

IMPLEMENTING DIGITAL THINKING MAPS TO ENHANCE STUDENTS' CREATIVE WRITING SKILL

No. Abstract: ABS-ICOLLITE 24293

Batdal Niati, Slamet Setiawan, Ahmad Munir

UNIVERSITAS NEGERI SURABAYA

INTRODUCTION

Problem

Solution

Background
of the Study

1. Students have challenges in generating ideas.
2. Students are difficult to develop ideas and building composition effectively
3. Students are confused maintaining consistency in their writing style and voice
4. Students difficult to overcome writer's block.
5. Students can not manage time effectively to meet task deadlines.

Digital thinking maps are interactive visual tools that facilitate brainstorming, organizing ideas, and making connections in writing.

Research
Question

1. Does digital thinking maps give significant effect in enhancing students' creative writing skill?
2. What is students' perception and challenges in using digital thinking maps in creative writing?

Objective

- 1. To obtain whether or not digital thinking maps give significant effect in enhancing students' creative writing skill
- 2. To find out students' perception toward implementing Digital Thinking maps and their challenges in creative writing (short story)

LITERATURE REVIEW

- Creative writing explores, expresses, and develops ideas that sources from imagination, experience, story, art, history, and also issues/phenomena. (Parras, 2005; Ramet, 2007)
- creative writing is as a form of writing that breaks away from academic and journalistic technical forms. (Mokhtari, 2019)
- Creative writing emphasizes originality, inventiveness, and the use of literary devices such as metaphor, symbolism, and allegory to convey meaning and evoke emotional responses (Ata Alkhalidi, 2019; Morley, 2007))
- Types of creative writing include fiction and non-fiction. Fiction types include short story, poetry, novels, drama/film scripts, and comics. Non-fiction types include memoirs, personal essay, personal narrative (travel writing), food review, and book review (Anae, 2014; Earnshaw, 2007; Mohammed, 2019; Williams, 2013)

Creative Writing

Digital Thinking Maps

- Digital Thinking maps is as a Thinking Tool program is to foster and promote thinking among students to produce an innovation skill. (Hyerle and Yeager, 2007)
- There are eight thinking maps; Circle Map, Bubble Map, Double Bubble Map, Tree Map, Brace Map, Flow Map, Multi-Flow Map and Bridge Map. (Hyerle and Alper, 2011)

- Digital Thinking maps allow students to feel more connected to the materials, encourages them to map out their thought process on task, and increase in connections between content and experience (Fan, 2016)
- Digital thinking maps foster students to express ideas easily (; Sharif, et al, 2023)
- enhancing good outline and providing ideas in their own writing (Omar and Albakri, 2017)

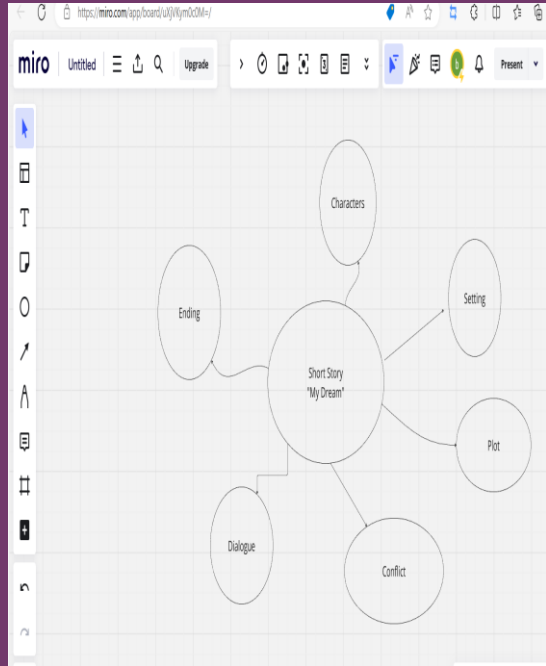
Effect of Digital Thinking Maps

METHOD

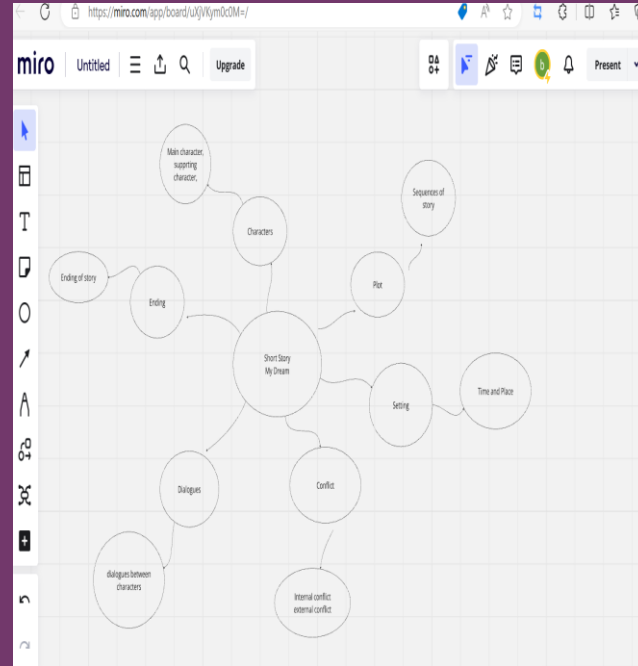
- Research type was quasi-Experimental Research: Non-Equivalent Control Group Design
- The participants were students of English Department of University of Pasir Pengaraian enrolled creative writing course. Total sample was 23 students in experimental class and 22 students in control class
- Instrumentation; (1) Writing test: getting students' creative writing skill. Rubric is adopted by (Vaezi & Rezaei, 2019). (2) Interview; getting students' perception on implementing digital thinking maps and students' challenges in writing short story in using digital thinking maps.
- The data analysis technique used statistical analysis through non-parametric test; Mann-Withney U Test and calculated using the SPSS program. Data gotten from interview was analysed through thematic analysis.

FINDING AND DISCUSSION

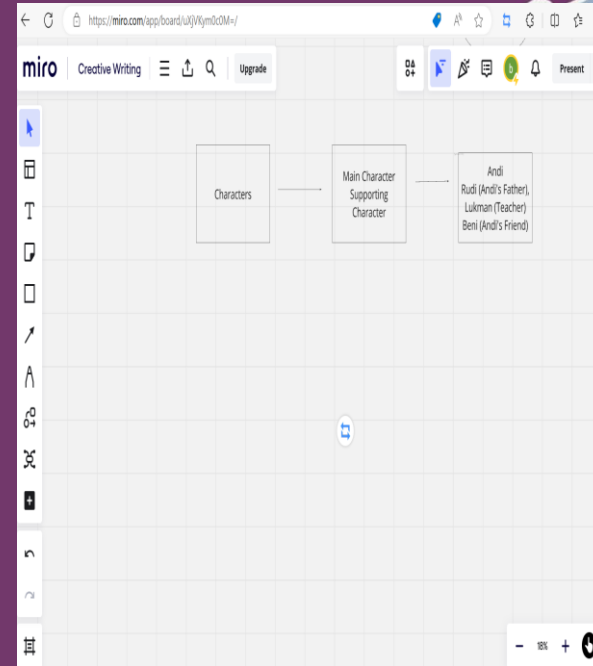
Result of using Digital Thinking Maps through Miro Apps



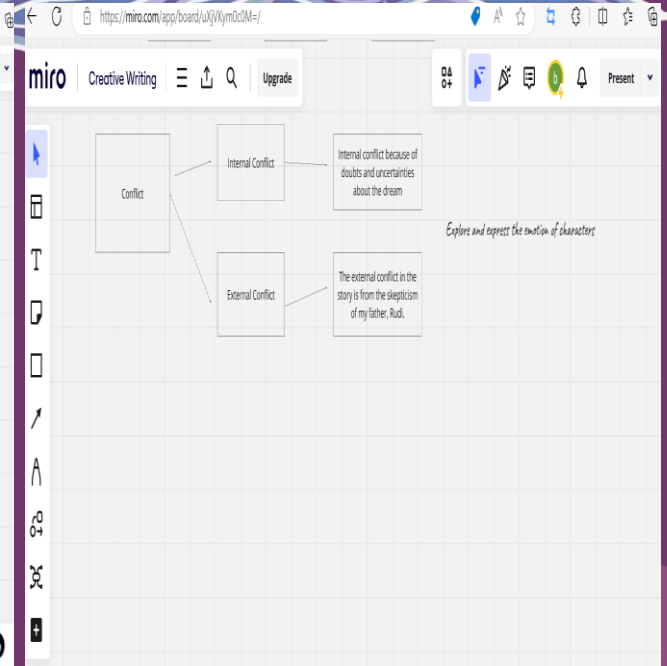
Bubble maps



Double bubble maps



Flow Maps



Brace Maps

FINDING AND DISCUSSION

Research Question 1: Do digital thinking maps give significant effect in enhancing students' creative writing skill?

Table 1
Students' Writing Score in Experimental and Control Class

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Score	Experimental Class	23	29.00	667.00
	Control Class	22	16.73	368.00
	Total	45		

Table 2
Mann-Whitney U Test

Test Statistics	
	Nilai
Mann-Whitney U	115.000
Wilcoxon W	368.000
Z	-3.205
Asymp. Sig. (2-tailed)	.001
a. Grouping Variable: Class	

The sig. 2 tailed is lower than 0.05 (sig.2 tailed ≤ 0.05), there is significant difference between two groups. Students who taught by the implementing of digital thinking maps have better grades than those not taught.

Digital thinking maps significantly improved students' creative writing skills by managing idea, enhance creative expression, and originality. It also fosters deeper engagement with the writing task and promotes collaborative writing experiences.

FINDING AND DISCUSSION

Research question 2: what is students' perception and challenges in using digital thinking maps in creative writing?

Interview with open-ended questions

Indicators' items; feeling/experience, perception, impact on learning, benefit, and challenges

Result of Students' answers;

1. Digital thinking maps (DTM) have definitely improved my ability to structure ideas coherently
2. DTM is more visually about how ideas relate to each other and how best to present them for clarity and impact
3. DTM helped me to become a more creative writer
4. DTM foster to rearrange ideas, add details, and connect concepts visually. This flexibility helped me brainstorm more effectively and organize my thoughts more coherently before starting to write.
5. The main benefits include improved organization, enhanced brainstorming capabilities, and a clearer structure for writing. Digital maps also allow for easy collaboration and revision.“
6. Sometimes, managing larger maps with many branches could become overwhelming, but I quickly adapted
7. I must familiarize myself with how to use digital thinking maps.

20 students had positive perception toward implementing Digital thinking maps in creative writing, 2 students still have problem in using digital thinking maps. 1 student is difficult to generate ideas while drawing on the maps

CONCLUSION

Digital Thinking maps is very important for students and lecturers in creative writing course even in brainstorming, outlining, and guideline in process of writing short story. Digital thinking maps gave effect on students' creative writing skill. they had more ideas and could organize their concepts together. Also, it increased engagement and confidence in their writing tasks. Student had positive perception toward implementing it in creative writing course. Digital thinking maps as a valuable instructional tool for fostering students' creativity and enhancing their creative writing skills especially writing short story

REFERENCES

- Anae, N. (2014). "Creative writing as freedom, education as exploration": Creative writing as literary and visual arts pedagogy in the first year teacher-education experience. *Australian Journal of Teacher Education*, 39(8), 123–142. <https://doi.org/10.14221/ajte.2014v39n8.8>
- Bataineh, R. F., & Alqatnani, A. K. (2019). How effective is Thinking Maps ® instruction in improving Jordanian EFL learners' creative reading skills? *TESOL Journal*, 10(1), 1–14. <https://doi.org/10.1002/tesj.360>
- Earnshaw, S. (2007). *The Handbook of Creative Writing* (1st ed.). Edinburgh University Press.
- Fan, Y. S. (2016). Thinking Maps in Writing Project in English for Taiwanese Elementary School Students. *Universal Journal of Educational Research*, 4(1), 36–57. <https://doi.org/10.13189/ujer.2016.040106>
- Hyerle, D., & Alper, L. (2011). *Students Success with Thinking Maps* (Second Edi). Corwin SAGE Company.
- Mohammed, F. A. E. (2019). Creative Writing from Theory to Practice: Multi-Tasks for Developing Majmaah University Students' Creative Writing Competence. *Arab World English Journal*, 10(3), 233–249. <https://doi.org/10.24093/awej/vol10no3.16>
- Mokhtari, T. (2019). *The Bloomsbury Introduction to Creative Writing* (1st ed.). Bloomsbury Academic Bloomsbury Publishing Plc.
- Omar, A., & Albakri, I. S. M. A. (2016). Thinking Maps to Promote Critical Thinking through the Teaching of Literature in the ESL Context. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 1(1), 23. <https://doi.org/10.21093/ijeltal.v1i1.6>
- Parras, J. (2005). Literary theory in the creative writing workshop. In *Journal of Teaching Writing* (Vol. 22, Issue 1, pp. 157–166).
- Ramet, A. (2007). *Creative Writting*. British Library.
- Sharif, S. R., Singh, C. K. S., Ong, E. T., Mulyadi, D., Ichsan, L. Z., Rahmayanti, H., & Kiong, T. T. (2023). The Use of i-THINK Mapping in Teaching Reading Comprehension among ESL Teachers. *Studies in English Language and Education*, 10(1), 78–95. <https://doi.org/10.24815/siele.v10i1.24271>
- Vaezi, M., & Rezaei, S. (2019). Development of a rubric for evaluating creative writing: a multi-phase research. *New Writing*, 16(3), 303–317. <https://doi.org/10.1080/14790726.2018.1520894>
- Williams, B. T. (2013). Writing Creative Nonfiction. *A Companion to Creative Writing*, 24–39. <https://doi.org/10.1002/9781118325759.ch2>
- Yaakub, N., Rashid, R. bin A., & Nasir, N. A. bt M. (2018). Developing Critical Thinking Skills Through i-Think Maps: An Action Research. *International Journal of English Linguistics*, 8(7), 42. <https://doi.org/10.5539/ijel.v8n7p42>



THANK YOU!

Follow us @...

