

PSYCHOLOGICAL STUDIES OF CREATIVITY IN WRITING

Nurfajriah Basri¹, Sahril Nur², Kisman Salija³, Safar Nur⁴

¹ Universitas Sawerigading, Indonesia

^{2,3} Universitas Negeri

Makassar, Indonesia

nurfajriahbasri.unsa@gmail.com

Received: June 11, 2022

Revised: July 13, 2022

Accepted: August 19, 2022

ABSTRACT

This paper is a critical literature review of psychological studies of creativity in writing from the top studies year 2013 until 2022 and compares crucial criteria and techniques. This systematic review attempts to address three research questions, i.e. What is the research theory of existing studies that are being investigated based on a systematic literature review, what psychological aspects of creative writing are discussed in the reviewed paper, and what research methods were used in the studies that were included. Eight studies systematically reviewed all aspects of psychology from these studies, the findings of this study also mostly measured students' motivation in creating writing from various education levels. Mostly, the previous researcher used a quantitative method to analyze the data that were 4 articles in the reviewed paper. Meanwhile, a similar number of articles were qualitative and quantitative methods.

Keywords: *Psychological studies, Creativity in writing, systematic review*

INTRODUCTION

English, recognized as one of the world's major lingua franca, has rapidly gained adherents and speakers throughout the decades. Many countries have acquired an interest in educating and equipping their population with adequate English proficiency as a result of the recognition of the English language's global influence. English is widely recognized as a gateway to the worlds of commerce, communication, technology, and education. It opens up opportunities in technology, science, trade, and diplomacy McKay (2018). There are four skills are usually addressed in the sequence they are provided during the English teaching and learning process. The four are listening, speaking, reading, and writing, with writing being the ultimate competence in the language skill hierarchy.

Fareed, Ashraf & Bilal (2016) state that the world has become increasingly dependent on written communication, writing has emerged as one of the top abilities that cannot be ignored. In addition to being a requirement for admission to colleges and universities at the state and federal levels, proficiency in written

expression transcends the elementary and secondary school spheres. Writing is not just the technique of conveying thoughts in written language, but also a complicated intellectual skill that thoroughly reflects the writer's knowledge, skill, and literacy Yang et al, (2021) The development of writing skill not only allows students to accurately grasp and use their native language, but it also supports the growth of students' language ability, Thanthirige et al. (2016).

According to (Göçen, 2019) composition studies have been viewed as the only writing activity in the classroom; As a result, students become bored with writing and create comparable written products. When learning to write near a conventional point of view, the content of the text cannot be expanded, students cannot provide fresh ideas, and students cannot find themselves in their own writing, this causes students to produce generic writing and loses their ability to be authentic Gocen, (2018). Traditional writing activities cause writing skills to be disliked, seen as a rare skill that only a few people can acquire, and exhausting and disciplining students Karatay (2011). As a result of insensitive writing studies, students perceive it as an activity that occurs only during the lesson; as a result, they avoid writing jobs and develop negative attitudes toward writing; consequently, they perceive writing as an unobtainable skill (Demir, 2011; Korkmaz, 2015; Maltepe, 2006; Susar Krmz, 2009).

This review was written with the intention of acting as a guide for anyone involved in the study of language as well as lecturers and researchers. If you want to know more about the psychological aspects of creative writing, an educator who is interested in the topic should read this review article because it contains significant information regarding the methods that have been utilized in past research. Within the scope of this review study, we addressed the following three research questions:

1. What is the research theory of existing studies that are being investigated based on a systematic literature review?
2. What psychological aspects of creative writing are discussed in the reviewed paper?
3. What research methods were used in the studies that were included?

METHODS

In this research, articles were searched both electronically and manually to guarantee their integrity. Prisma was used to conduct a web search for this study. Moher et al. (2015) said PRISMA helps produce systematic reviews and meta-analyses. This systematic review applies the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology, which includes four processes: identification, screening, eligibility, and inclusion. Its exhaustiveness and adaptability have made PRISMA prominent among researchers.

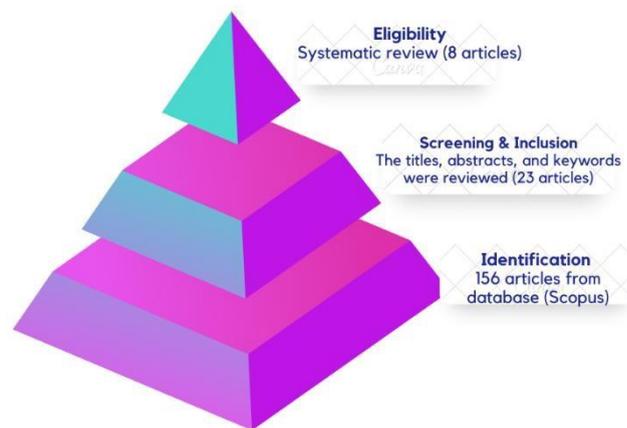


Figure 1. Pyramid of PRISMA

Following the PRISMA criteria, the systematic review begins with examining the identification procedure. The systematic review starts with evaluating the identification process, per PRISMA. The top studies from 2013 to 2022 compare crucial criteria and techniques. The first criterion for selecting Creative writing articles. The first scope result was 156 articles. After selecting these articles, the screening step starts by eliminating various databases that are unrelated to creative writing. In the subsequent stage, the researchers screened 23 papers on creative pedagogy. The relevance of the titles, abstracts, and keywords to the scope of the current research was evaluated. Using inclusion and exclusion criteria, it is possible to include 8 articles. With 8 articles remaining, procedures were taken to

choose more important articles that represented creative writing in pedagogical aspects more effectively.

INSTRUMENT OF DATA COLLECTION

All of the articles were saved in Mendeley, a reference tool. This study use quantitative research methodologies such as content analysis, commonly known as text analysis, to describe the patterns discovered in creative writing pedagogy studies. Tables are used to classify papers, and descriptive statistical methods are used to illustrate the results. In addition, this review combines information from non-empirical studies that is pertinent to supporting the educational claim of prior studies and serves as a foundation for developing the pedagogical implication.

DATA ANALYSIS

All of the articles were saved in Mendeley, a reference tool. This study use quantitative research methodologies such as content analysis, commonly known as text analysis, to describe the patterns discovered in creative writing pedagogy studies. Tables are used to classify papers, and descriptive statistical methods are used to illustrate the results. In addition, this review combines information from non-empirical studies that is pertinent to supporting the educational claim of prior studies and serves as a foundation for developing the pedagogical implication.

1. Results and Discussion

After a thorough evaluation, 8 papers were found to meet all of the requirements. This section describes the findings from data synthesis and analysis that provide answers to the study questions.

RQ1. What is the research theory of existing studies that are being investigated based on a systematic literature review?

There were 8 studies included in the literature review published from 2013 to 2021. Göçen (2019) focused on improving students' skills of self-knowledge, emotional self-regulation and thought regulation, decision and plan-making skills as well as skills to implement these plans, to enable them to discover and use information in a unique way. The researcher used the scale of writing attitude adopted (Susar, 2009) and the "Writing Motivation Scale" (Başkan, 2019), Arithmetic mean standard deviation, and t-test results and the "Evaluation Criteria

Form for Creative Writing” (Syrewicz, 2022). Yang et al., (2021) provide SVVR can provide learners with more immersive and personalized specific experiences, which can promote their active practice and exploration (Howe & Wig, 2017). Therefore, in this study, a spherical video-based virtual reality (SVVR) experience learning system was developed and applied in a writing class, with the aim of improving pupils’ descriptive paper writing performance and learning behavior engagement.

Hamilton et al., (2013) are measuring motivational orientation to reading and writing. A key aspect of the creative writing workshop approach is the agentic investment and engagement of participants as a vehicle for deep learning, critical thinking, and metacognition, according to educational and sociological research (Archer, 2007). Meanwhile, Kanala et al. (2013) explored a prototype of a mobile writing application, to improve pupils' writing motivation. The app is based on a web-based version of Ruff, which includes e-learning materials for creative writing geared at pupils aged nine to eleven. Based on the national core curriculum goals for literary art stated by the (Arts Education the General Curriculum, 2005) and pedagogical scripts based on blended learning, the e-learning material has been developed.

According to the result from Nielsen (2015) identifies two foundational factors in the teaching of writing motivation and persistence particularly important in adult literacy where learner attrition, absence, and failure to complete assignments are often high (Comings et al., 1999). Palupi et al., (2020) found that complex skills and cognitive capacities, personality variables and motivations, styles, methods, and metacognitive skills are all involved in creative thinking (Dereń & Skonieczny, 2017). Syrewicz (2022) used self-determination theory (SDT) to describe intrinsic motivation an activity by (Reeve, 2005). Moreover, H. chun Wang (2021), this study investigated how achievement motivation and state anxiety correlate with and to what extent they predict students’ creative writing performance in English. Prior studies have found that creative thinking and performance in different domains are associated with an individual’s motivation (Eisenberg & Thompson, 2011) and anxiety (Zhang, 2009) to different degrees.

RQ2. What psychological aspects of creative writing are discussed in the reviewed paper?

This study mainly focused on reviewing creative writing on psychological aspects. The most psychological aspect reviewed as shown in the following table.

Table 1. Psychological Aspect

Paper ID	Psychological Aspect
P1	Writing Motivation
P2	Learning behavioral engagement and writing performance into three main factors: “promoting writing immersion,” “promoting writing motivation” and “promoting writing ability.”
P3	Reading and writing motivation
P4	Usability and pedagogical heuristics (Motivation)
P5	Motivation, persistence, and self-efficacy
P6	Cognitive abilities, personality factors and motivations, styles, strategies, and metacognitive skills
P7	Motivation
P8	Achievement motivation and anxiety

All aspects of psychological from these studies, mostly measure students' motivation in creating writing from various education level. Motivation is one of the most important elements influencing L2 learners' success and performance in the language acquisition process, which is why it is so important to instructors and researchers. Motivation and engagement, in particular, have been identified as crucial elements in boosting writing outcomes. Students' tendency, enthusiasm, and interest in writing and writing activities – such as essays, stories, short responses, and reports - is referred to as writing motivation. The writing behaviors and strategies that result from their writing motivation are referred to as engagement (Meşe et al., 2021).

RQ3. What research methods were used in the studies that were included?

Mostly, the previous researcher used quantitative method to analyze the data that were 4 articles in the reviewed paper. Meanwhile, similar number of articles which was qualitative and quantitative method (25%). Göçen, (2019) and Yang et al., (2021) researchers looked at two groups of students and found that one group did much better than the other. In addition, Palupi et al., (2020), characterize the behavior of groups of students with high, moderate, and low creative-thinking talents who are studying using GIL and PBL. The applied mixed-method analysis is a contemporaneous embedding strategy that mixes primary (qualitative) and secondary (quantitative) data to complement one another. Nielsen, (2015) were taken on the sources that were used. Then, the notes were coded by theme to find emerging themes. Finally, the notes were looked over again to make sure no categories were missed.

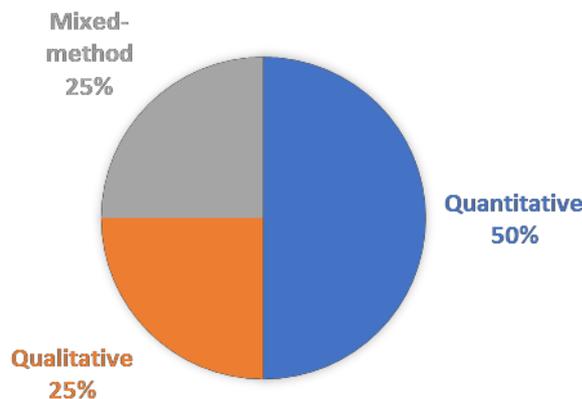


Figure 2. Methods Were Used In The Studies

CONCLUSION

Students' creative writing skills can be improved through the application of psychological factors, such as motivation. Up to this point, a number of studies that are reviews of previously conducted psychological research on creative writing have been carried out. Prisma, which is an acronym that stands for Preferred Reporting Items for Systematic Reviews and Meta-Analyses, was the tool that researchers employed in order to find relevant content on the Internet. In

order to validate the reliability of the papers, both humans and computers were used to search through them. The best articles that were published between 2013 and 2022 were picked to highlight how important components and useful tools can be contrasted with one another. There were a total of 8 papers that were reviewed and tied to psychological studies of creative writing. There were 156 papers that did not provide anything useful to the overall goal of this investigation. We were able to gather the data we needed for the research we wanted by making use of a categorizing form.

REFERENCES

- Archer, S. M. (2007). *Making Our Way through the World*. Cambridge University Press.
- Başkan, A. (2019). *Investigation of Narrative Text Writing Skills of Seventh*. 19, 453–467.
- Comings, J., Parrella, A., & Soricone, L. (1999). *Persistence among Adult Basic Education Students in Pre-GED Classes*. Harvard Graduate School of Education. <https://files.eric.ed.gov/fulltext/ED437579.pdf>
- Dereń, A. M., & Skonieczny, J. (2017). Creative thinking in management of disruptive technologies. In *Advances in Intelligent Systems and Computing* (Vol. 524). https://doi.org/10.1007/978-3-319-46592-0_16
- Eisenberg, J., & Thompson, W. F. (2011). The effects of competition on improvisers' motivation, stress, and creative performance. *Creativity Research Journal*, 23(2), 129–136. <https://doi.org/10.1080/10400419.2011.571185>
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education & Social Sciences*, 4(2), 83–94. <https://doi.org/10.20547/jess0421604201>
- Arts Education the General Curriculum, Finnish National Board of Education (2005). www.0Aedu.fi/julkaisut/maaraykset/ops/taideyl_ops.pdf
- Göçen, G. (2019). The effect of creative writing activities on elementary school students' creative writing achievement, writing attitude and motivation*. *Journal of Language and Linguistic Studies*, 15(3), 1032–1044. <https://doi.org/10.17263/jlls.631547>
- Hamilton, E. W., Nolen, S. B., & Abbott, R. D. (2013). Developing measures of motivational orientation to read and write: A longitudinal study. *Learning and Individual Differences*, 28, 151–166.

<https://doi.org/10.1016/j.lindif.2013.04.007>

Howe, L., & Wig, A. Van. (2017). Metacognition via creative writing: dynamic theories of learning support habits of the mind in 21st century classrooms. *Journal of Poetry Therapy*, 30(3), 139–152. <https://doi.org/10.1080/08893675.2017.1328830>

Kanala, S., Nousiainen, T., & Kankaanranta, M. (2013). Using a mobile application to support children's writing motivation. *Interactive Technology and Smart Education*, 10(1), 4–14. <https://doi.org/10.1108/17415651311326419>

Karatay, H. (2011). THE EFFECT OF 4+1 PLANNED WRITING AND EVALUATION MODEL TO DEVELOP THE ATTITUDES OF PRESERVICE TEACHERS AS TO WRITTEN EXPRESSION AND THEIR WRITING SKILLS. *Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic*, 6(3), 1029–1047.

McKay, S. L. (2018). English As an International Language: What It Is and What It Means For Pedagogy. *RELC Journal*, 49(1), 9–23. <https://doi.org/10.1177/0033688217738817>

Meşe, E., Sevilen, Ç., & Info, A. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology & Online Learning*, 4(1), 11–22. <http://dergipark.org.tr/jetolDoi:http://doi.org/10.31681/jetol.817680>

Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberti, A., Petticrew, M., Shekelle, P., & Stewart, L. A. (2015). Preferred reporting items for systematic review and meta-analysis protocols (prisma-p) 2015 statement. *Systematic Reviews*, 4(1), 1–9. <https://doi.org/https://doi.org/10.1186/2046-4053-4-1>

Nielsen, K. (2015). Teaching Writing in Adult Literacy: Practices to Foster Motivation and Persistence and Improve Learning Outcomes. *Adult Learning*, 26(4), 143–150. <https://doi.org/10.1177/1045159515594178>

Palupi, B. S., Subiyantoro, S., Triyanto, & Rukayah. (2020). Creative-thinking skills in explanatory writing skills viewed from learning behaviour: A mixed method case study. *International Journal of Emerging Technologies in Learning*, 15(1), 200–212. <https://doi.org/10.3991/IJET.V15I01.11487>

Reeve, J. (2005). Understanding Motivation and Emotion. In *Wiley* (Vol. 10, Issue 43891). John Wiley & Sons, Inc. <http://www.amazon.com/dp/0470392231>

Susar, F. K. (2009). A Qualitative Study on The Evaluation of Creative Writing

Products With Respect to Certain Criteria. *Yaratıcı Drama Dergisi*, 4(7), 51–68. <https://doi.org/10.1501/Egifak>

Syrewicz, C. C. (2022). The motivations that improve the creative writing process: what they might be and why we should study them. *New Writing*, 0(0), 1–23. <https://doi.org/10.1080/14790726.2022.2051563>

Thanthirige, P., Shanaka, R., Of, A., Contributing, F., Time, T. O., Of, O., Shehzad, A., & Keluarga, D. D. (2016). *IMPROVING STUDENTS' WRITING ABILITY THROUGH THE USE OF DICTOGLOSS TECHNIQUE*. 12(August), 1–14.

Wang, H. chun. (2021). Exploring the relationships of achievement motivation and state anxiety to creative writing performance in English as a foreign language. *Thinking Skills and Creativity*, 42, 100948. <https://doi.org/10.1016/j.tsc.2021.100948>

Yang, G., Chen, Y. T., Zheng, X. L., & Hwang, G. J. (2021a). From experiencing to expressing: A virtual reality approach to facilitating pupils' descriptive paper writing performance and learning behavior engagement. *British Journal of Educational Technology*, 52(2), 807–823. <https://doi.org/10.1111/bjet.13056>

Yang, G., Chen, Y., Zheng, X., & Hwang, G. (2021b). From experiencing to expressing: A virtual reality approach to facilitating pupils' descriptive paper writing performance and learning behavior engagement. *British Journal of Educational Technology*, 52(2), 807–823. <https://doi.org/10.1111/bjet.13056>

Zhang, L. fang. (2009). Anxiety and thinking styles. *Personality and Individual Differences*, 47(4), 347–351. <https://doi.org/10.1016/j.paid.2009.04.001>

How to Cite (APA style):

Basri, N., Nur, S., & Salija, K. (2022, November). Psychological Studies Of Creativity In Writing. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 11(2), 204-213. <https://journal.unismuh.ac.id/index.php/exposure/article/view/7973>