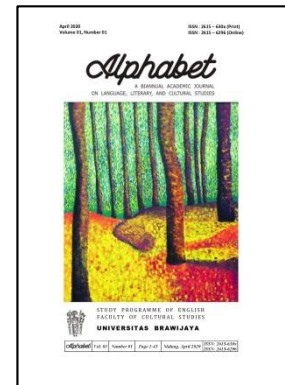


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Mini Magazine as an Elicitor to Enhance Students' Creativity in Writing

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Alphabet / Volume 03 / Number 01 / April 2020, pp. 6 - 17
doi: 10.21776/ub.alphabet.2020.03.01.02, Published online: April 2020

How to cite this article :

Astuti, Y. & Wulandari, I. (2020). Mini magazine as an elicitor to enhance students' creativity in writing. *Alphabet*, 03(01), 6-17. doi: 10.21776/ub.alphabet.2020.03.01.02

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ISSN: 2615-630X (print)

2615-6296 (online)

Vol. 03, No. 01

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Abstract

Expressing ideas in the form of written expression is usually challenging for many students in ESL/EFL classes. Along with the acquisition of the second language (L2), to write in L2 students might experience some social and cognitive challenges. For instance, Students may have little confidence to write in L2 compared to that of their first language. Moreover, language proficiency in L2 adds on to the quality of good writing. Some quandaries may contribute for this situation, in writing; students may face common issues such as: grappling with grammar aspects, choosing the appropriate vocabularies, coping with punctuation and mechanics, making coherence and cohesion, and generating ideas (Al Badi, 2015; Younes & Albalawi, 2015). Thus, the researchers are going to stimulate thdents' creativity in writing via mini magazines to help students in generating their ideas and sharpen their writing skills. By assigning the students to make mini-magazines, the researchers believe that it will have a positive impact on the students' writing skills and language proficiency.

Keywords:

Mini Magazine, Student's Creativity, Writing

Expressing ideas in the form of written expression is usually challenging for many students in ESL/EFL classes. Along with the acquisition of the second language (L2), to write in L2 students might experience some social and cognitive challenges. For instance, Students may have little confidence to write in L2 compared to that of their first language. Moreover, language proficiency in L2 adds on to the quality of good writing. Some quandaries may contribute for this situation, in writing; students may face common issues such as: grappling with grammar aspects, choosing the appropriate vocabularies, coping with punctuation and mechanics, making coherence and cohesion, and generating ideas (Al Badi, 2015; Younes & Albalawi, 2015). These give extra

pressure for the students. Meanwhile, writing skills need to be consciously trained and take much time to practice, to have a well-composed, developed and analyzed written ideas.

Writing skills is unique compared to other language skills. In writing, students need to have the ability to tell or represent their ideas or any pieces of information in the form of any text genres, namely narratives, descriptive, expository, or argumentative. Thus formulating new ideas can be tricky since transforming or reworking information on written pieces is a way more complicated compared to express ideas as it is in telling (Myles, 2002). Before the ability to present ideas in a written form,

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students are supposed to be equipped with some inputs and trained in how to start good writing. An organization, language use, and writing mechanics are required to be mastered by the students. As it is supported by Ellis (1997) that in any second language learning context, there should be two prerequisites given to the classroom: L2 input available to the learners and a set of internal mechanism to account for how L2 data are processed. It applies to any ESL/EFL learning context worldwide.

Similarly, for the context of writing in the L2 class in the Study Program of English of Brawijaya University, Indonesia, students in the writing class also encountered common hurdles in how to compose a good piece of writing. Particularly students who enroll for *the Writing Class* have one of the obligatory writing subjects, which is instructed by the curriculum in the Study Program of English that is Genre-based Writing. They also are facing similar writing obstacles in writing, which are overcoming difficulties in tackling writing skills and increasing language proficiency. This issue has been one of the concerns of pedagogical writing. Therefore, as it is suggested by Myles (2002) that L2 writing instructors should create an educational writing class that combines both strategy and language skill development when working with students; eventually, this will help students to progress not only in their writing process but also on their linguistic repertoire.

In line with the ideas above, this study explores on providing a strategic development for the students of *Genre-based Writing Class* as an input on how to generate ideas and build their creativity to produce any written text. Being creative enables a student to generate ideas more effectively as a part of developing a writing strategy. The researchers stimulated the students' creativity in writing via mini magazines to help students in generating their ideas and sharpen their writing skills. The choice of making mini magazines as the students' final project is under some consideration. The magazine appeals to

younger people. It has a "life span" more extended than that of a newspaper. The content of the magazine is usually concise and easy to digest. It can cover many topics that are also popular throughout television and any other social media platform. The magazine allows a broader scope of coverage for instant culture, sport, pop art, lifestyle, tourism, health, and other aspects, etc. The magazine helps readers developing reading skills and expanding vocabulary. The articles presented in the magazine stimulate the opportunity for meaningful discussions. (United Readers' Service in slideshare.com)

By assigning the students to make mini-magazines, the researchers believe that it can have a positive impact on the students' writing skills and language proficiency. Since based on the researchers' experiences on her daily basis as professional writing L2 teachers, have found that students in her classes are having difficulties in generating ideas for writing composition. Lacking skills in generating ideas let them struggling in representing their pieces of written expressions.

Moreover, the students lack knowledge related to coherence, cohesive devices in their writing. Some of them also have difficulties in grammar. Then, most of the students lack creativity in developing their writing since they rely on their teachers' instructions, explanations, and feedback, as it is supported by Fareed et al. (2016) research. They mention that the ESL students' writing skills face some problems related to vocabulary and grammar aspects, coherence, and cohesive matters. Besides, they have difficulty in generating ideas.

Upon completing this research, it is expected that the results of this study can be used as one of the additional resources for the teaching and learning of writing courses in the Study Program of English. Further, it is aimed to equip and empower the student to be more confident in composing, developing, and analyzing any piece of writing by having improved writing strategies as well as writing proficiency in L2.

Research Problems

This research attempts to explore writing classroom activities to the fourth-semester students of the Study Program of English Faculty of Cultural Studies, Brawijaya University, Indonesia, who enroll in the *Genre-Based Writing Class*.

To be more specific, the research problems are elaborated as follows:

1. What is the student's perception of mini-magazines as a stimulator in writing?
2. How does the students' creativity in writing?

Objectives of the Study

The goals of the study are expected to give contributions in the following areas: First, to analyze the student' perception toward mini magazines as the stimulator in writing. Second, identifying the students' creativity in writing. Third, having the opportunity of introducing a new teaching strategy in writing subject as a part of the curriculum content of the Study Program of English, Faculty of Cultural Studies, Brawijaya University, Indonesia.

Significance of the Study

Upon completing this research, it is expected that the results of this study can be used as one of the supplementary resources for the teaching and learning of writing courses in the Study Program of English. Further, it is aimed to equip and empower the student to be more confident in composing, developing, and analyzing any piece of writing by having improved writing strategies as well as writing proficiency in L2. It is also expected that these current study findings will contribute to the richness of pedagogical writing for ESL/EFL context.

Review of Related Literature

Creativity plays a crucial role in technological advance, in the social and behavioral sciences, and the humanities and arts (Dudek , 2003, cited in Tok and Kandemir, 2015). Be-

sides, because of its role in innovation and entrepreneurship, creativity has become one of the critical concerns of organizations and businesses (Runco, 2004, cited in Tok and Kandemir, 2015). While Anderson (1965, cited in Muthusamy et al., 2010) says that creativity the emergence of something unique, exceptional, and original. In the field of ES/EFL, creativity in education matters is considered more of a tool rather than a gift or unique ability. Thus, creativity in language can be determined.

Various researchers propose many different definitions of creative writing. Boden (2001) mentions that creativity is the ability to come up with new ideas that are surprising yet intelligible and also valuable in some ways. The reflection of the creative aspects of the students can be seen mostly in the texts they produce in their writing. Moreover, Craik and Lokhart (1972, cited in Tok and Kandemir, 2015) define that creative writing aids language development at all levels; grammar, vocabulary, phonology, and discourse.

Mainly for the sake of this current research, the researchers are going to focus on exploring creative exercises in writing by giving project-based learning - making mini magazines to help students generate ideas and exploring their creativity in writing. As it also supported by Burke & Tinsley (1990) who mention that writing activity can be implemented in some form of creative activities, for instance, composing short stories, poem writing, fiction or non-fiction writing

Magazines

The definition of a magazine today is worded by the Oxford English Dictionary Online as, "A periodical publication containing articles by various writers; chiefly, a periodical publication intended for general rather than learned or professional readers, and consisting of a miscellany of critical and descriptive articles, essays, works of fiction, etc." Another meaning of magazine based on Collin's dictionary is that a magazine covers a publication with a paper cover which is issued

regularly, usually every week or every month, and which contains articles, stories, photographs, and advertisements. Moreover, Ma (2003) also defines that "the magazine is a medium for other mediums. The magazine today is a presentation of any combination of articles, poetry, reviews, fiction, artwork, photography, etc."

Some function of magazines are; 1) surveillance functions (careful watch kept on someone suspected of doing wrong): provides information about the society and developments taking place, 2) correlation functions (mutual relationship or connection): interprets the new policy-new opinion, 3) cultural transmission functions: educates people on cultural values, and 4) entertainment functions: enjoyment and relaxations. (www.answers.com)

Previous Studies

The researchers have investigated two previous studies within a similar area, which is, writing in ESL/EFL issues. The first study was conducted by Muthusamy et al. (2010) entitled: *Enhancing ESL Writing creativity via Literature-Based Language Instruction*. The study discussed the results of a quasi-experiment in which a literature-based language instruction was incorporated in an ESL writing class to evaluate the language creativity of students' essays. Descriptive and inferential statistics showed that literature-based language instruction could help students develop creativity in writing class. Literature helps the students to expand their linguistic and cognitive skills, cultural knowledge and sensitivity, unity in diversity.

The second study was conducted in 2015 by Tok and Kandemir, *Effects of Creative Writing Activities on Students' Achievement in Writing, Writing Dispositions, and Attitude to English*. The study was conducted in a state secondary school in the city center of Denizli, Turkey. This experimental study investigated the effect of using creative writing activities on 7th-grade students' achievement in writing skills, writing dispositions, and their attitude to English. The results showed that the students' achievement in writing skills increased after the experiment.

It indicated that using creative writing exercises has a positive effect on writing the students' achievement.

Upon presenting the review of the studies above, the researchers of this current research can see that the researchers are in the same vein and as the existing complementary research in investigating ESL/EFL students' issues in writing class and promote some modifications to enhance the quality of their writings. However, some comparisons can be stated here regarding research, for example, research methods, research procedures, and modification strategies to the students. Different from the study conducted by Muthusamy et al. (2010). The present study was not a quasi-experiment to the students of writing class to see the different results on the improvement toward the methods of writing modification, instead of in the current study implemented strategy development in writing skills for all the participants in the writing class. Since the aim of this study was to explore writing classroom activities via making mini magazines as an innovative writing product to boost the students' creativity in writing. Meanwhile, the present study had a similar proposal to the first previous study, in improving the quality of the students' writing, through a guided mechanism. The former used Literature-based language instruction and the latter used mini magazines- project-based learning.

To the study conducted by Tok and Kandemir (2015), the present study used a descriptive qualitative one instead of the experimental study as the research design since the present study provided the reality faced by students in writing class. Both studies also proposed a modification of both mechanic and linguistic aspects in students' writing. However, Tok and Kandemir's study did not implement a guided mechanism as it used in the current study. This was considered as a gap-filling from the two previous studies.

Thus, the present study would be very beneficial to be conducted for a local context in the Study Program of English Brawijaya

University, which relatively had similar characteristics EFL students as to that of EFL students in Malaysia and Turkey. Despite the differences, all the studies had the same teaching and learning context, which is the ESL/ EFL writing class.

METHOD

Research design

This study employed a qualitative research design since the data obtained would be explained descriptively. This research aimed to understand the "complexity" of the data (Kervin et al., 2006, p.35) through interpretation and reflection to establish the meaning (Cliff, 2012). The data were gathered through questionnaires. The data obtained were analyzed using a qualitative approach. Moreover, Patton (2002) defined qualitative research as an attempt to understand different interactions in a particular situation. It is further explained that the purpose is not necessarily to predict what might happen, but rather to understand in-depth the characteristics of the case.

The subject of the Study

The target population of the study was 31 undergraduate students majoring in English at Study Program of English, Faculty of Cultural Studies, Brawijaya University, Indonesia, who are taking the Genre-Based Writing course. In this study, the sample used a purposive sampling technique. Cliff (2012) said that purposive sampling is conducted to meet the aim of qualitative research, which is describing occurrences in a particular setting. In recruiting the sample, a qualitative researcher might "use his or her judgment as to which segments should be included" (Charles & Mertler, 2002, p.151).

All participants in this study were enrolling in the Genre-Based Writing course in the academic year of 2018/2019. They were in the fourth semester. There were 31 students in the class as the sample of this research. Roscoe (1982:253), as cited in Sugiyono (2014:90), mentioned that a good sample in research is from 30 to 500.

Data Collection

As Cliff (2012) stated that there is no strict parameter to choose a particular technique; some data gathering techniques which are applicable for qualitative research can be in the form of observation, interviews, and document analysis. The data for this research were collected from the document analysis and questionnaire.

The document analysis covered the results of the students' mini-magazines that were explained descriptively. The researchers used creative writing rubric to evaluate the students' writing in their mini magazines. Then, the questionnaire was developed to get information about the use of mini-magazines that can stimulate the student's creativity in writing to help the students in generating their ideas as well as in producing writing works. Before the try out of the questionnaire, it would be validated by a TESOL expert. After the instrument has been developed, this questionnaire would be distributed to students in the chosen Genre-Based Writing class at the Department of English Language and Literature, Faculty of Cultural Studies, Brawijaya University, Indonesia. For the mini-magazine would be assessed by a parameter in the form of a creative writing rubric, which covered for components, namely: the image, the characterization, the voice, and the content adapted from Mozzaffari (2013).

Data Analysis

Having the data obtained, the researchers would analyze those data in the following steps:

1. The data taken from the document would be used to answer the research problems.
2. Concerning the data obtained through the questionnaire, the results would be used mainly to answer the research problems.
3. Interpreting the results of the document analysis and questionnaire.
4. After the analysis made, the researchers drew a conclusion based on the findings of this research.

RESULTS

Findings

This section presents the finding of this study which includes a questionnaire on the students' perception toward the implementation of creating mini-magazine in writing class as their final project and the score of the students' mini-magazine as their final project. The mini magazines were scored by using the creative writing rubric adopted from Mozaffari (2013).

The result of the questionnaire on the students' perception toward the mini-magazine

Students' general responses regarding the final project were derived from the questionnaires distributed among them. The questionnaires consisted of open-ended questions designed in such a way to encourage answers using the subjects' knowledge or feelings. The responses covered students' opinion regarding the use of the final project: mini magazine in general, the advantages of making mini-magazine, the disadvantages of making mini-magazine, students' suggestion in using mini-magazine as the final project, and students' opinion on whether they agree on the given final project: mini magazine in their English writing class. Besides, the students were also asked about their experience related to their performance in the creative writing experience.

The following are the tables of students' responses to the questionnaires and the highlight for each point.

Table 1. Mini magazine as a learning activity in the English language class

No.	Opinion	Frequency
1	Creative activity	10
2	Interesting activity	5
3	Good activity	4
4	Challenging activity	7
5	Fun activity	5

In response to the first question regarding the mini-magazine as a learning activity in writing class, the answers varied, and all of the students enjoyed doing the activity. Students believed it could stimulate creativity and improve their writing skills. These answers were given by 10 students, respectively. Then, 7 students found that the final project- a mini-magazine could challenge and motivate them to be productive in writing. Besides, 5 students were saying that it was interesting.

Moreover, 5 other students mentioned that making mini-magazine was a fun activity. 4 students found that the final project was an enjoyable activity. In conclusion, the activity was useful. The students could be challenged by providing a wide range of artworks in creating the mini-magazine. All students gave positive responses stating that the final project was useful, exciting, and challenging. Therefore it could boost their imagination, creativity, and productivity in writing.

Table 2. The advantages of the mini-magazine used as a learning activity in the English language class

No	Advantages	Frequency
1	Improve the writing skill	8
2	Give new knowledge of making a magazine	6
3	Collaborative work (learn how to work as a team)	5
4	Improve the creativity	9
5	Others can read the product	3

Move on to the more specific question; the second question asked what advantages provided by using the mini-magazine final project as a learning activity in writing class. Some responses were analogs to the ones given for the first question. 8 students responded that the activity could improve their writing skills. Whereas 9 students stated that the final project could improve their creativity since the project was challenging, and they could boost their imagination in creating the mini-magazine. Also, 6 students mentioned that by

creating a mini-magazine, they had new knowledge about how to make a magazine. 5 students also revealed another advantage said the project trained them to learn how to work as a team. Besides, 3 students said that other people could read their product. As stated earlier, expressing ideas in the form of written expression is particularly challenging for many students in ESL/EFL classes. By making mini magazines, the students were challenged to be creative to improve their writing skills related to many areas of writing genres. The students' responses to the second question revealed that the final project could boost their imagination and help them create stories, and hence the students became more creative, and their skill in writing improved.

Table 3. The disadvantages of used as a learning tool in English language class

No	Disadvantages	Frequency
1	Complicated	3
2	Time-consuming	10
3	Difficult to find ideas	3
4	Difficult working in a team	5
5	No weaknesses	10

Despite the students stating their opinion and mentioning some advantages upon the implementation of making mini magazines in writing class, some of the disadvantages of doing this final project were also revealed. There were 10 students concerned about the time spent with the project. The students mention that it was time-consuming. Moreover, 3 students stated that the work was complicated since they have to do the final project by working with their friends and have to create many writing pieces. Another three students felt challenging to find ideas in their writing. They also confused about choosing which topic to be chosen in their writing.

Regarding the way the final project is done, five students thought that it was difficult working in a team. They had to discuss the aspects and the content of magazines, they

had to think about the writing pieces that should be included in the magazines. The final response toward the drawback of the project was surprising. 10 respondents did not complain about the work.

Table 4. Suggestions toward the usage of a mini-magazine to support the teaching and learning activity

No	Suggestions	frequency
1	Give more time to finish the works	15
2	Give fix timeline	7
3	Give more feedback	9

Together with the finding, students gave suggestions toward the implementation of creating mini magazines in supporting the teaching and learning activity in a writing class. The first suggestion was related to the time given to finish the project. It should be added since the students thought 7 weeks was not enough. This issue was responded to by 15 students. 7 students responded to the second suggestion; they suggested that the project should have provided a fixed timeline since the teacher finally extended the date of submission. The third suggestion as another critical point that students suggested was that the teacher should give more feedback related to the technical matter in their writing; such as the grammar.

Table 5. The reason why the final project (mini magazine) used as one of the teaching and learning techniques for class

No	Reasons	Frequency
1	Improve the students' writing skill	12
2	Enhance the students' creativity	10
3	Train to work in a team	4
4	Give a "fun" way of learning writing	5

Comparatively, those suggestions above were in line with some supporting reasons why mini-magazine used as one of the teach-

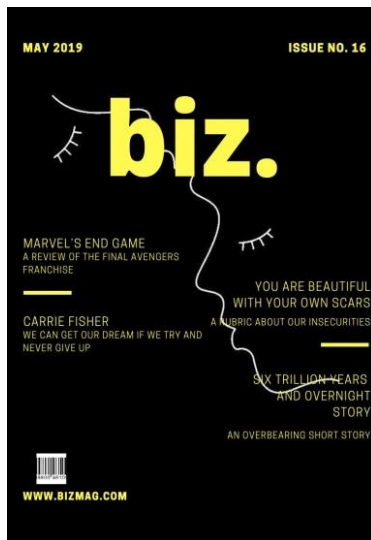


Figure 1. Cover and table of contents of the mini-magazine



WHY YOU SHOULD START USING ELECTRIC CARS

MUHAMMAD IQBAL

Electric cars is the new way for the future, with accessible renewable energy that is friendly to the environment. More people and including you should consider to use electric cars soon. The earth is reaching a dangerous level in terms of pollution and energy crisis, humanity should do it best to preserve our world. Not just for us, but also for the future generation, our children and grandchildren.

Electric cars may sound complicated at first, and some people may concern about its usability, but in reality electric cars can be compared directly to its oil-fueled counterparts. Some electric cars manufacturers like Tesla already made electric cars model that is high in performance and usability, and it will improved even more in the future. So we should rest assured if they still unsure whether to choose electric cars or not.

RENEWABLE ENERGY



One advantage that electric cars have is that it use renewable energy, according to statistical review of world energy, global oil reserves at the end of 2022 were 1.7 trillion barrels. Given that the world consumes about 86 million barrels of oil per day, it can be concluded that the world will run out of oil in 55 years, or even sooner if humanity oil consumption keep increasing. So in the near future we face the danger of running out of fuel for our vehicles and that's why having a vehicle that can use renewable energy is really important for our future, and electric cars provided exactly that.

Family Ritual A traditional ceremony held annually in Tulungagung

Jamasan Tombak Kyai Upas is a traditional ceremony held annually in Tulungagung Regency. Celebrated on Fridays after the 10th date in Suro month, the event aims to purify Tombak Kyai Upas, a 35-centimeter spear sustained by four-meter landhean (i.e. the handle of keris or spear made of wood). A number of people believe the spear has a magical spirit since it could resist colonialists and enemies coming to Tulungagung Regency in the colonial era. The ceremony is arranged in order to thank God for giving and protecting the safety and the welfare of Tulungagung people. To acknowledge, there are two steps in arranging Jamasan Tombak Kyai Upas, the preparation and the procession.



minimagz.

Figure 2. Several students' writing results

Discussion

The final project- mini magazines created by the students contained some different writing such as articles, poems, short stories, movie reviews, recipes, photography, tips, fiction. In line with Ma (2003), stated that "the magazine is a medium for other mediums. The magazine today is a presentation of any combination of articles, poetry, reviews, fiction, artwork, photography, etc." The students' magazines also covered a variety of colorful and artworks in form pictorial illustration. The final project could be used as a platform for peer, creative writing exercises. It dealt with

some function of magazines that are; 1) surveillance functions (careful watch kept on someone suspected of doing wrong): provides information about the society and developments taking place, 2) correlation functions (mutual relationship or connection): interprets the new policy-new opinion, 3) cultural transmission functions: educates people on cultural values, and 4) entertainment functions: enjoyment and relaxations (www.answers.com).

Interestingly, assigning students to have a writing activity in the form of the mini-magazine was positive that this kind of class activity could draw learners' engagement and commitment in completing their own "creation of a magazine." They were challenged to finish their mini-magazine as their final project. The students agreed that mini magazines as their final project were a unique, exciting, and fun project. They thought that the project was challenging and triggering their creativity. The students mentioned that the activity was useful in helping them to improve their writing skills. The following were the sample of the students' results.

The samples of the students writing were a success in triggering students' creativity to make some writing works. Despite some grammatical issues found in their writing, such as tenses or subject-verb agreement, but the mistakes are acceptable as a part of common mistakes of second language learners as the depicting their language production in general.

Overall the results indicated that students have a favorable impression towards the final project, and it was proven that mini magazines could be a stimulator activity to boost the students' creativity. With the final project given to the students in the form of mini magazines, learners can reach capabilities that exceed their limits, as has been stated by Vygotsky (1978) as the Zone of Proximal Development (ZPD). As it is supported by Chou (2011) that it will enable a learner to generate ideas more effectively as a part of developing a writing strategy. The mini magazines were also practical writing projects since they stimulated stu-

dents' creativity in presenting their ideas in written form. Finally, in comparison to the previous study done by Muthusamy et al. (2010). This present study had the same results related to the students' opinions toward the final project. The students felt that creating mini magazines brought a positive attitude of the students. The project could be a fun and exciting activity. Thus, the present study was very beneficial to be conducted for a local context in the Study Program of English, Brawijaya University, Indonesia, which relatively has similar characteristics EFL students as to that of EFL students worldwide. Despite the differences, all the studies have the same teaching and learning context, which is the ESL/ EFL writing class.

Implication

Some implications can be drawn upon the finding of this research. Students are encouraged to get more activity in writing and engage more in the process of producing their work as a team in order to elicit more idea through the discussion prior to the creation of the written works. In writing classes, it is recommended that students are given a writing project as supplementary sources out of their routine practices to get many exposures to completing the tasks and to foster their creativity in writing.

However in the implementing a particular writing project, the researchers suggest to writing teaching team to pay attention in designing, assigning, and selecting tasks or topics which are supposed to meet the need and the level of the students. By doing so, it helps to reduce the burdensome or the anxiety in a learning process. The appropriate stimulus will result effective learning, this is also applicable in many writing classes.

Significantly, the learning institution such as Study Program of English of Faculty of Cultural Studies, as the authority has to support its staffs to be innovative and always updated their teaching writing methods and techniques to current methods and techniques, which are compatibles with the curric-

ulum, via training and skill development program. Consequently it will have a good impact toward the quality of writing teaching and learning in the classroom.

CONCLUSION

This study has revealed that the Students of *Genre Based Writing Class* has very positive responses toward the mini-magazine as their final project. They have declared their responses to the implementation of the project in their class. The mini-magazine is regarded as an innovative teaching technique that can be integrated for the writing activity in a classroom as the students' writing works. The mini-magazine allows multiple modals of exposure and both designed for individual and group projects. This final project can be implemented at various levels of writing. Students think that making mini-magazine is fun compared to that of the classical mode of learning. Once they enjoy learning, they will be motivated and support for the success of writing in second language learning. Especially for *Genre Based Writing Class*, the final project-mini-magazine- can be instrumental in helping the learners develop their writing skills and ability. The project has drawbacks to consider, such as the timeline and the time spent in finishing the project.

Significantly the implementation of the mini magazine could stimulate the students' creativity in writing. The results of this study can be used as one of the supplementary resources for the teaching and learning of writing courses in the Study Program of English. The students could have more confidence in composing, developing, and analyzing any piece of writing by having improved writing strategies as well as writing proficiency in L2. It is expected that these current study findings could contribute to the richness of pedagogical writing for ESL/EFL context.

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