing. Some students commented that, according to them, *Creative Writing is* easier because they are free to express their creative ideas. What the researcher didn't expect was the average increase in *language use.* Besides, it can be seen that there is the lowest average increase in aspects *of language use.* It turns out *Creative Writing is* unable to assist students in improving the accuracy of the use of tenses and the use of complex sentences in their writing.

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3.2. Discussion

The purpose of this research is the first to find out how creative writing is implemented in the classroom. Writing process Creative Writing includes seven stages, viz preparing, planning, incubation, beginning, flowing, the silent reservoir, and breakthrough, finish line, and on titles. Process Creative Writing The research was carried out in two cycles, namely cycle I and cycle II. In cycle I, the students' writing results was not able to reach the targets set by the researcher, due to several factors, including some students who were not used to writing Creative Writing because this is still a new thing for them. The second factor due to the inaccurate processing time, where at the end of the course hours and students already feel tired, coupled with the hot atmosphere in the class, which makes them uncomfortable.

Because of this, researchers need to continue the cycle to cycle II. Several planning changes were made in this cycle, such as the test time in the morning and inviting students out of class at that stage, the silent reservoir. Test results in cycle 2 showed that as many as 80% of English Tadris Study Program students had scores above 75. The criteria for success in cycle II were met, so this researcher was terminated. The improvement in the quality of their writing can be seen from the average score in each aspect, namely content (2,8), organization (1,33), vocabulary (1,07), language use (0.93), and mechanics (1,2). The biggest hike lies in content, which means they experience an increase in elaborating their ideas and ideas. This is able to answer the second formulation of the problem that Creative Writing is able to develop the writing creativity of third-semester English Tadris Study Program students. While the lowest increase is in aspects of language use, which shows that students can still not improve the use of tenses and complex sentences optimally.

Learning Motivation

Based on the results of the data analysis, the usage of Creative Writing can motivate students in writing activities. The results showed that the first variable, based on statement number 1-4, received a satisfactory response from the respondents.

Task Completion

From the results of data analysis, as many as 53.3% of students stated that they strongly agreed, and 46.7% agreed that by using Creative Writing, they find writing easier. The second statement that Creative Writing makes it easier for students to explore ideas or ideas in writing got responses strongly agreed as much as 66.7%, agreed 26.6%, and 6.7% were unsure. The data analysis shows that Creative Writing helps them develop creative ideas in writing.

Social Relations

The social relations variable also received good responses from students. The statement that they became more confident and dared to ask questions from their lecturers or work with friends shows that many students agree with this statement. Based on the results of the analysis, it can be seen that 33.3% of students chose to agree strongly, and as many as 66.7% agreed that they had the confidence to work with friends. While the relationship between students and lecturers also received positive responses, as much as 26.6% strongly agreed, 60% agreed, 6.7% were unsure, and one student 6.7%, stated strongly disagreed. Strongly disagreeing statements came from students who had the lowest grades in the class.

Overall, the results of this research analysis show that the application of Creative Writing is able to motivate students to write creatively. Application Creative Writing It is felt that students are more fun because they write their ideas and ideas freely. They can start writing without having to write a title first. Because of that motivation, the result of applying Creative Writing helps to improve the overall aspect of writing, especially in the aspect of content, because of self-confidence.

Weaknesses of Application Creative Writing

This research has several weaknesses during the implementation of Creative Writing taking place, including; a) application Creative Writing must be in a conducive and comfortable classroom atmosphere; b) low increase in aspects of language use show that Creative Writing is more focused on writing productivity, but the use of tenses and complex sentences cannot be optimally improved, c) researcher do not conduct interviews to find out students' responses to the application of Creative Writing deeply.

4. Conclusion

This research focuses on the application of Creative Writing to improve students' writing skills. Based on the discussion in the previous chapter, Creative Writing is able to improve the writing skills of Semester III English Tadris Study Program students. This can be seen from what was obtained during the implementation of Creative Writing in class action research, as follows:

1) This research is motivated by the results of the average grades in writing courses writing students who are still low at 66.7. For this reason, the researcher feels the need to apply classroom action research by applying Creative Writing to improve the writing skills of Semester III English Tadris Study Program students.

2) The researcher applies 2 cycles of classroom action research with the implementation process in accordance with the seven stages of the process of Creative Writing. During application, the researcher provides relevant writing topics

and Creative Writing. In the first cycle, the success criteria have not been achieved. Several issues were encountered during the deployment of Creative Writing in the first cycle, as students were still not used to writing Creative Writing and less conducive learning time or atmosphere. Therefore, planning improvements are made to proceed to cycle II. The results of the writing test from the second cycle showed that 80% of the third-semester students of the English Tadris Study Program were able to score above 75. The researcher stopped conducting the research because the success criteria had been reached in cycle II. The results of the average score of student writing also increased in all aspects, viz content (2,8), organization (1,33), vocabulary (1,07), language use (0,93), and mechanics (1,2). For that researcher concluded that Creative Writing is able to improve the quality of writing.

3) From the questionnaire data provided by the researcher at the end of the cycle, the majority of students gave a positive response to the application Creative Writing. Almost all students agree that Creative Writing is able to increase learning motivation, task completion, and social relations between fellow friends and lecturers.

5. Acknowledgment

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