

Teaching Creative Writing Using Wiki Collaborative Learning in Higher Education

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Abstract—Teaching creative writing in higher education insists on students to be active during the learning-teaching process. The learning-teaching activity must adopt various teaching models interdisciplinarity. In doing so the discussion and framework of teaching creative writing using wiki need to be promoted. Wiki technology enables the documents to be made, shared, and edited among the users. Such a technology is represented by the model of *wiki collaborative learning* which is an ideal model to develop to encourage the students to achieve the students' writing creative skill. This model facilitates students to hold a discussion and collaboration in groups.

Keywords—teaching, creative writing, wiki collaborative learning, students, higher education

I. INTRODUCTION

Before accomplishing their study, students of higher education are obliged to write scientific writing. Besides the obligation of mastering the research methodology, they must be capable of narrating their thought clearly in the form of effective sentences. These sentences then form a coherent paragraph. In fact, writing skill cannot be separated from conducting research and reporting the research findings.

Creative writing class becomes the promising solution while the academicians are concerned to the students' writing skill which are still unsatisfactory. Creative writing does not always mean writing fictional story. Non-fictional story, such as narrative essay, can also be categorized creative writing.

... some nonfiction types of writing can also be considered creative writing. Memoirs and personal essays, for example, can be written creatively to inform your readers about your life in an expressive way. Because these types are written in first person, it's easier for them to be creative. (<https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html> accessed on April 2, 2018)

The capability of narrative essay writing is very helpful for the students to narrate their thought. And, the mastery of creative writing is really needed by the students. With such capability they can deliver their idea, for developing not only the left-side brain intelligent but also the right-side brain one.

The publication of scientific writing written by lecturers and students which is still low indicates the low of their scientific writing productivity. The number of their scientific publication which is still low, i.e. in the level of 92 under Malaysia, Nigeria, and Thailand. Every year

Indonesia is only capable of publishing 3,000-4,000 new books. In 1990 USA published 77,000 new books, West Germany published 59,000 new books, UK published 43,000 new books, Japan published 42,000 new books, and France published 37,000 new books. Other resource informs that the comparison between the number of newspapers and Indonesia population is 1:41.53, whereas in UK the comparison is 1:3.16, in West Germany is 1:3.19, and in USA is 1:4.43.

The data found above describe the low of writing skill competence of educated persons in Indonesia, including the students of higher education. The educated persons were not productive in writing their thoughts. They were just the oral culture followers. The oral culture is really paradoxical towards the demand of global modernity and the future tendency which is getting competitive. As a consequence, the cause of the low of students writing skill competence must be investigated in order to prevent the lost generation of educated persons in the future. Such a problem has close relationship with the recent system and culture of national education including higher education which needs to be constructively criticized.

The low of students writing skill mastery is caused by campus literacy culture which is not conducive. The society respect for the writing skill mastery is not proportional, both psychologically and economically, and writing teaching system which is not promising due to the lack of competent writing teachers or lecturers. Besides, the competence of students in writing, as well as in reading, is very poor. Indonesian students tend to listen and to speak rather than to read and to write.

Therefore, it is needed to discuss comprehensively about how to use *wiki* technology called *wiki collaborative learning* effectively in performing creative writing teaching and in evaluating creative writing competence. The model of creative writing teaching using such a technology need to be described completely.

The rest of this paper is organized as follow: Section II presents the notion of digital technology and andragogy. Section III describes the students as internet generation. Section IV describes the design of *wiki collaborative learning* model implementation. Finally, Section V concludes this work.

II. DIGITAL TECHNOLOGY AND ANDRAGOGY

Writing skill teaching has experienced some paradigm shifts as the result of some theoretical frameworks, empirical research findings, and state-of-the-art technology development. The shifts have caused the emergence of some teaching working frames which reflect the different conceptualization and the orientation towards writing teaching, i.e. structural model, functional approach, expressive approach, process-oriented writing, content-oriented writing, and genre-oriented writing [1].

The emphasis on social-constructivity approach recently on naturalistic teaching has influenced the discussion and practice in the writing field. The manifestation on this emphasis can be found on the editing process together with friends in collaborative learning. Some studies have explored theoretical claim of social-constructively approach in writing teaching [2]. This study in general suggests that collaborative learning offers the opportunity for the students to negotiate meaning, to build the knowledge together, and to improve language learning.

The hegemony of digital technology in the 21st Century has influenced the writing learning. This effect is reflected from the increase of technology usage in learning writing both classroom and digital application usage which is planned to support various writing aspect. Some researchers have investigated the influence of technology usage for supporting writing skill, and the influence of this technology instrument on student's orientation towards various writing tasks [3], [4], [5].

The need for learning innovation of creative writing in higher education is highly recommended to be fulfilled. One of the models which is hoped to be developed is the model of *online* learning with *wiki collaborative learning* model by utilizing the information technology. The innovation of creative writing learning using this model is very appropriate because recently the student's characteristics emphasize on the capability of exploration, expression, and exchange.

Theoretically the learning-teaching activity in higher education which involve students and lecturers is more appropriate to be categorized as andragogy rather than pedagogy. Adult learners have different extrinsic motivation comparing with children learners. Thus, the difference needs to be accommodated by presenting andragogy or the education for adult learners. It constitutes science and art for helping the adult to learn [6]. Adult learners tend to have extrinsic motivation for learning what they want to learn, and they know better what they want to learn [7]. Such condition actually can be utilized optimally by teacher by giving learning feedback for the teacher whose characteristic is more likely to be autonomous learning.

Wiki collaborative learning model is one of learning approach model which assumes the same opportunity for everybody to access and to contribute to the *online* learning system [8]. Furthermore, *wiki collaborative learning* which employs crowdsourcing provides collaborative learning system which can become an active contribution barter for the participants [8].

On the one hand, *wiki collaborative learning* is really needed, but on the other hand its implementation is rarely

conducted in the learning system whose basis is *online* or *e-learning* in Indonesia, especially by "insisting" on active contribution in the web in accordance with the recent condition of the higher education nowadays. The students are assumed to belong to net generation circle which are closely related to the information technology, especially web-based technology [9]. It is hoped that the implementation of the model can generate the stimulus which has already been owned as a potential in the adult learners [8]. Due to the availability of contribution which is interchangeable for its participants, both the learners and teachers, so such a model is more suitable to be implemented for the adult youthhood. If it is viewed from the psycho-social point of view, this circle has belonged to the period of searching partners not only to compete but also to collaborate.

The effective way which can be done by lecturers for using the technology of *wiki collaborative learning* in performing the teaching of creative writing and the evaluation of students creative writing competence needs to be discussed comprehensively. Besides, how to develop the creative writing teaching model using such technology in learning creative writing need to be described completely. Furthermore, the discussion about student's characteristic in higher education and the concept of online-based learning implementation, i.e. implementing *wiki collaborative learning* model in creative writing teaching, need to be described.

III. STUDENTS AS INTERNET GENERATION

According to Strauss and Howe, the author of *The History of America's Future, 1584 to 2069* [10], *The Fourth Turning: An American Prophecy* [11] and *Millennials Rising: The Next Great Generation* [12], man who are born between 1982 to 2005 belong to Y generation. In their book they explain the categorization of American generation year by year. X generation is those who are born between 1961-1981, whereas Y generation is those who are born between 1982-2005 which are known as millennium generation.

According to Howe and Strauss [12], the youngsters, or the students of higher education who are categorized belonging to Y generation, have special characteristics such as self-confidence, group orientation, conventional, achievement driven, and depression due to too many tasks. They prioritize the friendship relationship, so the technology is used to support the friendship value. They are open-minded towards their parents, comfortable with the parents moral teaching, and familiar with the rule and state-of-the-art standard in order that the life becomes easier. They are accustomed to being protected because they were born in 1990s; they are familiar to various ways to protect themselves, for example the obligation to wear helmet when riding motorcycle and to switch the lamps on not only at night but also in the daylight.

One of the special characteristics of Y generation is the familiarity of this generation to the internet, and so they are called net generation.

IV. DESIGN OF WIKI COLLABORATIVE LEARNING MODEL IMPLEMENTATION

This section presents the design of wiki collaborative learning model implementation.

A. Creative-Collaborative Writing

Although traditionally creative writing has the characteristic of being individualistic Hyland in [1] the emergence of social-constructively and pedagogic-collaborative have highlighted the natural characteristic of writing. As a result, creative writing is not merely seen as creative act of an individual Chin [13] and it has been related to the collaborative approach for writing. This study examines the perception of language class about the task of collaborative-creative writing or examines the interaction among students and the influence of various creative writing task concerning linguistic complexity. The collaborative writing is defined as co-authoring written text by two or more participants. Collaborative writing is the combination between process and product. The process insists on the active participation from all members during writing process including to produce idea, to negotiate structure, and to edit text; and, the product constitutes the result of this collaborative achievement. The collaboration does not include the distribution of independent task among the group members and the assembling of last product. Conversely, all participants in the collaborative writing tasks are involved in every stages of writing process [3].

Collaborative writing in the language class is supported by some theoretical frameworks. Social interaction and dialogue which are given in the collaborative writing task are supposed to be the basic principle of language teaching in the social theory especially about the second language acquisition. Long's interaction theory (1996) promotes that negotiation meaning episode which occurs in the communication disturbance can result sensible feedback, i.e. explicit and implicit feedbacks, and negative evidence. This episode helps the students of linguistics to recognize the gap in their interlanguage system and modify the product, and then it facilitates language acquisition [14]. Considering this theory, collaborative writing offers the opportunity for the linguistics lecturers to interact authentically in order to facilitate the language learning.

B. Wiki Technology

Web 1.0 technology has enabled higher education to use *online* teaching model which is frequently stated as *e-learning*. However, this teaching model can be said to be rather limited because there is just a reading approach in which the students can only read or take the materials of learning-teaching activity. The next development of web technology, i.e. *Web 2.0* technology, enables the users to access the content of World Wide Web and to share with the users who are invited actively to make the new thinking way collaboratively.

Wiki is a part of web technology which can be used to collaborate, to produce, and to share the content variously. *Wiki* is one of web technology which is inexpensive, and which enables students to access the vast knowledge sources. *Wiki* is well-known through Wikipedia website

(www.wikipedia.org) which enables the users to make, to share, and to edit the information in a distance about a topic for mutual advantage inexpensively. Wiki is stated as the collection of interrelated web pages which is made as an attempt to collaborate. Although there are some criticisms especially concerning with monitoring and validity of some contents, such problems can be overcome. It is due to the technology, which takes time to formalize and to standardize its practice and process, which is renewed continuously. *Wiki* offers the vehicle to build the existing knowledge and to enlarge the borders of knowledge.

There are many literatures containing the approval of scholars that wiki offers a new learning experience for the learners. In creative writing teaching, *wiki* is focused on the combination and collaboration in building the comprehension of more advanced creative writing in creating the conducive learning atmosphere of creative writing.

C. Implementation Design

Higher education in Indonesia is said to use *wiki* model in *online* teaching very rarely. This is caused by the paradigm of *e-learning* usage for the majority of students and also teachers. They tend to assume that *e-learning* is a repository of materials collection which is uploaded by teachers and downloaded by students. Such condition at last causes students to be skeptical towards *e-learning* usage and the implementation of *wiki* usage is failed. Cole [15] states that the failure of *wiki* usage implementation can be caused by the lack of incentive given to the students as the result of their active contribution in *wiki-based* learning. Besides, such failure can also be caused by the lack of socialization and the domination of teachers which can cause the students have apathetic attitude in the learning process [15]. The inner motivation of students, who have achieved achievement level, can only be achieved by the existing inner satisfaction which emerges due to the task accomplishment, the task which is getting difficult. Such kind of motivation should be generated in the students themselves, especially in the implementation of *wiki-based* teaching process. *Wiki online* teaching can be more participatory. It is because the teaching context in higher education scope is towards andragogy. One of innovation which is toward andragogy is by applying *wiki* model which adopt crowdsourcing-based teaching.

Crowdsourcing constitutes an open model for a group of society to accomplish a task, to solve a complicated problem, or to contribute a fresh idea to a certain topic [16]. By using this model, students are encouraged to use an activity which is similar and equivalent with the web-based social media in accomplishing the task or in solving the problem which is obliged to be discussed. As a result, students increase their intrinsic motivation in developing collaborative activity in the teaching process [17]. In its application, crowdsourcing has covered the range of vast area, from field of astronomy to the field of a t-shirt design. At the beginning this concept only focused on collaboration concept; nowadays this model has developed and become an evidence arena that creativity concept can also be applied with the collaboration model in this model. First, *wiki* is

only defined as a system which can form a group of knowledge in a set of interconnected web site through the making and editing of web site process Cole [15] nowadays, wiki can become a collaboration arena which is hoped to be able to develop the creativity of users in the creative writing teaching.

The implementation of *wiki* technology in the higher education scope in Indonesia is said to be rarely used and to invite many challenges in its implementation.

Topical issues of creative writing can encourage creative writing teaching and can help individual to develop a set of skills and competences which can facilitate and support their creative writing activities. Knowledge can be obtained in three ways: by experiencing directly, by observing both act and consequence of others, and by reading learning sources such as books, papers, etc. [18]. As an example, businessmen create very efficient ways to obtain knowledge and information they need to develop their business and to realize their vision. What the businessmen do can be included in experiencing, learning from others, learning autonomously, learning by reading, learning by holding conversation, learning in group, and learning by critical self-reflection.

Creative writing teaching for higher education students constitutes the teaching for adult learners which can be directed to obtain information, to discuss topically, and to develop the capability to critical and creative thinking toward topical issues. The teaching model of *online* creative writing whose basis is *wiki* can be a very appropriate model for adult learners teaching in developing the student's competence of creative writing. In the teaching of *online* creative writing teaching whose basis is *wiki* students are given vast and autonomous opportunity for giving some contribution to the problem or topic which become the main discussion. Students are faced towards topical issues in the main discussion of the learning-teaching activity.

V. CONCLUSION

From the above explanation, the conclusion can be drawn that the application of *online* teaching whose basis is *wiki* should not be faced skeptically although in its application, besides considering the context, needs a special treatment. The fact that generating student's motivation for applying the teaching process whose basis is *wiki* still needs some treatment cannot be ignored. The appropriate existing stimulus for the students in order not to be passive participants, the clear incentive for the active contributor, the consciousness of teacher's role importance in the teaching process whose basis is *online*, and the mental readiness for the teachers as facilitators who must also involve themselves with the students in the classroom constitute a part of agenda that must be applied.

Meanwhile, from the motivation's point of view, teachers must generate the student's curiosity as a new generation who are still involved with the various implementation of web-based technology in the collaboration process. Generating the student's intrinsic motivation in order to be enthusiastic in becoming active contributor is needed. Confirming the role division in each group by teachers by noticing the capacity and capability of

each students in the classroom is also needed. It is needed to be noticed that in teachers should comprehend the implication of constructivism principle in the *wiki-based* teaching process so such comprehension can stimulate the students to keep looking for the answer of various problems which is given in the teaching process.

It is still needed the availability of research phases which empirically involve experiment process and comparison contextually. In fact, the application of *wiki-based* learning process can be used not only to a certain scope but also to various places by using appropriate modification in accordance with the need and situation in which it takes place.

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