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Teaching Short Story Writing by Using You-Tube Video of Hemingway's *A Clean, Well-Lighted Place*: An Experimental Study

Ambar Andayani[1], Ahmad Munir[2], Jupriono[3]

[1]English Department, Faculty of Cultural Science, University of 17 Agustus 1945 Surabaya, Surabaya, Indonesia

[2]Postgraduate Program of Language and Literature Education, Surabaya State University, Surabaya, Indonesia

[3]Communication Department, Faculty of Social Science and Political Science, University of 17 Agustus 1945 Surabaya, Surabaya, Indonesia

Email address:

ambarandayani@untag-sby.ac.id (Ambar Andayani), ahmadmunir@unesa.ac.id (Ahmad Munir), juprion@untag-sby.ac.id (Jupriono)

Abstract: The demand of professionalism from graduates is insisted in industrial life, so big improvement on the skills of competences in English language becomes crucial to achieve the standards for it. Creative writing is a competence which makes learners have more imaginative mind, more inspirations and at once more professional with multi talent in writing and creativity. This paper purposes to explain an experimental study by using you-tube video of Hemingway's *A Clean, Well-Lighted Place* as the tool of materials in teaching short story writing. While the data will be taken from the skill of short story writing created by students from control and experimental groups, then they will be compared and analyzed in qualitative and quantitative methods. The design of assessment scoring scale criteria which rates setting, character, plot, theme expressions will be applied to compare short story writing skill. There are three aspects which inhibit the goal of short story writing class in previous studies. Those three aspects are unprepared design from teacher, lack of awareness and motivation from students and poor access of literature. This experimental research will be an alternative strategy in order to offer solution for those inhibitions. You-tube video of Hemingway's *A Clean, Well-Lighted Place* is a digital tool performing a short film which is effective and at once giving authentic materials, so students will get pleasure and feel enjoy with no anxiety, feel free to express ideas, and have more motivation in class. The tone in the film presents detail setting, so students get inspiration to create place and time of an event in their own story. The characters are lively, so students can observe the expressions to create their imaginary characters. For this case, when students can make their own story, they will get prestige which rises awareness. The dialogues in the film use colloquial words that make students feel easy to understand and from that model, students also get more simple way to create dialogues. In this case, the problem of unprepared design from teacher will be solved.

Keywords: Short Story Writing, Creative Writing, Film, Assessment Scoring Scale Criteria

1. Introduction

1.1. The Development in English Language Teaching

From traditional to modern education, there are many innovations and developments in English language teaching. Bachman's language competence model [4] divides language competence into organizational and pragmatic competences. Halliday categorizes 7 functions of language which cover instrumental, regulatory, representational, interactional, personal, heuristic, and imaginative functions [4]. Even though they have different version in expressing their argument, but there is similar stress that language acquisition does not mean about mastering grammatical and textual ones, more than that it is about the competences to control and manipulate language so learners can interact with their second language.

Pragmatic competence in language learning becomes more important since it plays the role in the practical life of the second language. In the phase of awareness at the need of competence on the practical life of the second language, the demand on authentic materials in English language teaching

arises, so it also means the demand of literature to be the materials of teaching. Literature provides wonderful source material for eliciting strong emotional responses from our students [11]. Literature which consists of beautiful words can make the class in a joyful atmosphere that indeliberate creates unfear feeling to the learners, so it also means the goal of the learning is achieved.

The more awareness of educators in understanding social phenomenon in the twenty first century, so the more critical in classroom discourse analysis, and from the revolution of mobile facilities in the current environment, therefore also the more conscious educators to get efficacy. In the same time, from the big revolution in technology, the demand of professionalism from graduates is insisted in industrial life. English language teaching also attempts to achieve the standards which are needed. For this case, the four skills of competences namely speaking, listening, reading and writing are improved for it.

1.2. Creative Writing in English Language Teaching

It begins with writing and speaking competences which are demanded for professionalism in industrial life. Revolutionary change in the 21st century proves that both competences are absolutely required at the workplace. Those competences are self-evident and they must convince to be achieved for future generation [8]. Many workplace communicative competence curricula are skills-based and rightfully so because the objective is to equip students with, e g., writing and speaking skills that they can readily apply when they go out to work [20].

Creative writing is now an established part of the curriculum in higher education, and most English departments have a poet, fiction writer, creative nonfiction writer, or playwright on their rosters [6]. Beginning from workshops on fiction writing, now it is easy to find prose writing, poetry writing and play writing in the curriculum of university.

In creative writing, students do productive skills [3]. Intellectual thought is acted when learners organize their original ideas into writing expression. The cognitive ability is needed in writing competence, since learners must express original ideas from their observation. Additionally, in the eastern world productive skills of language become very important in which students are demanded to understand good writing compositions [16].

Creative writing competence is a skill to manipulate imaginative function of language. Creative writing is about craft [6]. In creative writing there is a multi-modal competence which consists of cognitive ability, intellectual thought and creativity to create imaginary ideas, since types of creative writing include essay, fiction and poetry writing. Creative writing is an effective method in language learning which can sharpen learners' communicative skills [1].

1.3. Materials Development in Teaching Short Story Writing

Many previous studies in teaching of short story writing have been conducted through several strategies with various methods and materials. Further, when critical discourse analysis is applied in a classroom, a method of teaching becomes decontextualized, it is influenced by many factors covering what students and teachers hope as relevant social capacities, the institutional restrictions and requests, and matters related with the context of social culture where instructions are done [10]. The concept of decontextualized in a classroom is supported by argumentation that language teaching methods are reflections of the current sociocultural trend [17].

The first study in teaching short story writing is from Muthmainnah, in her article *Writing Short Story through Movie Learning Strategy*, she does an experimental research [15]. From the result of her research, she expresses that by using materials of movie, students understand more about the subject matter of writing short stories and are more focused on listening to information about short stories. The second research is from Melvita, in her article *Implementing unfinished story to complete it*, she also does class action research. In her findings she says that by implementing materials of unfinished stories, students will be trained to make their writing as good as possible through expressing their ideas and imagination and to develop their critical thinking and creativity in writing [13]. The third is from Sahmini and Priyanto with the title *Implementing behavioural approaches through literature engineering* [21]. In their research they do the experimental research by giving materials of literature engineering and the teaching method they apply behavioral approach to the students. In the result of the study, they claim students more skilled at writing with materials of literary engineering. Implementing a behavioural approach to write short stories through literary engineering makes learning take place lively.

From the above three researches there are some discussions which show a bit shortage from the process of their experimental research, especially for the very limited time for students to have more practices. To understand students' problem in creative writing class, some studies are found as the consideration to make better learning process of creative writing class. The first is from Pratiwi, in her article *The Analysis of Problems Encountered by Beginner Writer in Writing a Short Story: a Case Study in Creative Writing Class* [19]. In the result of her observation she finds 11 issues in total, namely plot, characterizations, theme, settings, point of view, grammar, sentence structure, word choice, distractions, writer's Block, and mood. Then she finds three aspects from the problems faced by students, namely the literature aspects, the technical aspects, and the students' self-perception aspect. The second is from Nugraha and Listyani in their article *Problems Encountered by Students in Online Creative Writing Class and the Solutions* [18], that they find 3 students' problems in online writing class, namely bad internet connection, students' motivation and teacher's unclear explanation.

For more critical to the creative writing class, there are also some suggestions from researchers. Mohammed mentions 3 suggestions in her article *Creative Writing from Theory to*

Practice: Multi-Tasks for Developing Majmaah University Students' Creative Writing Competence [14]. First creative writing multi-tasks should consider as the primary tool for building students creative writing. Second, to improve teaching methods in EFL writing classes, teachers should design assessment scoring scale criteria. Third, regular assessment and feedback should be used to assess students' creative writing products to put the students on the right track [14]. Other similar recommendations in different expressions are mentioned by El-Mahdy in his article *Developing Creative Writing Skills through a Short Story-Based Program* [7]. In this occasion he explains 4 recommendations. First teachers should train students on how to write creatively and provide them with the opportunity to use their imagination. Second teachers should allow students to express themselves and express their opinions freely without exercising pressures or providing specific written models to follow. Third students need to be aware of both writing and creativity skills in their writing to increase their fluency and help them to write flexibility. Fourth teacher should evaluate students' writings not only on accuracy but also creativity [7].

Parallel with the development of technology, educators get assistance from it then they get better strategy. Teaching professionally includes responsibility to have new ideas, cause an important change in the classroom and assist learners to attain their aims [5]. Authenticity of materials are constructed to expand triggering materials for learners [2]. In this case, giving material of tool of you- tube video of Hemingway's *A Clean Well-Lighted Place* is an ideal strategy, since it is close with authenticity by performing the play of artists of native speakers.

1.4. Research Questions

This research which is entitled *Teaching Short Story Writing by Using You-tube video of Hemingway's A Clean, Well-Lighted Place: An Experimental Study* will be conducted since the writer assumes that writing competence of English learners still needs many improvements, considering many failures happen in writing class. Creative writing is an alternative way to make learners have more imaginative mind, more inspirations and more joyful to write creatively, and at once more professional to have multi talent in writing and creativity.

For the choice of short story, the writer considers that short story writing tends to use more colloquial words compared to novel and poetry writing which therefore make students as the beginner of a writer can compose more easily. The genre of story is constructed on narrating events, and consequently events create the main elements in stories [22]. As theme, character, setting and plot are categorized as the essential elements in a story writing, so there are four research questions in this experimental study.

1. How is the comparison of score of theme expression between control and experimental groups?
2. How is the comparison of score of character expression between control and experimental groups?
3. How is the comparison of score of setting expression between control and experimental groups?
4. How is the comparison of score of plot expression between control and experimental groups?

Criterion	0	1	2	3	4
Text-structure					
Plot	No evidence of any structure	Minimal evidence of structure	Contains a beginning and a complication	Contains all plot devices.	Coherent, controlled and complete plot.
Character	Symbols or drawings that attempt to convey character	Only names of characters or gives their roles	Brief description of a character but lacks consistency	Characterization emerges through descriptions, actions or speech.	Details of characters are selected to create realistic characters.
Theme	Symbols or drawings that attempt to convey theme	Ideas of theme are simple and not elaborated on	ideas are developed and relate to the main story line	Ideas are Substantial and contribute to the story line	ideas are generated, selected and explore a recognizable theme
Setting	Symbols or drawings that attempt to convey setting	Only names the setting	Brief description the setting but lacks consistency	Setting emerges through description of place and time	Showing context which includes social environment, place, and time.

Figure 1. Assessment scoring scale criteria [21].

2. Discussion

2.1. Inhibitions Commonly Happened in Previous Studies

It can be concluded that there are three aspects inhibiting the goal in short story writing class of the previous studies. Those three aspects are teacher, student and literature aspect. From teacher aspect, there is unprepared design. From student aspect, there are lack of awareness and motivation. Then from literature aspect, there is poor access. The experimental research by using you-tube video of Hemingway's *A Clean, Well-Lighted Place* is an ideal strategy in order to give solution for those inhibitions. It is assured with the fact that texts of narrative need to be vivid, which are not as museum pieces, that finally it needs to be presented and performed [9].

2.2. A Film Is Enjoyable

You-tube video of Hemingway's *A Clean, Well-Lighted Place* is a short film which is produced in you-tube that can be watched anytime by internet. The duration of the film is about 15 minutes. Students are familiar with a film. Film is interesting to watch, students get pleasure which make them feel enjoy with no anxiety, and free to express ideas.

2.3. The Tone of the Film Gives Detail Setting

The film of Hemingway's *A Clean, Well-Lighted Place* has background of music. The tone is suitable with the setting which can present vivid imagination for the students to have inspiration to create imaginary ideas. The tone also gives detail setting and atmosphere so students can observe vivid places and time of an event. This observation can make students to have inspiration to make a story.

2.4. The Characters Are Lively

To become a good writer, students must do an observation. It is observation about human life, like psychology, social phenomenon and culture. The characterization in the film is lively. The expressions of the characters explain the conflict and the resolution of the story. It finally can give inspiration for the students to create a theme or moral value.

2.5. The Dialogues Are Colloquial Words

Students are usually lazy to read a short story, especially when they find unfamiliar or difficult words that they do not understand. In the story of Hemingway's *A Clean, Well-Lighted Place* there is a quotation which does not use English language.

> Some lived in it and never felt it but he knew it all was nada y pues nada y nada y pues nada. Our nada who art in nada, nada be thy name thy kingdom nada thy will be nada in nada as it is in nada. Give us this nada our daily nada and nada us our nada as we nada our nadas and nada us not into nada but deliver us fromnada; pues nada. (Hemingway, 1933)

Nada is an accent from North America that means nothing. In this case, if learners only read the short story from the text book, they certainly feel confused to understand the meaning. The dialogues in that video, even though showing one dialogue of North American accent but the other ones are colloquial words with ideal intonations from native speaker so that optimal condition gives better impact in making them easy to understand, hence those dialogues can give more simple way for students to create their own ones.

2.6. The Assessment Scoring Scale Criteria

This experimental study will compare the skill of short story writing between students in control and experimental group. As Lazar, in his book entitled *Literature and Language Teaching* [11] he has ever expressed his idea about the concept of a short story.

> A short story tells of one event in a very concentrated way. It's about people who don't really exist. It describes something at a moment of crisis. It has a plot, and characters who are somehow connected with each other [11].

Another statement of the concept of a short story is from Lewis, in his book entitled *Teaching the Short Story* [12].

> Short story should include setting details, development of at least one character through the character's words, thoughts and actions, a problem or conflict, a resolution, a conclusion or what happens after climax, snapshots or things for the reader to visualize, characters' thoughts, dialogue [12].

Based from both concepts defined by Lazar and Lewis, it can be determined in this study that students' short story writing must show the basic ones include the expression of theme, setting, character and plot, in which the assessment of them can be designed as the model on figure 1.

3. Conclusion

The research in teaching short story writing by using you-tube video of Hemingway's *A Clean, Well-Lighted Place* is an experimental study. This study will compare the skill of short story writing between students in control and experimental group. There are three aspects which inhibit the goal in short story writing class of the previous studies. Those three aspects are unprepared design from teacher, lack of awareness and motivation from students and poor access of literature. This experimental research is an alternative strategy in order to give solution for those inhibitions.

You-tube video of Hemingway's *A Clean, Well-Lighted Place* is a short film, so students get pleasure which make them feel enjoy with no anxiety, and free to express ideas. The tone in the film presents detail setting, so students get inspiration to create a place and time of an event. The characters are lively, so students can make observation on the expressions of the characters to create their imaginary ones. The dialogues in the film use colloquial words that make students feel easy to understand and from that model, students also get more simple way to create dialogues of their own story. The design of assessment scoring scale criteria which rates setting, character, plot, theme expressions is applied to compare short story writing skill between control and experimental group.

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