

CHAPTER II

LITERATURE REVIEW

This chapter discusses some theories that including the framework of this research. In the opening of this chapter it will be discuss the basis of writing skill which concern about the definition, problems and also the importance of writing skill. Then it discusses about creative writing that will influence the research as the media of writing activities. At the last it will be proposed the hypothesis how creative writing can influence the students to improve their writing skill.

2.1 The Definition of Writing Activities

The four basic English language skills are divided into two categories such as receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills. Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills (Javed, Juan and Nazli : 2009). Even sometimes a native speaker of the English language may experience complication in a tricky situation. As Javed and his friend state that basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). Advanced writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002).

Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing. (Johnstone, et al. in Javed : 2013). The ESL teachers include writing skills in the syllabus because this is an essential element for students' academic success, in Javed and his friend research (2013) Kellogg states writing helps to i) reinforce the grammatical structure, ii) enhance the students' vocabulary, iii) and assist other language skills such as reading, listening and speaking.

Writing success is used multifarious purposes at school level. Providing assistance to the students inside and outside the classroom, awarding a grade, selection of students for appropriate courses, evaluation of programs are considered important aspects of assessment in writing skill. The process of assessment of written literacy should be well organized and well managed to make it transparent and meaningful (Elander,et al. in Javed : 2013).

Javed and his friend (2013) mention a lot of fact about writing, the ability to write something in a productive way is an indicator of success during the learning process. Academic achievement is considered as a token of a good indicator in language learning process. The productive writing skill is considered a cognitive challenge, because it helps to assess language competency, recalling capability and thinking ability. It demands to recall information from long-term memory. According to Bok (2006), the writing skill of the students has been declining even in American students. (Javed, Juan and Nazli : 2013)

Still in Javed (2013) research, Garcia (2008) designed Waking Minds Writing (WMW) as web-based supplemental writing program that can assist the English Language Learners in developing their exposure and ability in writing. WMW helps to devise a plan to teach the students well in all genres of writing.

Writing is a skill, which is not only helpful in writing to English, but also useful to improve other considerably. “In English learning classroom, the teacher aims at developing four skills of his/her the learner’ ability to understand to speak, to read and to write. Huy (2013) stated the ability to write occupies the last place in this order, but it does not mean that it is least important. Reading makes a full man, conference a ready man and writing an exact man”, said Bacon. “It is an important tool, which enables man to communicate with others people in many ways” (Mandal,2009).

The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process.

Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language

development because the students resolve problems what writing puts in students' minds.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

2.2 Writing Process

Writing processes always deal with texts as the products. Feez, (2002: 4) states that creating texts requires making choices about the words that are used and how it can be put together. She also states that there are various kinds of texts called text type. According to Feez (2002: 85-86), the families of text type are:

1. *Exchanges* : Simple exchanges is relating to information and goods and services; Complex or problematic exchanges; Casual conversation.
2. *Forms* : Simple formatted texts; Complex formatted texts.

3. *Procedures* : Instruction; Procedures; Protocols.
4. *Information Texts* : Descriptions; Explanations; Reports; Directives
5. *Story Texts* : Narratives; Recounts.
6. *Persuasive Texts* : Opinion texts; Exposition; Discussion
- 7.

A Two-Step Writing Process (Elbow:1981)

When you begin to realize how writing calls on two opposite skills of creativity and critical thinking you get a better understanding of difficulties. If you are trying to be inventive and come up with lots of interesting new ideas, it's usually the worst thing if someone came along and starts being critical. To be critical you have to be doubting, detached, uninfected in the idea to be criticized; to come up with fresh new ideas you have to invest yourself and believe. No wonder writing is hard. And no wonder writing skills are distributed in the following pattern. At one extreme many people are tied in knots by trying to be creative and critical in the same time and so they write wretchedly or not at all. (Elbow : 1981)

Elbow (1981:9) separated the writing process into two stages, we can exploit these opposing muscles one at a time: *first* be loose and accepting as you do fast early writing; *then* be critically tough-minded as you revise what you have produced. What you'll discover is that these two skills used alternately don't undermine each other at all, the enhance each other.

For it turns out, paradoxically, that you increase your creativity by working on critical thinking. What prevent most people from being inventive and creative is fear of looking foolish. After all, if we just let words and ideas come out without checking them first, some may indeed be stupid. But when you know that this is just the first two stages, and that you are getting more and more critical in the second stage, you feel safer writing freely, tapping intuition, and going out on limbs. You will be more creative. Similarly, you will increase critical revising skills by working on creativity. For what prevent most people from being really critical of their own writing is the fear of having thrown away everything. Most people start shaping and revising what they have written once they get one pretty idea. That way you'll have to be critical and throw away genuinely good stuff just to trim your piece down to right length. (Elbow: 1981 p.8-9)

By saying that you should go through two stages when you write, Elbow (1981:10-11) suggest that every scrap of *writing* must go through two stages. For if you get yourself to write freely during the first stages you will warm up all your faculties and some passages will come out just right the first time. You will achieve a kind of focus and concentration so that the passages—sometimes even entire pieces—will cook perfectly in your head. They grow out of that magic which some excellent writers can call on at will: simultaneous creativity and critical thinking.

2.3 The Importance Of Writing

In the school setting, writing plays two distinct but complementary roles. First, it is a skill draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goal, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a mean of extending and deepening student's knowledge; it acts as a tool for learning subject matter\). Because these roles are closely linked, Reading Next recommended that language arts teacher use content – area texts to teach reading and writing skills and that content – area teachers provide instruction and practice in discipline – specific reading and writing. (Huy:2015)

Writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill. For example, students study writing skill from low to high, from basic to advance. At grade 10, students mainly study writing one paragraph or a small part in essay. It provides students some background knowledge before studying writing tasks at 11th grade. Similarity, writing tasks in 11th grade will prepare students essential skill to help them write well at higher level of 12th grade. Writing of 11th grade play an important role because it prepares needed things for students such as: grammar

points, content, vocabulary and especially is helping them know how to write a paragraph or essay before they study carefully in 12th grade. (Huy:2015)

Huy (2015) declined nowadays, writing is also the key to success in college and university. Most context of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands proficient writers can adapt their writing flexibly to the context in which it takes place. Otherwise, almost college or university required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams. Good at writing can help students get a good job. At present, many foreign companies need people with high writing skill level to help them makes contracts or documents in English.

To students, good at writing will bring many benefits for us. Firstly, writing is a good way to help develop their ability of using vocabulary and grammar, increasing the ability of using language. Secondly, writing is an essential tool to support other skills. If a student has good writing ability, they can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as the human knowledge. Otherwise, it is necessary to master writing skill because it can help people have a well prepared when finding a job or attend English courses. With those benefits, writing is really very important to every student.(Huy:2015)

2.4 Problems of Learning Writing

Nguyen Thanh Huy (2015) reveal some problems of learning writing in his research and concluded them in these following facts :

1. The most serious problem that students often have is lacking of vocabulary. Lack of vocabulary is the biggest problem that most students usually have when they study writing skill. This affects students' study result and generates many difficulties in studying writing skill. Vocabulary limitation also affects the learning's results of other skills.
2. Students have not focused on learning grammar. The second problem is that students have difficulties in studying grammar. Besides vocabulary, grammar plays an important role in English as well as studying English. Most of students often have mistakes about grammar when writing a passage. This clearly expressed in the analysis on the students' writing papers above. Grammar limitation also affects the ability of using language in most of the students.
3. The topics of writing lesson in textbook are difficult for students to do, students have difficulties when dealing with the topics of writing lesson in textbook. In fact, many topics require students a large source of vocabulary. For example, students are asked to write a paragraph to describe the population in formation in the chart, or write a description about one of the popular celebrations in Viet Nam. These topics seem difficult for students to write about.
4. The correction limitation of students' written works. Based on the questionnaire and the observation, the teacher does not have enough time to correct the students'

writing works. They only correct some typical written works and ask students to follow these works. This is not only bring a good effect but it also easily leads to many typical mistakes in students' written works. So students can make these mistakes again and again if they have nothing corrected.

5. Students lack material sources to improve their writing skill. One of the problems students usually have when studying English is lack of materials. This will influence the learning's result of students. In some cases, when teachers do not have time for teaching students ways of writing effectively, students can consult more on advanced books or other essential materials. This leads to problem that many students have difficulties in ordering ideas in writing or lack of grammar knowledge

6. Students lack time for learning writing skill. At the moment, the time for learning English is little and it cannot afford the demanding. Lack of time affects not only students' learning but also teacher's teaching.

2.5 Types of Writing

Writing can be divide to some types which are describe the purpose of the writing itself. Every types propose to shows what the importance of the contains that the writer goals to be. Huy (2015) mentions these following types of the writing.

A. Exposition

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

B. Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting. Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

C. Description

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction – writing mode for transmitting a mental image or the particulars of a story.

- *Description as a rhetorical mode* The purposes of description are to re-create or visually present a person, place, event, or action so that the reader

may picture that which is being described. Descriptive writing may be found in the other rhetorical modes.

- *Description as a fiction - writing mode* Fiction is a form of narrative, fiction – writing also has distinct forms of expression, or modes, each with its own purposes and conventions. Agent and author Even Marshall identifies five fiction – writing modes, action, summary, dialogues feeling/ thoughts and background (Marshall 1988, p.143-165).

D. Narration

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

E. Other Types of Writing

According to Barbara Walker, Margaret E.Shippen, Paul Alberto, David E.Houchins, and David F.Cihak (2003), writing also have many types of it, including writing narratives, expository passages, essays, directions, summaries, critiques, and letter writing as developmental writing skills are advanced.(Nguyen Thanh Huy (2015).

2.6 The Definition of Creative Writing

Creative writing can technically be considered any writing of original composition (Adele Ramet: 2007). In this sense, creative writing is a more contemporary and process-oriented name for what has been traditionally called literature, including the variety of its genres. In her work, *Foundations of Creativity*, Mary Lee Marksberry references Paul Witty and Lou Lab rant's teaching the People's Language to define creative writing. Marksberry notes:

“ Witty and LaBrant... [say creative writing] is a composition of any type of writing at any time primarily in the service of such needs as the need for keeping records of significant experience, the need for sharing experience with an interested group, and the need for free individual expression which contributes to mental and physical health.”

(Adele Ramet, 2007: xi) So, what is creative writing? Chambers Dictionary defines **creative** as '*Having the power to create, that creates, showing, pertaining to, imagination, originality*' and **writing** as '*The act of one who writes, that which is written, literary production or composition*'. Therefore, the term 'creative writing' may be defined as:

“Having the power to create an imaginative,

Original literary production or composition”

And can be applied to a very broad spectrum of writing genres.

Elbow (1981: 11-12) stated what is usually called “creative writing”--- poems, stories, novels--- feels very different to most people from what is usually called “nonfiction” or “expository writing”---essays, reports, memos, biography, and so on. People are apt to assume that when you write poems and stories it is appropriate to operate intuitively---and particular to organize and revise in terms of an unconscious center of gravity or an intuitive sense of what feels right. But it’s no good giving creative writing a monopoly on the benefits of intuition or giving nonfiction writing a monopoly on the benefit of conscious awareness. That is why Elbow (1981) stressed the intuitive processes in the first half of the writing cycle and conscious awareness or critical discrimination in the second half.

Creative writing: like “figuring out your main idea” or “deciding what you want to say”. The important point is that you should exploit both intuition and conscious control, whichever kind of writing you are doing. Conscious control needn’t undermine the intuition you may use in writing poem or stories: you can conclude with critical thinking that the poem you wrote last night hangs together beautifully (perhaps even according to a principle you can’t yet articulate) and by all mean leave it alone. You can consciously and critically build your essay today out of insight you could only arrive at by relinquishing critical thinking last night.

(Elbow : 1981,p10)

Nicole Anae (2014) said what creativity ‘is’ and ‘does’, in the main, difficult to define with any real specificity. Here, certain words are “stretched”—

to coin author Fay Weldon (2013)—in certain ways for certain ends. Weldon’s musings about the term ‘creative writing’ being stretched to the point of misnomer is particularly telling (Anae:2014). For Weldon, “creative writing” describes:

... the rather odd misnomer for a discipline currently taught in universities and from now on at A level ... (Misnomer, I say; inasmuch as a subject that once meant making up effective stories has stretched to mean anything a student strives to write elegantly and by implication, to sell. (Weldon, 2013)

Writing Creative Writing

Creative writing skills development is the exception rather than the rule in teacher education programs generally despite the evidence that supporting creativity in beginning teacher programs supports creativity in the school curriculum, and despite the evidence advocating creative writing’s potential to liberate creativity and present a powerful stimulus for self-expression and understanding ‘self’ (MacLusky, AppleMan, and Thaxton in Anae : 2014). Naidoo (2011), for instance, explored writing/creative writing skills development among Indigenous Australian youth and concluded that not only did writing/creative writing facilitate social and literacy skills, but provided a vital medium to explore personal and community issues. In fact, writing/creative writing became “a powerful tool to open up communication and allow change to be initiated”. (Taken from Anae : 24)

The overarching consensus that teaching writing is an important element in the learning experience could suggest that confidence in creative writing might hold positive long-term implications in the preparation of preservice teachers’ attitudes to writing as practice and pedagogy specifically. For Ostrom (2012)

creative writing is both a way of knowing as well as a way of knowledge creation. This perspective implies that engaging beginning teachers in creative activities, such as creative writing, could effectively connect students' learning as beginning-teachers to their personal lives and experiences as a mode of self-expression. (Anae : 2014)

More recent scholarship is emerging that examines the use of autoethnography in teacher-education. However, the question of creative writing remains beyond their scope despite the potential of this methodology—the self as a form of data—to unify creative writing narrativity within a process of critically examining identity “from multiple perspectives” (Coia & Taylor, in Anae : 2014). Of the growing body of more recent examinations, one researcher uses autoethnography as a way of examining the experience of teacher-education and teacher-training from the perspective of beginning teachers , while another utilized authoethnography to examine how individuals experienced particular cultural contexts via a specific teacher-training curriculum. (Legge and Hayler in Anae : 2014)

2.7. The Definition of English Language Teaching (ELT)

English Language Teaching (ELT) has undergone fundamental changes in the past few decades. These changes include the emergence of different English language teaching methods such as Audio-lingual method, silent way, natural approach, etc. known as period of unity as well as period of diversity in 1987 and from communicative language teaching to task-based teaching. Cook's in Khani

and Hajizadeh (2016) article propelled the next movement by emphasizing that methods are not only neutral, but they also contribute to the unequal relations of power. This was supported by highlighting that there is no such concepts as best method and teachers have to find a personal way to teach in a way that leads to effective learning. Degrading the nature of method as well as death of the methods it thus leads gradually to the emergence of post method pedagogy (Prabhu, Nunan, Richards, Allwright and Kumaradivelu in Khani & Hajizadeh : 2016)

The above mentioned transitions undoubtedly affected the conceptualization of language teachers in general and teacher education programs in particular. About fifty years ago, becoming an English language teacher only required the knowledge of knowing how to speak the language efficiently. Consequently, native speakers of the language were considered as the most qualified language teachers. However, as a result of the aforementioned changes, ELT gradually transformed from an occupation to a profession. Khani and Hajizadeh (2016) stated that although there are continuing controversies regarding the consideration of the ELT as a profession (Zeichner, 2005), attempts have been made to establish the field as a profession (Barduhn & Johnson, 2009; Katz & Snow, 2009).

Defining professionalism as the process of continual intellectual growth, teachers are assumed to have an effective role in managing the most successful learning process. As a result, it then accentuates the needs of training and move towards educating teachers who are fully qualified and not just label them as competent teachers solely due to their capability of speaking the language.

Consistent with the discussion of professionalization, Burns and Richards (2009) consider ELT as a career requiring a certain types of knowledge that can be acquired through experience and education. (Taken from Khani and Hajizadeh : 2016)

Accordingly, the impetus for defining qualified teachers has tended to direct the attention towards teachers' subject matter preparation. Even there has been claimed that students' achievements are highly linked to the amount of teachers' knowledge as well as the quality of learning opportunities provided by teachers (Hattie in Khani and Hajizadeh : 2106). It can be thus inferred that there is a fundamental shift in duties carrying work load to the shoulder of teachers as they are now seen as the autonomous authority in the field being responsible for activities done in the classroom. Hence, they need to be familiar with all information required on appropriate handling of any pedagogical task in classroom.

This requires the knowledge of why such an act or task are carried out for a particular audience and under what conditions. Additionally, an English language teacher is a person familiar with teaching procedures and related knowledge.

2.8 The Steps to Teach Creative Writing

2.8.1. Creative Writing for High School Students

Creative writing might be then seen as an activity boosting student's motivation because it allows learners to express their ideas freely, create

something brand new as well as enjoy playing with language. This view is also supported by Maley in Pelcova (2015) research who states in his article about creative writing that: perhaps most notable is the dramatic increase in self-confidence and self-esteem which CW tends to develop among learners. Learners also tend to discover things for themselves about the language and about themselves too, thus promoting personal as well as linguistic growth. Inevitably, these gains are reflected in a corresponding growth in positive motivation (Maley,2009). It is right at this point, when it should be pointed out that in order to learn successfully and keep students motivated, it is extremely important for students to have healthy self-esteem.

Using creative writing can be beneficial for students with a low self-esteem, for it provides them space for self-discovering and self-expression, gradually allowing them to realize their abilities and hopefully also raise motivation. However, teachers should be careful about their expectations since—the study of motivational strategies is still a largely uncharted territory in L2 education.

In Pelcova (2015) explained there is no doubt that student motivation can be consciously increased by using creative techniques, but we know too little about the details of how this could or should happen (Dörnyei, 2001, p. 144). Nonetheless, as the main guidelines for creating motivating surroundings in a classroom in which teachers would like to use creative writing as one of the tools, the following motivational strategies can be used. They are listed in the table below with their numbers reflecting Dörnyei's original list (Dörnyei, 2001, p.

138-144). This selection is suggested by Maley who proposes that these are also the key conditions which should be —met in a well-run creative writing (Maley, 2012).

Table 1. Key conditions which should be met in a well-run creative writing class (Dörnyei, 2001, p. 138-144; Maley, 2012) in Pelcova (2015)

5	Create a pleasant and supportive atmosphere in the classroom
6	Promote the development of group cohesiveness.
13	Increase the students' expectancy of success in particular tasks and in learning in general.
17	Make learning more stimulating and enjoyable by breaking the monotony of classroom events.
18	Make learning stimulating and enjoyable for the learner by increasing the attractiveness of tasks.
19	Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.
20	Present and administer tasks in a motivating way.
23	Provide students with regular experiences of success.
24	Build your learners' confidence by providing regular encouragement.
28	Increase student motivation by promoting cooperation among the learners.
29	Increase student motivation by actively promoting learner autonomy.
33	Increase learner satisfaction.
34	Offer rewards in a motivational manner.

Pelcova (2015) stated one of the most important and also most complicated issues in terms of using creative writing in teaching English is assessment."Assessing writing requires patience, a great deal of conscious preparation of assignments and criteria, and painstaking decision-making about student writing " (Crusan, 2010, p. 5). Before each activity that teachers prepare for their students, they should set or realize its goal in order to evaluate it

subsequently. Jane Spiro (2007) in Pelcova (2015) suggested the following ideas of evaluating creative writing, he put them into a table for a good arrangement

Table 2 : Ideas of evaluating creative writing (Spiro, 2007, p. 11)

Goal	How to evaluate it
to encourage oral fluency	Make a note of some of the key errors that disturb comprehension, report back on these.
a precise linguistic goal (i.e. correct use of past tenses)	Ask learners to self-correct just this aspect, then check the work again yourself.
to encourage writing fluency	Invite learners to read one another's stories to check for clarity and comprehensibility. Ask them to check with you if there are any parts that they cannot correct or improve for themselves.

Maley in Pelcova (2015) supported this view and encourages teachers to overlook various inaccuracies that are not in a focus of a particular area which the activity is focused on. He also recommends recognizing these inaccuracies as —part of the creative process - creative in that the learners are seeking strategies for filling gaps in their knowledge. Cultivating these strategies is an important part of the learning process, and can be used in another lesson as springboards for learning.(Spiro in Pelcova : 2015)

When evaluating students' texts, teachers should also pay attention to the complexity of the writing. They should not pay attention only to what and how students write, but also how they evolve as writers and how challenging students

are towards their own writing. Sharples in Pelcova (2015) who argued that —if we want to encourage children’s development of writing abilities we need to take account not only of what children do better from day to day, task to task, but also what they do differentlyl (p. 31). Apart from teacher evaluation (or editing) and correcting mistakes, students can be allowed to peer-asses and self-assess their writing. Someone might object that students who are learning the language themselves are not competent enough to assess their peers’ or their own writing.

On the other hand Pelcova (2015) stated, as Warren explains: ”modelled through the teacher’s own formative marking, pupils know what the expectations are (Warren, 2013). Moreover, as Crusan in Pelcova (2015) —through assessment, most writers can learn to be more careful evaluators of their own writing as well as the writing of others. Pelcova (2015) described this is a necessary skill because many times in life we will be asked for our input and ideas in writing” (Crusan, 2010, p. 9).

2.8.2. Steps To Teach Creative Writing.

Based on the description above the research concludes the steps to teach creative writing are:

1. Start the class with the trending topic of the week. Ask the students what the hottest event or the greatest news that they have seen in this week. We will find various themes to be the topics.

2. Divide the students into pairs or group. We can make them into small pairs if we want to have a lot of stories about the topics. We can also make them to be some group which contains the same topics but different point of view.
3. Move the class out of the building. We can use the libraries, mosque, the school garden, and etc. It will make the student get their new ideas when they are out of the class. School environment can be a topic to explore by the students.
4. Give them a topic by yourself, choose the genre to explore their creativity, it can be fiction or non-fiction. Give them 5 minutes to write what they think about your topic
5. We also have the other way to get their creativity. It is not depend about the topics what you suggest before. Also give 5 minutes to write.
6. Then compare what the topic which more interested to the students. You will find how they get their ideas to write.
7. Finally, you order them to make an essays or short stories based on the topics they have interest. We will get the better writing from the students.