Supporting Elementary Students Creative Writing Skill With Assessment as Learning

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ABSTRACT

Creative writing involves productive language activities that require students to produce various genres of children's literature in their learning. The results of creative writing show the competence of students' creations in the cognitive stage to explore ideas to produce their writing. In elementary schools, creative writing activities are carried out in a guided manner so that teachers need to design learning that can help students achieve this. Assessment as learning is an assessment concept that is discussed in this article to engage students in writing activities in gaining more meaningful experiences to learn from mistakes and make improvements in processes and results. This assessment as design can be an alternative in learning creative writing in elementary schools which is manifested in writing assignments with a process approach, writing stimuli based on visual representation strategies, self and peer rubric assessment.

Keywords: Creative Writing, Assessment as Learning, The Elementary Student

1. INTRODUCTION

Writing skills is one of the productive language skills. Writing skills involve cognitive processes in the mastery of knowledge through an idea that is then manifested in the form of a series of words symbolically or in writing [1]. Writing skills are divided into four levels, that are imitative writing, intensive writing, responsive, and extensive [2]. Writing skills are also related to literacy skills as a measure of the outcome of the individual literacy process [3], which is written down in various types of scientific or non-scientific or literary written works that have their uniqueness [4].

Creative writing is a type of writing activity that does not only involve the mastery of knowledge but also the power of creativity in producing distinctive and original writing. Learning creative writing is widely researched and learned as an appreciative activity that can train students' sensitivity to values and the surrounding environment [5]. Creative writing is seen as a means of cultural inheritance through various children's literary works [6]. In learning, creative writing activates the motor and visual areas of students' brains through writing which involves cognitive and linguistic processes [7], especially those related to memory and semantic integration [8].

Based on this background, this article will discuss the design of assessment as learning for creative writing for elementary school students. Assessment as learning itself is part of an authentic assessment carried out during the learning process by involving students in the assessment [9]. Assessment as learning places students at the center of learning [10] by involving students actively to assess their learning processes and outcomes in making improvements and gaining more meaningful experiences [11]. This idea is in line with the results of research which states that writers need a lot of experience in writing to produce good writing and learn more techniques, language styles, and grammar through contextual experiences [12], [13].

Assessment as learning is applied in the form of writing tests, self-assessment, and peer assessment. The writing test is designed by applying the writing process approach and visual representation in the selection of writing stimuli. Especially in elementary schools, this strategy is needed to guide and stimulate students in writing starting from exploring ideas, organizing ideas, compiling a framework, to producing complete written

works [14], [15]. Meanwhile, self and peer-assessment are designed in the form of a communicative assessment rubric related to the process of editing and revising written works so that students can share experiences in writing [16]–[18].

2. CREATIVE WRITING

Creative writing is closely related to learning literary appreciation in conveying its uniqueness through various types of literary genres [19]. In creative writing, literary works are created through information or the environment which is abstracted into another world [20], involving visual, imaginary, and emotional experiences [21]. Creative writing trains children to think creatively, enjoy working, and have the attitude to respect other people's work [22]. Creative writing can also train students' critical thinking in responding to work with its various problems. This problem is a media writer in conveying messages implicitly or explicitly to students [23], especially in children's literature, messages are conveyed through intrinsic elements [24].

This writing activity is manifested in the form of learning creative writing in elementary schools according to the Learning Content Standards in Permendikbud Number 21 of 2016 in the form of simple narratives, poetry, folklore, historical narratives, biographies, rhymes, and poetry. Creative writing allows students to get to know and be creative in producing various types of writing [19]. Creative writing itself can also improve and develop vocabulary, logical reasoning, and analytical skills (concrete operations) in grammar [25]. This process involves students to speak productively according to the language development tasks of elementary school students to connect words into sentences and sentences with one another in the form of descriptions, definitions, and relevant narratives [26].

The process of creative writing can be observed in the implementation of GLS in Indonesian Elementary Schools in 2016 until now, there are student activities to respond to a text in writing after reading. Students convey the results of their reading literacy in writing by rewriting, writing interesting passages, or producing newly written works (based on inspiration from the work they read) [27]. This activity refers to the process of literary appreciation that will inspire students to have a sense of literary creativity through critical and creative thinking processes in communicating authentic representations of social life [28], [29]. Literary appreciation activities in learning include direct appreciation, indirect appreciation, and creative appreciation.

2.1. Creative Writings with A Process Approach

Writing as a language activity involves a systematic process starting from determining ideas,

compiling an outline, making complete writing, to making improvements. This process helps students to learn to write and is motivated to write, especially for elementary school-age students [30]. Many writing assignments are given only in the form of instructions to write a story or poem with a certain theme regardless of the process of writing itself [31]–[33]. Ideally, the writing process is carried out in stages through the pre-writing, writing, to post-writing stages [34].

In creative writing, the writing process will help students to explore ideas before creating a written work. In Bloom's taxonomy, it has been explained that the creation of competency is the highest cognitive competence [26] where students try to realize ideas and ideas to produce a product [35]. Products of creative writing such as poetry, rhymes, and prose (for elementary school level) certainly require these competencies so that students can produce original writing and stimulate their appreciation of written literary works. This writing process is manifested in the form of gradual writing assignments that direct students to write creatively with the following process approach.

Table 1 Creative Writing Task Guide

Phase	Writing Activity
Prewriting	
▪ Students determine the paper to be made	
▪ Students recognize the form and the literature structure	
▪ Students observe writing stimuli to explore ideas	
▪ Students write down their ideas for writing	
▪ Students discuss with the teacher the idea	
▪ Students determine their writing ideas	
Drafting	
▪ Students make a writing outline in the form of a mind map	
▪ Students develop each part of the outline into writing	
▪ Students write as much as possible to present their ideas	
Revising	
▪ Students re-read the contents of their writing	
▪ Students analyze the suitability of the content and the topic	
▪ Students assess the results of their writing through	
▪ Students discuss the results of the assessment	
▪ Students improve their writing according to the assessment and reinforcement from the teacher	
Editing	
▪ Students exchange their writing with their friends	
▪ Students assess their friends' writing with an assessment rubric	
▪ Students mark the parts of writing that are not quite right	
▪ Students discuss the results of the assessment and receive reinforcement from the teacher	
▪ Students improve their writing according to the assessment and reinforcement from the teacher	
Publication	
▪ Students present their written work classically or in groups, display their written work in class, or take part in a writing competition to publish their work	
▪ Students get rewards for writing that is made to foster motivation in writing	

2.2. Writing Stimulation Based on Visual Strategy Representations

Writing as a productive language skill requires a stimulus that can stimulate students to produce writing, especially for elementary school age who uses guided

writing activities [4]. This stimulus is manifested in various forms of visual symbols that students can observe [36], such as pictures, comics, posters, videos, concrete objects, and the environment [37]. Stimulus with a visual representation strategy is used during the prewriting stage to assist students in exploring and organizing ideas [38]. The following illustrates an example of using stimuli in creative writing.
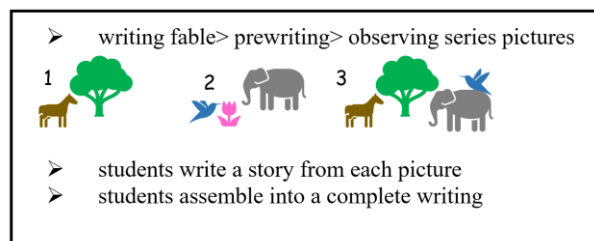
Figure 1 Illustration of Writing Simulation

The serial image in this illustration serves as a stimulus in the form of a visual symbol so that students can develop their ideas in writing. The idea of writing is the result of the representation of each symbol according to the interpretation of each student [39]. This process is believed to help and motivate students to write even if only two or three sentences are based on pictures [20], [40].

3. ASSESSMENT AS LEARNING FOR WRITING

Assessment as learning is one of three concepts in authentic assessment, namely, assessment of learning, assessment for learning, and assessment as learning. These three concepts demonstrate the authentic assessment function, to identify, analyze, determine, and plan the most effective student learning needs [40]. Of the three authentic assessment concepts, assessment as learning involves students in the assessment process through self-assessment and peer assessment [10].

During the self-assessment, students are asked to assess the mastery of knowledge and skills that have been mastered as a result of their learning based on certain indicators [41]. In the peer assessment, students are asked to assess peer learning outcomes based on certain indicators. After that, students will share their assessment results with their friends who are assessed so that a process of sharing knowledge and experiences occurs [42]. From these two assessments, improvements were made to the learning process and outcomes with guidance and strengthening from the teacher to foster motivation and a learning climate of mutual respect, sharing, and collaboration between students [15].

This concept is believed to have a positive impact on improving student learning outcomes by involving it in

the learning process and assessment so that students learn to understand what their strengths and weaknesses are in learning [43]. This concept is in line with the function of the authentic assessment itself, which is to play a role in the process and learning outcomes which are based on the collection of process data and student learning outcomes that are authentic, significant, and can provide feedback for students and teachers [44]. Its application is through performance assessment, product assessment, project, or portfolio assessment which can involve students in a natural environment [20].

3.1. Self and Peer Assessment Rubric

Self and peer assessment, an alternative form of assessment that involves students as assessors. In addition to assessing, self and peer assessment help students to learn better through concrete experiences [45] where students can identify mistakes, weaknesses, and strengths of the learning process and results of their or their peers' learning [16].

Table 2 Creative Writing Indicator

Indicator		Descriptor
		Process
1	*Prewriting*	Fluency in determining ideas and drafting a writing framework
2	*Drafting*	Smoothness in reaching ideas and frameworks into a complete writing
3	*Revising*	Make improvements to the content aspects of the written work through self-assessment
4	*Editing*	Make improvements to the mechanical aspects of writing through peer assessment
5	*Problems*	Difficulties and constraints experienced during writing
		Product
1	Content	according to the content of the specified topic and theme
2	Structure	**Children's Prose** suitability of the linguistic structure of prose, namely there is a chronology, character, characterization, plot, setting, and extrinsic elements, namely mandate and point of view **Children's Poem** The suitability of the linguistic structure of the poetry is that it has inner elements in the form of themes, feelings, tones, and goals; and has physical elements of typography, diction, image, language style, and rhythm **Pantun** The suitability of the linguistic structure of the poem, which consists of 4 short lines, two couplet lines, and two content lines, rhymes a-b-a-b with diction, figurative language, and images
3	Mechanic	The accuracy of selecting words, punctuation, capital letters, writing sentences and paragraphs
4	Originality	The origin of determining ideas, ideas and creativity in writing

The main purpose of this assessment in the assessment concept as learning is to improve, enhance, and develop students' knowledge and pregnancy through these experiences so that students are expected to learn from the results of the assessment [9]. Following these

objectives, self-assessment for creative writing is used as an instrument for students to learn better in writing, especially at the revising stage [12].

At the revising stage, students learn to analyze the quality of their writing in terms of process and content. The instrument is designed in the form of a rubric with simple and communicative language for elementary school-aged students (grades 4-6). The self-assessment rubric for the writing process directs students to assess the writing process from the prewriting stage to the drafting stage and the difficulties they have experienced [42]. In this part of the difficulty, the teacher will give feedback and dig deeper into the difficulties to help students overcome them [46]. Meanwhile, the results assessment rubric directs students to assess the content and structure of the language, namely its suitability with the topic, theme, and genre of writing. When compiling this rubric, the teacher needs to understand well each language structure of the writing genre, namely prose, poetry, and rhymes. The following are indicators of assessment in creative writing in various genres in the process and results [47].

3.2. Assessment as Learning Design

Following learning Indonesian in elementary schools, which have levels ranging from preliminary writing for grade 1-3 students and guided advanced writing for grades 1-4, the assessment as learning design for creative writing is tailored to the needs and standards of learning content for each level.

Table 3 Design of Prose Writing

Writing Prose with Recount
Command
Reading stories is a lot of fun. We can find out various funny and tense events in a story. Now let's read the story below carefully!
Writing Activity
➤ **Prewriting**: Students read a story
➤ **Drafting**: Students retell in their language
➤ **Revision**: Students assess their writing
Self-Assessment
1. Do the characters in your writing match the characters in the story, namely the Rabbit, Kura, and Squirrel?
2. Did you write down where the story took place in the forest?
3. Did you write down the original story when the deer met turtle?
4. Have you written the story when the deer competed with the turtle?
5. Have you written the story when the Turtle won the race?
➤ **Editing**: Student correct their friend's writing
Peer Assessment
1. Does every word at the beginning start with a capital letter?
2. Does the end of each sentence use a period?
3. Are the words spelled correctly?
4. Is the title written in capital letters at the beginning of each word?
➤ **Publishing**: Students improve their prose and publish it

Table 3 is an example of an assessment as a learning design for learning creative writing. In the writing order section, it can be observed how the given writing assignments are designed to be attractive and create a pleasant impression for students. Writing assignments are carried out in stages and are guided through recounts. Stories that students read as a stimulus to write with students representing the stories read for grades 1-3 can only write down the most interesting parts, while grades 4-6 can rewrite the whole story in their language. Other stimuli that can be used are serial images as exemplified earlier, comics developed in the form of stories, short films or videos developed in the story, or observing objects or living things in the vicinity which are then developed into fantasy fictional characters and stories. Here's another example of writing poetry in elementary school.

Table 4 Design of Poetry Writing

Writing a Poem with Continuing
Command
Every day we go to school to study. We must respect and maintain the school environment so that we are comfortable to learn. Now, let's make poetry on the theme of the school environment!
Writing Activity
➤ **Prewriting**: Students observe semi-finished poetry and observe the school environment
➤ **Drafting:** Students continue the poetry by filling in the blanks and continuing
➤ **Revision**: Students assess their poetry and make revisions
Self-Assessment
1. Have you written the title according to the content poetry?
2. Do you write more than 4 lines in your poetry?
3. What is the content of your poetry about the school environment?
4. 4. Do you write poetry with your ideas?
➤ **Editing**: Student correct their friend's poetry
Peer Assessment
1. Is the title written in capital letters?
2. Is the poem written in more than 4 lines?
3. Is writing neat and easy to read?
4. Is the poetry written in sentence form?
➤ **Publishing:** Students improve their poem and publish it

Similar to writing stories, the task of writing poetry is also designed in such a way for elementary school students as exemplified by continuing with poetry.

Table 5 Design of Poem Writing

Writing a Poem
Command
Pantun is one of Indonesia's poem original literature. Now write a poem of advice on the theme of studiousness!
Writing Activity
➤ **Prewriting**: Students explore and register words with the same ending for sampan and rhyme content
➤ **Drafting**: Students make couplet and fill in the rhymes with the words they choose
➤ **Revision**: Students assess their pantun and make revisions
Self-Assessment
1. Does your pantun contain advice?
2. Does your pantun have two couplet and contents?
3. What is the content of your pantun about advice for study?
➤ **Editing**: Student correct their friend's pantun
Peer Assessment
1. Does the pantun have two couplet lines?
2. Does the pantun have two lines of content?
3. Does the pantun have rhymes a-b-a-b?
4. Is the beginning of each sentence capitalized?
5. Does the end of the line not use a period?
➤ **Publishing**: Students improve their pantun and publish it

This design is suitable for the lower class who are still learning to write poetry, while in the high class the task of writing poetry can be done by observing the environment, certain objects, or based on certain phenomena as a stimulus that will be represented by students in the form of poetic words. It is during the selection of poetic words that the teacher will play a role in guiding students by registering words, determining language styles, and exploring examples of poetry as inspiration. Table 5 is another example of a writing poem.

From the examples of the design of writing rhymes and writing other literary genres, it can be observed that the design of the writing assignment as part of the assessment as learning is designed in stages so that students can learn to write by experiencing the process, not just producing instant writing. Self and peer assessment here plays an important role in this process to provide students with experience in learning from mistakes and making improvements while learning about the rules and writing style of the results of the assessment. During this writing activity, the teacher conducts an assessment process to find out the weaknesses and skills of students in writing, assesses the results of students' written work, and uses the results of student assessments on self and peer assessment.

4. CONCLUSION

Design assessment as learning in creative writing integrates concepts from the writing process, visual representation strategy, self, and peer assessment. All of these concepts are implemented in an integrated manner in guided writing activities for primary school students that are sustainable at each grade level so that students' writing activities can be evaluated properly by the teacher. In each genre, the teacher can also recognize students' abilities in certain genres, for example having the talent or interest in writing stories and other genres. This idea is discussed in this article, where the writing test design and assessment are carried out contextually and authentically from the prewriting to the publishing process. This writing process can help students explore ideas, create their work, and stimulate motivation in writing to eliminate the stigma of fear of being wrong or confusion when writing because each student is free to be creative in his writing while studying with guidance from the teacher according to the goals of creative writing itself. Besides, students who are involved in assessing either their writing or that of their friends can gain more meaningful experience in writing through the mistakes they encounter and the improvements they make. Teachers are expected to have good skills in understanding every structure and other linguistic elements of the children's literature genre in applying the

assessment as learning design in creative writing learning.

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