STUDENTS’ CREATIVITY IN WEB-WRITING 2.0: AN EXPLORATORY CASE STUDY

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Abstract: In 21st century language learning, digital literacy has been perceived as one of the important skills that must be mastered by students. Utilizing social and online media for language learning is considered as one of the proofs of students’ digital literacy skill. Writing 2.0 as one of the digital literacy skills gives students lots of opportunities to build creativity. The online media such as a blog, Facebook, Twitter, Wattpad gives students a place to express their idea, perception, expression and thought through writing. Therefore, this study aims at investigating students’ creativity in writing 2.0. Four students who do writing 2.0 from English Department of one university in Tasikmalaya become the participants. An exploratory case study was used as a research procedure through applying documentation and interview as data collection. In analysing the data, this study uses paradigmatic analysis by categorizing and classifying creativity from linguistic perspective. The result shows that students’ creativity in writing 2.0 can be perceived in two ways; in formal level and semantic level.

Keywords: Writing 2.0, Digital Literacy, Creativity Case Study

INTRODUCTION

The development of technology gives lots of impact on the way people learn a language. Technological tools and media such as computer, internet or even smartphone have lots of contribution in shifting the way we learn language. People from the last decade tend to bring paper-based tools as the source of learning. Later, in the era of web 1.0 people can get any source of learning from internet only by reading or retrieving it. While in the era web 2.0 people not only can get and retrieve the information as the source of learning but they also can create and share the information. (Lomicka & Lord in Wang, 2010)

As the shifting occurs, learners tend to follow the rules of digital era. Although the positive impact can be found from them, the negative one also cannot be neglected. Therefore, the learner needs the skill of digital literacy as the ability to view, select, retrieve and share all the information in online media. Eshet-Alkalai (2004) defines digital literacy as a survival skill in the digital era. It constitutes a system of skills and strategies used by learners and users in digital environments. In addition, it involves more than the mere ability to use software or operate a digital device; it includes a large variety of complex cognitive, motor, sociological, and emotional skills, which users need in order to function effectively in digital environments. Therefore, digital literacy is considered as one of the important skills in language learning so that learner can use the media effectively and wisely.

Having digital literacy for utilizing web 2.0 facilitates people to learn language easily. They can do lots of thing regarding language skills; especially for writing. The media of web 2.0 such as blog and social media often gives people a place to express their mind, emotion, and idea into words. Blogs and social networking sites provide new opportunities and incentives for personal writing. (Jones: 2008) In addition, Eshet-Alkalai (2004) states that these new and unlimited possibilities for reproducing and distributing digital information have opened new horizons for scholars and artists, but they have also required the development of a new set of criteria for originality, creativity, and talent in art or academic work. Mentioned previously, creativity becomes one of the criterions of having a good digital literacy skill.

Tin, et.al (2009) see creativity from the linguistic perspective as something that connected with language play. Furthermore, Cook (2000) sees language play as ‘natural’ and important in L2 learning, and he defines language play both at a formal and at a semantic level: at the formal level, there is play with sounds, words, and grammatical structures to create patterns. At the semantic level, there is play with units of meaning, connecting them in unusual ways to create imaginary worlds.

In the last semester of creative writing, it was found 4 students who are engaged in web-writing 2.0. Their interests in digital tools, social networking, and writing give them the opportunity to use the target language as their writing. Digital poetry, fan-fiction, short story, and so on are the creative working which might be possible for them to use language play as their creativity. Therefore, this study aims at investigating student’s creativity in web-writing 2.0. The questions emerging are (1) what are the networking media used by the students? (2) What kind of literary working do they write? (3) What are the creativities emerging from their writing 2.0?

LITERATURE RIVIEW

Web-Writing 2.0

The trend shifting from web 1.0 into 2.0 has given lots of change in learning language. Trends in the use of the Internet in recent years, collectively coined Web 2.0, have precipitated changes in modes and uses of writing online (Godwin-Jones 2008) The new role of students is as content producer rather than content consumer with the emergence of Web 2.0 (Daud and Zakaria 2012).

Mansor (2012) claimed several new paradigms as the result of this shifting phenomenon. The shifts are:
(1) the control of material in the hands of end users rather than the developer (2) the creation of online learning communities that organize and facilitate learning for their members, and (3) the increase in availability of tools and services that are accessed directly through a Web browser rather than residing on the user desktop.

In addition, Ferdig & Roehler, 2003 in Daud define web 2.0 is an innovation in the application of Internet technology that enables users to be more creative, more involved, and easy to relate to each other. In addition, blogs and social networking sites provide new opportunities and incentives for personal writing. (Godwin-Jones 2008). Blog and social network as one of the products of web 2.0, give people space to be creative, especially in writing since the users are the controller and also the creator of the content.

Creativity from Linguistics Perspective

Tarone in Tin (2009) sees creativity from the linguistic perspective as something connected with language play. It is defined as linguistic codes derived by a small set rule from a language common use in a particular speech community. (Sherzer in Cook, 2000). While Tarone in Tin (2009) defined creativity from linguistics perspective as the expression of the speaker’s or writer's creativity in ‘deliberately, consciously choosing to violate normal expectancies of language use by playing off different varieties against one another, for the sheer purpose of enjoyment and entertainment’.

Cook (2000) sees language play at two levels, at a formal and at a semantic level: at the formal level, there is play with sounds, words, and grammatical structures to create patterns. At the semantic level, there is play with units of meaning, connecting them in unusual ways to create imaginary worlds. In addition, Maybin and Swann (2007) convinced that much of the focus here is on poetic forms in everyday discourse: the manipulation of linguistic form—rhyme, word play, metaphor, and other figures of speech. This is defined as the expression of the speaker’s or writer’s creativity in ‘deliberately, consciously choosing to violate normal expectancies of language use by playing off different varieties against one another, for the sheer purpose of enjoyment and entertainment’.

The method used in this research is an exploratory case study since the phenomenon happens within the creativity existed in students’ web-writing 2.0. Yin (2003) claims that case study investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

Participants of this study were four students of English Department of one university in Tasikmalaya who actively use web-writing 2.0. They consist of two males and two females in their early twenties.

In collecting the data, documentation and interview were both used. Documentation aims at collecting students’ writing on their web 2.0 platform. While the unstructured interview was used as a complementary data. The analysis was done using paradigmatic analysis in which Barkhuizen et al. (2014) state that paradigmatic analysis is largely a matter of categorization and classification, in which particular instances of phenomena are linked to more general concepts. It indicates that the analysis will be done using categorization of linguistic creativity based on language play (Cook 2000).

RESEARCH FINDINGS

The findings of this research consist of three parts. The first one is media used by the participant, the second one was kind of web-writing 2.0 they did, and the third is the creativity they did in web-writing 2.0.

Media Used in Web-Writing 2.0

Based on the interview done for each participant, the following table shows the media used by the participants.

<table>
<thead>
<tr>
<th>Name</th>
<th>FB</th>
<th>Blog</th>
<th>IG</th>
<th>Wattpad</th>
<th>Allpoetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
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<td>P2</td>
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<td>P4</td>
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</table>

The table shows that most of the participants use Instagram, the reasons were various. Simplicity is the main reason why most of the participant use Instagram for their writing. In addition, participant 4 said

“I usually used hashtag to make people who don’t follow me can read my poetry, even though sometimes the hashtag is random” (translated interview via Whatsapp)

Utilizing hashtag was one of the idea of participant 4 to gain the reader, even though they do not follow his account. While participant 1 and 4 added that Instagram and Facebook can be linked together. Therefore, whenever they posted something on Instagram it also will be linked to Facebook.

Participant 4 is the only one who doesn’t use Instagram as the media. Based on the interview he said

“Wattpad is more interesting, it has so many users. The application is also available for Android and iPhone, so it would be simple to open or create the story” (Translated Interview via Whatsapp)
Allpoetry is one of the biggest websites for poets around the world. Participant 1 uses this application as the place to share her poetry and got any comments from expert poets and also new poets. Besides, she also can read and give comments to the other member’s poetry.

**Literary Work Done in Web-Writing 2.0**

There are so many kinds of writing that can be done in web-writing 2.0 including writing a status on Facebook timeline, creating meme, and so on. Here are the web-writing 2.0 done by participants.

| Table 2. Literary Work done in Web-Writing 2.0 |
|----|----|----|----|----|
|    | Fb | Blog | IG | Wattpad | Allpoetry |
| P2 | Poetry |    |    |    |    |
| P3 | Poetry | Diary |    | FF |    |
| P4 | Poetry |    |    |    |    |

**Creativity in Web-Writing 2.0**

Cook (2000) states that creativity from linguistics perspective can be seen from language play used by people. There are two level of creativity; formal level and Semantic level.

**Creativity in Formal Level**

In formal level, there is play with sounds, words, and grammatical structures to create patterns. Therefore, the play was classified into several categories, they are (1) rhyme, (2) alliteration, (3) repetition, and (4) Acrostic pattern.

Rhyme was found on the poetry made by the participants. Rhyme is the same sound found at the end of the line for poetry or sentence for prose. Rhyme can be existed in a sentence or within a sentence. Below is the rhyme within a sentence/line. The first line of the third stanza

“Once we meet, All time hope we meet”

The word meets in the line showed that the rhyme exists in within a line. The word meet getting the same rhythm to the line.

The other rhymes are shown in the figure below. Three participants use rhyme at the end of the line. Participant 4 uses A-A-A-B form for the end of the line with syllable –it. While participant 2 uses A-A-B-B-B pattern with –on syllables in the first and the second line, while the sound /u/ for the third and the third, the fourth, and the fifth line. Different from the previous one, participant 1 uses the same sound for each line with the pattern A-A-A-A even though the first and the second got the –s addition for it.
Alliteration

Alliteration is the same sound for the beginning of the words. In the figure above, it can be seen that participant 2 uses the word A as in an, A as in apple and I as in I. Therefore, in the first stanza the pattern was a, a, i. And it continued to the other line. While participant 1 uses the alphabet l and t as in the word little thing. Readers can see the words “little thing” are repeated and being rhymed in the poetry.

Repetition

It is usually done to strengthen the statement. Participant 1 uses repetition in her poetry. The line is “So it will be such a black hole So it will be such as black hole”.

Figure 2. Rhyme in the End of the Line

Figure 3. Alliteration

Figure 4. Repetition
Acrostic Poetry
The result showed acrostic poetry among 4 participants. Below is the figure of it. The poetry forms a specific word down line. The poetry below forms the word DALLIA.

![Acrostic Poetry](image1)

Figure 5. Acrostic Poetry

Creativity in Semantic level
In semantic level, language play is used in the play with units of meaning, connecting them in unusual ways to create imaginary worlds. Therefore, I classify them into (1) metaphor, (2) personification, (3) simile, and (4) onomatopoeia.

Metaphor
Metaphor is usually used to describe thing as another. In participants’ web-writing 2.0, I found them using metaphor.

![Metaphor](image2)

Figure 6. Metaphor

Participant 3’s poetry used the sentence “I am the warrior’s son” to show his strength as a man. While participant 1 used metaphor for the line “the man who will be my Nil” meaning someone who can be her place to turn to, to share to, etc. in another poetry, participant 2 used metaphor in line “I am the bluemoon You leave me in the afternoon” It describes herself as a bluemoon, the person who is being left by someone, because the next line she wrote the afternoon as the clue.

Personification
Personification is usually used to describe a non-human thing acts as human. I found participants used personification in their writing. The figure below shows their web-writing 2.0.
In the acrostic poetry, participant 1 wrote “hundreds of white lilies are dancing.” While in another poetry, she wrote “your attitudes are colouring me.” Those lines (consisting lilies and attitudes) showed non-human are doing something just like human. In the other writing, I also found the line “these eyes are getting naughty” imagining as the eyes are acting something.

Simile
Language play often uses simile as the creativity. It is comparing one to another thing, usually used the word like or as. In the poetry Big by participant 1. She used simile in the line. She compares the word question as a dream and ant. the simile of the poetry is as follows;

“like a dream in every night
Or maybe ants in every tart”

In another poetry, she wrote “when your head is spinning like a big tornado” she compared her dizziness head to a tornado. While participant 2 wrote “it will come back again like a bright star”, a comparison of bright thing and the star.

DISCUSSION
This study reveals that students have digital literacy as one of survival language skill in this era. They utilize online media such as Facebook, Instagram, Wattpad and Blog as their platform for learning foreign language. It is in line with Eshe-Alkalai (2004) stating that digital literacy it involves more than the mere ability to use software or operate a digital device; it includes a large variety of complex cognitive, motor, sociological, and emotional skills, which users need in order to function effectively in digital environments. The present study showed that five students are actively using web 2.0 as their learning platform, especially in writing. Another word, their engagement in web writing 2.0 represents their digital literacy as language skill mastered in this current age.

In addition, it is also found that through web-writing 2.0, students’ creativity can be found in their language play both in formal and semantic level. (Cook; 2000) & (Tin; 2009) which can be shown by student’s various kinds of writing such as poetry and short story to share some entertaining yet creative process of writing.

Creativity from linguistic perception has been seen as the ability to use language play in writing. (Cook 2000) it also happened in the process students’ web-writing 2.0 as they wrote poetry using some figurative speech such as metaphor, simile, personification, etc.

CONCLUSION
The current study in which 4 students actively engaged in writing 2.0 showed some creativity. From the linguistics perspective, creativity can be seen in the...
writing’s language play. Various language play such as metaphor, simile, alliteration, and also personification was used in their web writing 2.0. In conclusion, this study showed students’ creativity in both levels in formal level and also in semantic level.

REFERENCES