

Creative Writing Using Scaffolding of Vladimir Propp Theory-Based

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ABSTRACT

Purpose – This research aims to prove whether students' writing creativity can be increased by implementing the plot of the Black Adam movie based on Propp's morphology structure as scaffolding in making a narrative story. This study was conducted because students feel the necessity and lack self-motivation to create their own story.

Methods – This research was quantitative with an experimental design. The data collected from the pre-test and post-test results were then analyzed by quantitative analysis through SPSS 25. The sample for this research was 25 students of English education in the first Semester, at the University of Nahdlatul Ulama Surabaya. There were two kinds of instruments for this data, such as tests (pre-test and post-test) and questionnaires. The questionnaire was collected by diagram through a Google form.

Findings – The result of this study showed students' writing creativity increased by using the Vladimir Propp structure in making fairy tale stories, with $p = 0.00 > 0.05$. This suggests that the implementation of the Black Adam movie's plot in creative writing based on Propp's Morphology of Fairytale improved students' writing ability in making narratives and helped students learn more easily.

Research Implications – This research is limited by a small sample, a short duration, and a single-group design. Generalizing findings is challenging, and future research should consider larger and more diverse samples, extended study durations, and diverse pedagogical approaches for a comprehensive understanding of effective creative writing instruction.

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Introduction

Language learning is based on four basic linguistic skills, which it aims to improve listening, speaking, reading, and writing. These are the basic skills that affect an individual's academic achievement throughout their academic lives and need to be used effectively both in day-to-day life and during their careers (Bayat, 2016). Writing skill is the part of language in written form in order to express the idea to the readers (Fajri, 2005 as cited in Asri, 2015). The process of writing as complex problem-solving is composed of planning, translation, reviewing stages (Göçen, 2019). Creative process is needed in writing; it is started with ideas as the source of the writing (Asri, 2015). Creativity consists of some qualities such as originality, extraordinariness, exceptionality, composing things in unseen ways (Kemal, 2011). Creative writing is the activity of reconstructing current knowledge, concepts, sounds, images, and dreams in the memory and associating them with each other, therefore creating a new piece of writing (Huy, 2015). It is the transfer of an individual's feelings and thoughts about something onto paper, done freely, through imagination (Muhabat, 2015). Creative writing involves going beyond the ordinary without deviating from the normal values, creating ideas that are different from everyone else's ideas with the help of one's imagination, achieving originality, writing fluently while taking pleasure in the act of composing, and going beyond the standards (Pereira, 2006). Creative writing is a form of expression that allows you to use your imagination and creativity to produce original and artistic works of literature (Lahlou, 2017). Creative writing allows you to explore your imagination and take your readers on a journey to worlds, characters, and experiences of your own creation (Duman, 2015). There is an aim of creating fictional stories based on creative writing because fiction is an artistic re-modeling of the materials taken from real life in the writer's dream life (Kellogg, 2007). The certain elements of a fictional story are events, characters, setting, time, point of view and narrator (Mehmet, 2011). Literary is the most suitable genre such as narration, novel, and tale (Haring, 2014). According to Taum in 2011, the fairytale is a kind of oral literature that talks about things or events that sometimes in the logical minds cannot accept. Fairy tales are folk prose stories that are not considered to have happened. Fairytales are primarily for entertainment even though many of them also describe the truth, contain moral lesson or even satire (Gervás, 2013)

Vladimir Propp was a Russian folklorist who did analysis of the structure of folktale or fairytale. Propp is the first structuralist who did the study of narrative

structure seriously while giving new meaning to the dichotomy of *fibula* (story) and *syuzhet* (groove). Vladimir Propp analyzed the basic plot components of selected Russian fairy tales to identify their simple irreducible narrative element (Dogra, 2017). He broke down the fairytales into thirty-one “functions” that comprised the structure of many of the fairytales. His study was published as *Morphology of the Folktale* in 1928. Propp’s *Morphology* is useful in understanding fairy tales but narratology in general. There is a wide gamut of interpretations by other scholars on how Vladimir Propp’s theories should be applied to fairy tales and stories. Propp analyzed narrative structure in over a hundred Russian folktales (Candler, 2012). Because of his potential to be used in various narratives, Propp’s morphology has been analyzed by academics as a storehouse of inspiration. The significance of Propp’s work went far beyond the study of folklore even though Propp’s morphological framework has been limited due to his focus on structural permanence. His concept of function continues to stimulate the theoretical interest of many scholars. Propp stated that most fairytale consists of 31 (thirty-one) functions. However, he also stated that every fairytale does not always contain all these functions because many fairy tales turn out to contain only a few functions. No matter how much the total function Cover page (with authors' details) contains in a story, the function remains from the main storyline (Temizkan, 2011). Vladimir Propp's morphology of the folk tale is a framework that analyzes the narrative elements and character roles in traditional folktales. Applying Propp's morphology to the plot structure of a modern superhero movie like "Black Adam" may not result in a perfect fit, as the film's narrative structure typically deviates from traditional folktales. However, we can attempt to identify some of the common elements in the movie's plot structure:

Exploring the movie's plot structure reveals a series of pivotal elements. Commencing with the Initial Situation, we witness Black Adam's protracted absence, marked by centuries of imprisonment. This absence stems from his misuse of power and tyranny, creating a world bereft of justice and order, forming the Villain's Lack. The source of Black Adam's extraordinary powers denoted as the Donor, is rooted in the Egyptian gods. His escape from captivity and return to the world signify Hero's Preparation, where he assumes the roles of both hero and antihero. The ensuing conflict, Villain's Interference, emerges from the clash between Black Adam's sense of justice and the modern world, leading to confrontations with other super-powered individuals. A central element, Struggle, encapsulates Black Adam's arduous journey to realize his goals and impose his

vision of justice on the world. Progressing through the narrative, Hero's Recognition unveils Black Adam's true intentions, establishing him as a morally complex character. Moments of cunning or strategic thinking, known as The Trick, contribute to achieving his objectives. The resolution of conflict, Solution, may entail a moral choice or sacrifice on Black Adam's part, culminating in the movie's conclusion, Return, which could involve his return to his place of origin or the establishment of a new status quo in the world.

It's important to note that while some elements of Propp's morphology can be identified in the plot structure of "Black Adam," this movie is primarily a superhero action film that may not neatly conform to the traditional folk tale structure. Superhero narratives often have their conventions and tropes that influence their storytelling.

Recently, the importance of creative writing education has been emphasized (Hasan, 2016). Children living in contemporary society will find that creating writing is an extremely challenging task because they are accustomed to passively accepting what experts have already created and they lack imagination and creativity (Ahn & Choi, 2016). Students feel the necessity and lack self-motivation to create their own story. To enhance imagination and creativity in their writing skill, it is necessary to make students engage in creative thinking activities such as reinterpreting existing stories and recreating stories from a different point of view by focusing on different characters. The researcher decided to make the study about the plot structure of Black Adam movie based on Vladimir Propp's Morphology of Fairy Tale as Scaffolding for writing Narrative text. The difference between this research and previous research can be seen in the structure of writing narrative stories. Previous research used a structure that was used in general. The structure is divided into three parts, these are orientation, complication, and resolution. This research uses the plot of the film black Adam to write a narrative story.

Methods

Based on the case problem, this research used a quantitative method with one group pretest-posttest experimental design. In this research, the pre-test measurement of a single group and followed by a treatment as well as post-test measurement of the same group (Gerald, 2018). The researcher used two kinds of instruments in this study as pretest-posttest and a questionnaire. The pre-analysis of Morphology of Black Adam Movie Function Sphere of Action Motive Structure

of Plot based on Propp's Morphology Theory of Black Adam Movie v Scaffolding Writing Narrative Text test and post-test of students' creative writing of fairytale score used to collect the data. This research was analyzed using the Paired Sample T-test through SPSS 25 to find out whether there is a significant difference in students' creative writing scores based on Propp's Morphology of Folktale and the improvement of students' writing competency (Klimova, 2014). This research also determined to find out whether students' motivation for creative writing is improved based on Propp's Morphology of Folktale and this structure could help their creative writing achievement by collecting the data and making the diagram from students' responses to yes-no questions on Google Forms. This research was done in several meetings. The sample of this research was 25 students of English education in the first semester of the University of Nahdlatul Ulama Surabaya. The researcher chose one class and selected the sample randomly. This research is about the implementation of the Black Adam movie's plot based on the Morphology of Vladimir Propp to increase the writing competency of students. The research took place at a University in Surabaya. This study will be carried out precisely in August-September.

Result

1. Pre-test and Post-test

After conducting the research and analyzing the data gained, the researcher draws some conclusions. The researcher gained the benefits from this research. The students could make Narrative stories more creative based on Propp's Morphology structure. The implementation of the Black Adam movie's Plot based on Propp's Morphology structure in making a Narrative story can increase the students' creative writing achievement. The teacher can apply the writing activities in Propp's Morphology and assess from the writing assessment rubric. This strategy can make students more creative when they make fairy tales and open-minded also, they learn it easily. It can give exciting and attractive lesson vibes for the students so they will not get bored easily. Propp's Morphology structure trained students' critical thinking. Propp's Morphology of Fairytale ran well in the English vocabulary lesson even though three students got the lowest score (85).

Table 1. Students Writing Score.

No.	STUDENTS' WRITING SCORE	
	PRE-TEST	POST-TEST
1.	55	85
2.	50	90
3.	68	90
4.	70	90
5.	70	90
6.	60	95
7.	50	90
8.	65	90
9.	75	88
10.	66	85
11.	50	88
12.	54	90
13.	52	95
14.	65	98
15.	60	90
16.	60	88
17.	70	85
18.	70	88
19.	50	90
20.	55	90
21.	65	95
22.	55	95
23.	55	90
24.	50	90
25.	70	85

The table above shows the students' writing scores in pre-test and post-test. In the pre-test, the writing used standard generic structure, such as orientation, complication, reorientation, coda, in the post-test, the creative writing was based on Propp's Morphology of Fairy Tales. The writing score assessment was done by writing abilities rubric.

Table 2. Writing Assessment Rubric

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30-27	Excellent – Very Good	Through the development of paragraph unity. Relevant to topic, topic sentences, concluding sentences
	26-22	Good – Average	Limited development of paragraph unity. Mostly relevant to the topic, but lacks detail.

Organization	21-17	Fair- Poor	Limited development of paragraphs. Inadequate development of the topic.
	16-13	Very Poor	Does not show knowledge of paragraphs. Not enough to evaluate
	20-18	Excellent – Very Good	Well organized. Clearly stated. Cohesive.
	17-14	Good – Average	Limited supported idea. Logical, but incomplete sequencing.

A narrative writing assessment rubric is indeed a valuable tool used by teachers to evaluate and provide feedback on students' narrative writing skills. It helps ensure consistency and fairness in grading while providing clear criteria for students to understand what is expected of them in their narrative writing assignments. Below is a typical rubric for assessing narrative writing, which can be adapted and customized to meet specific grading criteria:

Table 3. Narrative Writing Assessment Rubric

Criteria	Exceptional (4)	Proficient (3)	Basic (2)	Limited (1)	Score (0-4)
Organization and Structure	The narrative is exceptionally well-organized, with a clear and engaging introduction, a well-developed plot, and a satisfying resolution. Transitions between events are seamless.	The narrative is well-structured, with a clear introduction, a developed plot, and a resolution. Transitions between events are effective.	The narrative is somewhat organized, with an introduction, a plot that may lack some development and a resolution. Transitions between events are present but may be somewhat abrupt.	The narrative lacks clear organization, making it difficult to follow. It may lack an introduction, a developed plot, or a resolution. Transitions between events are unclear or missing.	
Character Development	Characters are exceptionally well-developed, with distinct	Characters are well-developed, with identifiable personalities	Characters are present but may lack depth or development. Their	Characters are underdeveloped or poorly defined,	

	personalities, motivations, and growth throughout the story. Their actions and dialogue reveal depth and authenticity.	and motivations. They may experience some growth or change in the narrative. Actions and dialogue contribute to character development.	motivations and growth may be unclear or minimal. Actions and dialogue occasionally contribute to character development.	making it challenging to understand their motivations or growth. Actions and dialogue do not contribute significantly to character development.	
Setting and Descriptive Language	The setting is vividly and imaginatively described, creating a strong sense of time and place. Descriptive language engages the reader's senses and enhances the narrative's atmosphere.	The setting is well-described, contributing to the reader's understanding of the story's context. Descriptive language is effective in creating a sense of atmosphere.	The setting is mentioned but may lack vivid description or engagement of the senses. Descriptive language is somewhat limited.	The setting is unclear or minimal, making it challenging for the reader to visualize the story's context. Descriptive language is absent or ineffective.	
Dialogue and Voice	Dialogue is exceptionally well-crafted, with authentic character voices that engage and captivate the reader. It enhances character development and advances the plot. The writer's	Dialogue is well crafted, with character voices that feel authentic and contribute to the narrative. It effectively advances the plot and engages the reader. The writer's voice is apparent.	Dialogue is present but may occasionally feel forced or less authentic. It serves a basic purpose in the narrative. The writer's voice is somewhat evident.	Dialogue is minimal or ineffective, detracting from character development and plot progression. The writer's voice is unclear or absent.	

	unique voice is evident.				
Conventions and Mechanics	The narrative is exceptionally well-edited, with virtually no errors in grammar, punctuation, spelling, or sentence structure. It demonstrates a high level of attention to detail.	The narrative is well-edited, with few errors in grammar, punctuation, spelling, or sentence structure. Minor errors do not detract significantly from readability	The narrative contains noticeable errors in grammar, punctuation, spelling, or sentence structure, but they do not severely hinder comprehension.	The narrative is marred by numerous errors in grammar, punctuation, spelling, or sentence structure, making it difficult to understand.	
Creativity and Originality	The narrative demonstrates exceptional creativity and originality in its plot, characters, or themes. It engages the reader's imagination and leaves a lasting impression.	The narrative is creative and original, offering a unique take on the chosen topic or genre. It captures the reader's interest.	The narrative shows some creativity and originality but may rely on conventional storytelling elements. It maintains the reader's attention.	The narrative lacks significant creativity or originality, relying on clichés or predictable plot elements. It may struggle to engage the reader	

This rubric provides a clear and comprehensive assessment of various aspects of narrative writing, including organization, character development, setting, dialogue, conventions, creativity, and originality. Teachers can use it to evaluate and provide feedback to students, helping them develop their narrative writing skills and understand where they excel and where they can improve. In the pre-test and post-test, the researcher analyzed students' fairy-tale stories and wrote the score. After the researcher collected the pre-test and post-test scores, the researcher used statistical computation SPSS 25 to find out the difference in students' creative writing score improvement before and after the

implementation of the Black Adam movie based on Propp's Morphology in making a Narrative story.

Table 4. Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	60.4000	25	8.15475	1.63095
	POST-TEST	90.0000	25	3.41565	.68313

From the table above, it could be seen that the mean of students' writing scores in the pre-test and post-test improved by about 29.60 points after the use of Propp's Morphology of Fairytales structures. In the pre-test, the highest score was 95 and the lowest score was 85. In the post-test, the highest score was 70 and the lowest score was 50.

In the testing hypothesis, the Paired Sample T-Test was used to find the difference and was also statistically tested by using SPSS 25 for Windows, in which significance was determined by $p < 0.05$. The T-test revealed that the result was significant ($p = 0.00$ which is $0.00 < 0.05$). There was a significant difference in students' Creative Writing achievement after the implementation of Propp's Morphology.

The result also showed that students' Creative Writing achievement improved after the treatment in making a Narrative story through the plot of Black Adam movie based on Propp's Morphology. In other words, H_0 was rejected and H_1 was accepted. The two tables presented the data of the Paired Sample T-Test in the pre-test and post-test.

Table 5. Paired Sample Test

	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 Pre-Test - Post-Test	- 29.60000	9.45604	1.89121	- 33.50326	- 25.69674	15.651	24	.000

The table above shows that the t-value is 15.651 and the two-tailed significance shows that $p = 0.000$, in which the data showed a significant difference if the t-table is at least 2.860 ($df=24$). The t-value on the table is higher than the t-

table ($15.651 > 2.860$). it can be inferred that H1 is accepted and H0 is rejected since the t-value is higher than the t-table with a significant level was 0.000. in conclusion, there is a significant difference between students' pre-test and post-test scores after the plot of Black Adam movie implementation based on Propp's Morphology, and the hypothesis is accepted.

2. The students' responses through the google form

After analyzing the pre-test and post-test data, the researcher collected the students' responses through the Google form. The researcher gave 10 questions about Creative Writing based on Propp's Morphology of Narrative. The result of the calculation was as follows:

1. Can creative writing based on Propp's Morphology of Fairytale improve students' writing skill?
25 responses



Figure 1. Results of Students Answer No.1

The diagram above shows that many students agreed that Creative writing based on the plot of Black Adam movie by Propp's Morphology improves students' writing skill in making Narrative stories. It could be proven by 100% students who chose Yes and 0% students who chose No.

2. Does Creative writing based on Propp's Morphology of Fairytale make writing easier to do?
25 responses

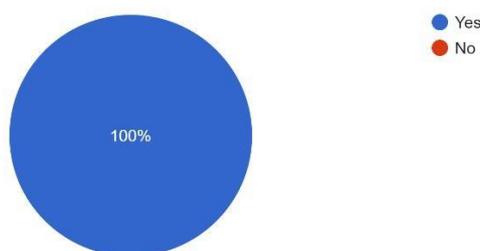


Figure 2. Results of Students Answer No.2

The diagram above shows that many students agreed that Creative writing based on Propp's Morphology makes writing easier to do. It could be proven by 100% of students who chose Yes and 0% of students who chose No.

3. Does Creative writing based on Propp's Morphology of Fairytale help students to describe a word?
25 responses

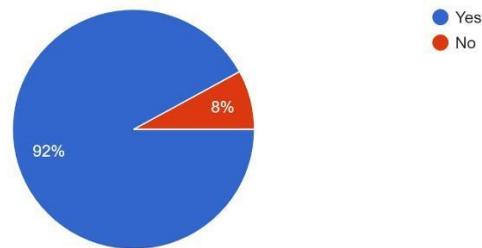


Figure 3. Results of Students Answer No.3

The diagram above shows that many students agreed that Creative writing based on Propp's Morphology helps students to describe a word. It could be proven by 92% of students who chose Yes and 8% of students who chose No.

4. Does Creative writing based on Propp's Morphology of Fairytale make it easier for students to develop their writing?
25 responses

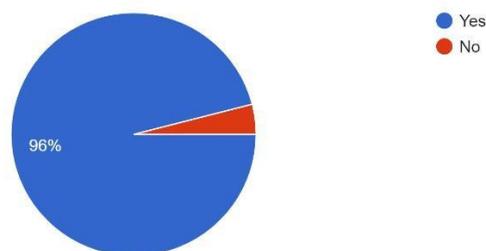


Figure 4. Results of Students Answer No.4

The diagram above shows that many students agreed that Creative writing based on Propp's Morphology makes it easier for students to develop their writing skill. It could be proven by 96% students who chose Yes and 4% students who chose No.

5. Does Creative writing based on Propp's Morphology of Fairytale increase the motivation to improve writing skills?
25 responses



Figure 5. Results of Students Answer No.5

The diagram above shows that many students agreed that Creative writing based on Propp's Morphology increased their motivation to improve their writing skills. It could be proven by 100% of students who chose Yes and 0% of students who chose No.

6. Does Creative writing based on Propp's Morphology of Fairytale make it easier for students to compose sentences?
25 responses

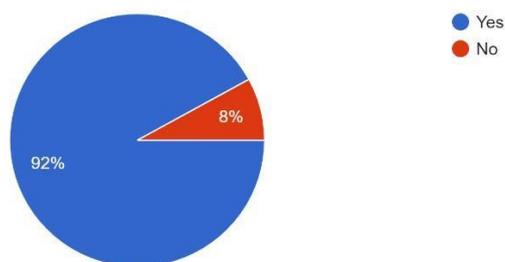


Figure 6. Results of Students Answer No.6

The diagram above shows that many students agreed that Creative writing based on Propp's Morphology makes students easier to compose sentences. It could be proven by 92% of students who chose Yes and 8% students who chose No.

7. Does Creative writing based on Propp's Morphology of Fairytale make students more active in expressing ideas in writing?
25 responses

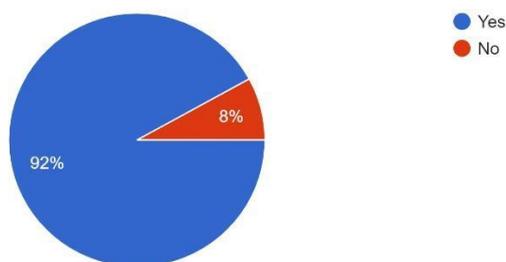


Figure 7. Results of Students Answer No.7

The diagram above shows that many students agreed that Creative writing based on Propp's Morphology of Fairytale makes students more active in expressing ideas in writing. It could be proven by 92% of students who chose Yes and 8% of students who chose No.

8. Does Creative writing based on Propp's Morphology of Fairytale make it easier for students to compose a sentence?
25 responses

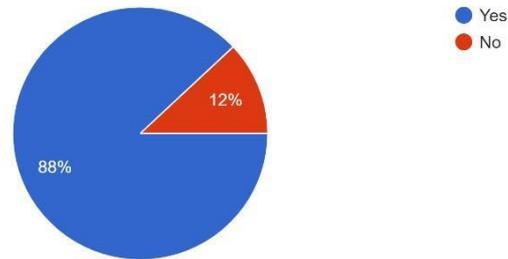


Figure 8. Results of Students Answer No.8

The diagram above shows that many students agreed that Creative writing based on Propp's Morphology of Fairytale makes students easier to compose a sentence. It could be proven by 88% of students who chose Yes and 12% of students who chose No.

9. Does Creative writing based on Propp's Morphology of Fairytale help students understand the meaning of writing?
25 responses



Figure 9. Results of Students Answer No.9

The diagram above shows that many students agreed that Creative writing based on Propp's Morphology of Fairytale helps students understand the meaning of writing. It could be proven by 96% of students who chose Yes and 4% of students who chose No.

10. Is Creative writing based on Propp's Morphology of Fairytale suitable for improving writing skills?
25 responses

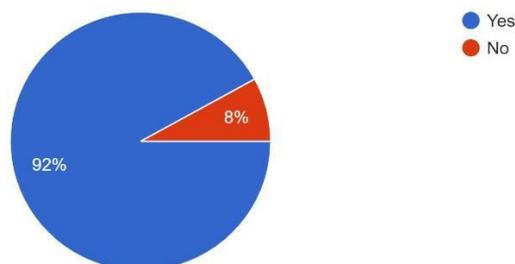


Figure 10. Results of Students Answer No.10

The diagram above shows that many students agreed that Creative writing based on Propp's Morphology of Fairytale is suitable for improving writing skills. It could be proven by 92% of students who chose Yes and 8% of students who chose No.

Discussion

In this research, the pre-test measurement of a single group and followed by a treatment as well as post-test measurement of the same group. The researcher used two kinds of instruments as pretest-posttest and a questionnaire. The pre-test and post-test of students' creative writing of fairytale scores used to collect the data. This research was analyzed using the Paired Sample T-test through SPSS 25 to find out whether there is a significant difference in students' creative writing scores based on Propp's Morphology of Fairytale and the improvement of students' creative writing. This research was done in one meeting. The sample of this research was 25 students of English education in the first semester of the University of Nahdlatul Ulama Surabaya. The researcher chose one class and selected the sample randomly.

In the pre-test, the highest score was 95 and the lowest score was 85. In the post-test, the highest score was 70 and the lowest score was 50. In the testing hypothesis, the Paired Sample T-Test was used to find the difference and was also statistically tested by using SPSS 25 for Windows, in which significance was determined by $p < 0.05$. The T-test revealed that the result was significant ($p = 0.00$ which is $0.00 < 0.05$). There was a significant difference in students' Creative Writing achievement after the implementation of the Black Adam movie's Plot based on Propp's Morphology as scaffolding in making a Narrative story. The t-value is 15.651 and the two-tailed significance shows that $p = 0.000$, in which the data showed a significant difference if the t-table is at least 2.860 ($df = 24$). The t-value on the table is higher than the t-table ($15.651 > 2.860$). it can be inferred that H_1 is accepted and H_0 is rejected since the t-value is higher than t-table with a significant level was 0.000. in conclusion, there is a significant difference between students' pre-test and post-test scores after Propp's Morphology and the hypothesis is accepted.

The diagram above shows that many students agreed that Creative writing based on Propp's Morphology is suitable for improving writing skills in making Narrative stories. It could be proven by 92% of students who chose Yes and 8% of

students who chose No. From those results, it proved that Creative writing based on Propp's Morphology improved students' Narrative writing abilities. Their responses were very good and they agreed that Creative writing based on Propp's Morphology is suitable for increasing students' writing skills in making Narrative stories.

Conclusion

In conclusion, creative writing is a dynamic process that involves reconstructing existing knowledge, concepts, sounds, images, and dreams through the lens of individual thoughts and feelings, ultimately giving rise to a new piece of writing. Vladimir Propp's Morphology of the Folktale, despite being specifically designed for analyzing Russian fairy tales, has proven to be a valuable tool for understanding narrative structures in general. The study presented in this context aimed to explore the impact of incorporating Propp's Morphology into creative writing education, specifically focusing on improving students' abilities in crafting fairytale narratives.

The research, conducted with 25 students of English education in the first semester at the University of Nahdlatul Ulama Surabaya, employed a quantitative approach with a one-group pretest-posttest experimental design. The results revealed a significant difference in students' creative writing achievements after the implementation of Propp's Morphology as scaffolding for narrative story creation. The statistical analysis, using the Paired Sample T-test and SPSS 25, demonstrated a notable improvement in students' narrative writing skills, reinforcing the acceptance of the research hypothesis.

Furthermore, the feedback from students in the post-test questionnaire supported the effectiveness of integrating Propp's Morphology into creative writing instruction. A substantial majority (92%) of the students agreed that Creative writing based on Propp's Morphology was beneficial for enhancing their narrative writing abilities. This positive response underscores the suitability and success of employing Propp's Morphology as a pedagogical tool for developing students' creative writing skills in the context of crafting narrative stories.

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