The Implementation of English Creative Writing Learning Based on Al Quran and Hadith

Eska Perdana Prasetya[1*], Salati Asmahasanah[2], Tohir Solehudin[3]

[1]Pendidikan Bahasa Inggris, Universitas Ibn Khaldun Bogor, Indonesia
[2,3]Pendidikan Agama Islam, Universitas Ibn Khaldun Bogor, Indonesia
*eska@uika-bogor.ac.id, salati@fai.uika-bogor.ac.id, tohir@uika-bogor.ac.id

Abstrak

Penelitian komprehensif ini bertujuan untuk menyelidiki proses pembelajaran menulis kreatif dalam bahasa Inggris di SMP LabSchool Kebayoran Baru. Dengan menggunakan metode etnografi pembelajaran, penelitian ini memfokuskan pada penjelasan perencanaan, implementasi, dan evaluasi pendidikan menulis kreatif dalam bahasa Inggris, serta mengukur apresiasi siswa terhadap berbagai pendekatan dan model. Studi ini mengungkapkan integrasi unsur menulis kreatif seperti cerita pendek, lirik lagu, dan biografi ke dalam kurikulum. Guru menggunakan berbagai metode seperti teknik tanya-jawab, pembelajaran penemuan, dan Project Based Learning (PBL). Puisi, cerita pendek, dan lirik lagu yang dikembangkan oleh guru merupakan komponen penting dari kelas menulis kreatif. Peran guru melibatkan fungsi sebagai informan, pengatur, dan motivator, sedangkan siswa diharapkan untuk mendengarkan dengan seksama, patuh terhadap peraturan sekolah, dan terlibat secara aktif dalam pembelajaran kelas. Alat teknologi seperti laboratorium bahasa, aplikasi e-learning, dan platform pendukung seperti wordwalls, quizizz, dan kahoot, dengan laboratorium bahasa sebagai infrastruktur pusat, digunakan. Kriteria evaluasi mencakup isi, organisasi, kosakata, penggunaan bahasa, dan kreativitas. Selain itu, penelitian ini mengidentifikasi korelasi kuat antara nilai-nilai inti LabSchool dan budaya sekolah, di mana Kurikulum Merdeka memfasilitasi pembelajaran mandiri dengan memberikan waktu yang cukup untuk mendalami konsep dan memperkuat kompetensi..

Kata kunci : Menulis kreatif Bahasa Inggris, pembelajaran etnografi. metode pembelajaran

Abstract

This comprehensive study aims to investigate the English creative writing learning process at SMP LabSchool Kebayoran Baru. Employing the learning ethnography method, the research focuses on detailing the planning, implementation, and evaluation of creative writing education in English, as well as gauging students' appreciation for various approaches and models. The study reveals the integration of creative writing elements such as short stories, song lyrics, and biographies into the curriculum. Teachers employ diverse methods like the question-and-answer technique, discovery learning, and Project Based Learning (PBL). Poetry, short stories, and song lyrics developed by teachers constitute significant components of the creative writing classes. The roles of teachers encompass acting as informants, organizers, and motivators, while students are expected to listen attentively, adhere to school rules, and actively engage in classroom learning. Technological tools like language laboratories, e-learning applications, and supporting platforms such as wordwalls, quizizz, and kahoot, with the language lab as a central infrastructure, are utilized. Evaluation

criteria include content, organization, vocabulary, language use, and creativity. Additionally, the study identifies a strong correlation between LabSchool's core values and the school culture, where the Merdeka Curriculum facilitates independent learning by providing ample time for concept deepening and competency strengthening..
Keywords*: English creative writing, learning ethnography, teaching methods*

INTRODUCTION

Every human being possesses the ability to communicate with other humans using signs such as words and or gestures. In general, the four fundamental skills of language are speaking, writing, listening, and reading. Language plays an important role in everyday life in facilitating relationships between humans and others because humans are social beings who cannot live alone and require the assistance of others. Language is a tool for communication that everyone uses on a daily basis to convey information and arguments to others (Austin, 2021). Language is an ability possessed by every human being which is useful for communicating with other humans by using signs, such as words and or gestures. In general, there are four basic skills in language namely speaking, writing, listening, and reading. In everyday life, the role of language is very important to facilitate relations between humans and others because humans are social beings who cannot live alone and need other people.

Because English is so important in education, it is natural to want to learn more in this age of globalization, where language is used for both receptive and productive communication. Furthermore, we are currently confronted with twenty-first-century issues, in which a large proportion of English is used in language learning in a global environment. In other words, English is an international language that is used by most sources of information and is unquestionably necessary to learn. As a result, English language education must be considered and developed further. To succeed in today's highly competitive world, English proficiency is required (Kralova & Dolezelova, 2021).

The first skill is speaking, which is defined as a person's ability to express or transmit ideas, thoughts, and information to others through words. Speaking is an art form, and students must be conversant and respectful in their greetings and other statements in order to master it (Batdı et al., 2021). When it comes to greetings and other declarations, speaking is an art form, and students must be fluent and respectful. When done social circumstances, speaking activities can be less stressful, more productive, and more meaningful.

Hearing, or listening in general, is the process of capturing, understanding, and recalling as much as possible what he has heard or been told by others. Listening is more commonly thought of as a passive action when compared to the voice or language, which are linked with the act of writing, reading, or speaking (Wiberg & Nyberg, 2017). When

compared to sound or language, which is associated with the act of writing, reading, or speaking, there are times when listening is more generally considered a passive act.

The following skill is reading. Reading is the content of what is written that can be seen and understood orally or simply in the heart, when considered in a narrow sense. When it comes to learning, reading is typically a vital component of course design and instruction (Deale & Lee, 2021). Reading is frequently a significant component of course design and instruction when a student arrives to learn in the classroom. There are two forms of reading: word reading (which emphasizes phonic decoding) and comprehension reading (emphasized the importance of vocabulary and grammar).

Writing is an activity of creating a written product done recursively. It requires a wide range of knowledge and the ability to produce an intelligible text. Knowledge about writing plays an important role as a source in the writing process and product (Rofiqoh et al., 2022).Writing is the final skill. Writing is a manifestation of mind at work, of reasoning, but also of curiosity, intelligence, sharpness, and wit; words should be ignited by the fire of intelligence because writing is a manifestation of mind at work, of reasoning, but also of curiosity, intelligence, sharpness, and wit; words should be ignited by the fire of intelligence because writing is a manifestation of mind at work, of reasoning, but also of curiosity, intelligence, sharpness, and wit (Ferreira, 2020). Writing is a manifestation of both an active mind and a curious mind. Because the other side of writing is the mind at work, words must be sparked by intelligence. Writing stimulates active and critical thinking, which is important for both teaching and learning.

Writing is one of the most significant skills that language learners should learn because it is a vital component of their academic practice as well as their professional lives later. Creative writing is one aspect of writing abilities (Moolman, 2015). A creative writing study focuses on the development of new works, the scientific process, and the idea of an activity that propels a project forward.

METHOD

This study adopts a qualitative approach with a focus on learning ethnography to comprehensively explore the English creative writing learning process at SMP LabSchool Kebayoran Baru. Data collection involves various methods, including classroom observations, interviews with both teachers and students, and the analysis of relevant documents. The research selects a purposive sample of English teachers and students from SMP LabSchool, chosen for their involvement in the creative writing learning process.

Data Collection: Classroom observations are conducted to document the planning, implementation, and evaluation phases of English creative writing lessons. Interviews with teachers provide insights into their roles, methods, and the development of creative writing materials. Additionally, student interviews capture perspectives on the learning approaches and models. Document analysis includes reviewing curriculum documents, creative writing assignments, and any related materials. Data Analysis: The collected data undergoes thematic analysis to identify recurring patterns, themes, and insights related to the English creative writing learning process. The analysis encompasses the effectiveness of teaching methods, student engagement, and the integration of creative writing elements. Ethical Considerations: The study ensures ethical conduct by obtaining informed consent from participants, ensuring confidentiality, and respecting the privacy and rights of all involved. Validity and Reliability: To enhance the validity of findings, triangulation of data sources is employed, including teacher and student perspectives. Reliability is ensured through consistent application of the research methodology and by using established qualitative research techniques. Limitations: The study acknowledges potential limitations, such as the focus on a single school, which may affect the generalizability of findings to other educational contexts. Significance: The research contributes to understanding effective English creative writing pedagogy, providing insights that can inform educational practices and curriculum development in similar contexts..

RESULTS

Learning English

If we wish to understand the significance of learning, we must first understand what learning is. Learning can be defined as a process or endeavour that creates a pillar, foundation, or foothold in everyone's education. The goal of learning is for everyone to go through a variety of changes as a result of their education, including changes in behaviour, knowledge, thinking, skills, and other elements of their lives. Learning should, in the end, yield desirable and helpful outcomes. Individuals can learn from their surroundings at school, at home, in a social/community setting, in laboratories, in museums, and in other settings.

Education's main purpose is to prepare people to fully participate in communal activities and to use those experiences to promote their own personal development. Both expressive and interpretive movements are used in this piece. Learning is an educational interaction activity based on the existence of goals in the form of knowledge, attitudes, and abilities between teachers and students (Behlol & Dad, 2010). Education's major goal is to prepare people to fully participate in communal activities and to use these experiences to further their own personal growth. Gestures are used for both expressive and interpretative purposes.

A long-term change in beh4avior or potential behavior that occurs as a result of experience and is not induced by a momentary physical state such as illness, exhaustion, or drug use is referred to as learning. Learning a foreign language, such as English, is influenced by a variety of circumstances. One of the primary aspects that has been extensively examined is the learners' attitude toward learning English(Orfan, 2020)). Language learning is a process of identity construction in the socio-cultural setting, according to study (Salimi & Abedi, 2022).

The Meaning of Creative Writing

The goal of creative writing, in general, is to entice readers. Producing original writing also necessitates the ability to pique the reader's interest. Research and writing skills are also required for good creative research. Aside from that, creative writing is a technique of expressing and organizing creative ideas so that they can be turned into good, enjoyable writing. In a fast-changing authors' world, creative writing is a performative act with measurable, assessable outcomes and highly transferable skills (Williams, 2020)

Creative writing is a performative act with measurable, quantifiable consequences and highly transferable qualities in the continually changing world of writing. To summarize, any creative research effort can be separated into five distinct elements: originality and imagination, language use, structure, theme expression, and stylistic character strength. However, it is the same discipline as composition, literary studies, and other university-level courses. We came to the conclusion that any creative writing effort may be divided into five basic elements: Originality and Imagination, Language Use, Structure, Theme Expression, and Style are all important factors to consider (Weldon, 2010).

The term "creative" has a lot of the term "creative writing" refers to writing that is out of the ordinary. It contains a new level of uniqueness and invention. Creative research is described as writing that does not follow systematic, standardized rules outside of established research organizations (journals, news, academic works). Character development, views, and non-formal language techniques are all addressed in this creative study project. Literary writing, often known as creative writing, is a type of writing that falls into this category. The goal of creative writing, in general, is to entice readers. Producing original writing also necessitates the ability to pique the reader's interest. Research and writing skills are also required for good creative research with different definitions. Just a few definitions include the ability to be inventive, industrious, and imaginative, as well as expressiveness and originality. Creative research fiction is typically defined as research fiction in which the researcher constructs events, scenarios, characters, and even the world. Creative research can also be defined as writing that is

original, exaggerated, or unconventional in its approach to a topic. Academic, technical, and news research, on the other hand, is frequently dry and objective.

Although most people associate creative writing with fiction and poetry, creative nonfiction is a vital and diverse genre that should not be disregarded. Creative research, which is also known as artistic writing, is any sort of writing that deviates from the conventions of professional or technical literature. It can explore a poetic device or feature a plot and characters (as in a novel) (as in a poem or song). There's even nonfiction that's creative. The boundaries of creative research are endless since a researcher employs their imagination to determine what they write. Because the bounds of creative inquiry are not limited when employing the imagination to guide what is written.

Types of creative writing
Poetry

In general, poetry is a literary work that expresses one's thoughts and feelings by using words that are bound by rhythm, dimension, rhyme, lyric composition, and stanzas. Poetry is the most beautiful form of expression for all of one's emotions. This is what results in poetry lyrics that are written in more innovative language and comprised of significant words. Every word in this poem is usually aesthetic, thus the emphasis will be on the use of diction, sound, and rhythm to enhance the text's beauty. This poem is separated into two sections: ancient poetry and new poetry, each with its own structure and qualities. Poetry might be defined by a psychological propensity to pattern language in particular ways, or by a conscious dedication to a tradition (Ribeiro, 2007).

Film Script

Stanton classified many methods for evaluating a character, such as looking at the words, behaviours, conversations with other characters, and actions of the character In the meantime, a character in a film develops his characteristics through the script (Anggraeni et al., 2021) . A screenplay, often known as a film script, is a story script that describes the dramatic structural sequence of scenes, sets, and dialogues in a film. A tale script describes the order of events, places, conditions, and dialogue in a scenario. To serve as a guide throughout the production process, sequences are organized around a dramatic structure.

A screenplay, often known as a film script, is a story script that describes the dramatic structural sequence of scenes, sets, and dialogues in a film. A tale script describes the order of events, places, conditions, and dialogue in a scenario. To serve as a guide throughout the production process, sequences are organized around a dramatic structure.

Short Story

Short stories are literary works in the form of literature that tell a short, concise, and simple fictional story, as the name implies. Short stories typically just describe a short story about a character's troubles. The short story effectively presented life's fundamental truths while encapsulating the individual's innermost emotional experiences (Mani, 2020). The short story is you that life does not end, but the short story is about brevity and brings you face to face with death (Gunesekera, 2016). The short story is intuitive, mythic, antisocial, immaterial, fragmentary, passionate, odd, unusual, deceitful, linguistic, and lyrical in nature, according to the conclusion. By condensing a person's innermost emotional experiences, short stories efficiently illustrate the deep truths of life.

Novel

Novels are prose essays that are longer than short stories and chronicle a person's life in more detail, using everyday language and addressing a variety of topics. A novel is a long fictional prose narrative in which real-life individuals and events are depicted in a storyline of various complexity (Choeda, 2019). A novel is classified as offering a more assertive emphasis on life because it comprises of a historical development that is usually made up of multiple fragments and is worthy of examination, and it is regarded as providing a more assertive focus on life. The novel's characteristics are as follows: In general, the novel is at least 100 pages long or contains more than 35,000 words. Novels are written with a narrative and description to describe the atmosphere of the events that take place in them. The novel's plot is quite complex, and there are numerous impressions, effects, and emotions. In general, everyone requires at least 120 minutes to complete a novel. A novel's story can be very long.

The novel is divided into two parts: intrinsic elements and extrinsic elements. The novel's intrinsic elements are as follows: The first is the theme, which is the main problem in a novel story created by the author of the novel. Characterization is the process of giving personality to every behavior in a story. The novel's characters can be identified by their physical appearance, the environment in which they live, and the way they act. The third element is the plot, which is a series of events that form the course of a novel's story. The plot is divided into two sections: forward groove and backward groove. The fourth element is style of language, which is the language used by the novel's author to describe or explain and animate the story aesthetically. The fifth element is the setting, which is a description of the location, time, and atmosphere of an incident or event in a story. The sixth element is the author's point of view, which is the author's self-position as well as the author's perspective on various events or incidents in the story that the author presents to the readers.

The novel's second element is the novel's extrinsic element. These elements include the author's biography or history. In general, the author's biography or history has a significant impact on the plot of the novel. Following that are the story's values. A

literary work must contain values that the author can insert, such as moral values, social values, aesthetic values, and cultural values. Finally, there is the condition and situation. Conditions and situations can have an indirect or direct impact on the author's novel work.

Song lyrics

Song lyrics, in general, are works of art that integrate sound and text in a poetic form, use brief language, and include rhythms and sounds that are combined and matched with figurative words, as well as the singer's voice and melody. Song lyrics contain uncommon language when contrasted to terms used in regular dialogue. The songs use meta phorical language to create their own meaning; if we can figure out what it means, the message will become clearer (Setiawati & Maryani, 2018). When compared to language used in ordinary dialogue, the song's lyrics use unique words. The songs employ metaphorical language to construct their own meaning; if we can decipher it, the message can become more profound.

Speech

The act of giving a public statement in which someone shares an opinion or paints a picture about something is referred to as speaking. Speech is a form of public speaking talent that encompasses non-linguistic features such as facial expressions, eye contact, interaction, and the ability to process words correctly through intonation, as well as the speaker's thoughts, imagination, and logic. Speech acts are carried out through a language. As a means of communication, one of the functions of language is to express ideas such as beliefs, attitudes, and values (Astiandani et al., 2022).

The following are some of the features of speech: Persuasive speeches strive to persuade the audience to act; informative speeches seek to impart knowledge to the reader or listener; while persuasive speeches seek to persuade the audience to act. The goal of recreational speaking is to keep the audience entertained. Persuasive A persuasive speech's goal is to persuade the audience.

Diary

A diary is a personal record of daily happenings that includes anything that is thought, said, or done. Self-written stories, inspiration, and other themes can all be included in diaries. The advantage of a paper-and-pencil diary is that it does not require any prerequisites, such as internet access or basic computer skills (Ohly et al., 2010). One of the mediums that can be used in the classroom to teach writing, especially recount narrative, is the diary (Oktaviani et al., 2018).

A diary has the advantage of requiring no pre-requisites, such as internet access or basic computer skills. A journal is one medium that can be used in the classroom to teach writing, particularly recount text. Students can improve their writing skills by keeping a diary.

Essay

An essay is a piece of writing that presents a person's subjective viewpoint on a subject. A diary is a personal journal that contains personal entries such as feelings or life experiences. Self-written stories, inspiration, and other themes can all be included in diaries. Before the internet, people used to write essays on a sheet of paper. Unlike in the past, we can now keep a diary using a variety of media. An essay is frequently a dialogue between the author and other people's writing and thoughts (Moran, 2018). According to the article, incorporating visual images into such writings complicates their dialogic and heteroglossia qualities (Robertson & Hetherington, 2018).   Essays are frequently a discussion between the researcher and other people's writings and ideas. An essay is a brief piece of writing (typically fewer than 3000 words) on a single topic that stands on its own and makes sense to the reader.

Letter (Email)

A letter is a written communication medium in which one party sends information or news to another party. Email is one of the most widely used forms of public communication (Balman et al., 2020). The definition of the term letter as a medium is straightforward. Letters, on the other hand, are rarely utilized these days, making it easier for people to use more complex techniques to deliver messages, information, and news to their intended recipients.

Blog

A blogger is someone who creates, owns, and manages a blog. A blogger's job is to update and maintain a blog, which is a website or online journal that contains varied content such as articles, photographs, and videos. A blog is a "web log," which is a section of a website where "logs" of information can be kept. In the eyes of the general public, a bigger blog reach indicates that the blog is read by a large number of people, similar to most major media channels, this resemblance could bolster the blog's credibility (Borah, 2016). A blog's broader reach, in the view of the general public, suggests that it is read by a huge number of people, like most other media platforms. These resemblances can help to boost the blog's reputation. Blogs are a great way for students to acquire a lot of information, increase the number of articles they read, and provide summaries and reflections. To aid student learning, a blog system was chosen and constructed so that each student could have their own blog to track their progress.

Writing in the Quran and Hadith

The first word revealed to the Prophet Muhammad was the commandment "read!" The Koran began to be revealed on the night of 27 Ramadan 611 AD, while the Prophet was contemplating at the Hira Cave near Makkah. Muhammad was illiterate, as we know. According to legend, the Prophet Muhammad responded five times, "I cannot read." However, revelation insisted on him reading. "What books should I read?"

Rasulullah finally inquired. "Read it!" exclaimed the revelation, "In the name of your Lord who created." He created man out of a blood clot. Your Lord is Most Gracious, and he teaches humans through kalam. He showed man what he did not know." Q.S. al-Alaq [96]: 1–5.

These first verses establish the importance of reading in the Koran. However, the act of reading necessitates the reading of something. Thus, reading is followed by writing, which involves the use of a pen or pen, a tool that allows us to learn "what we did not know before." As a result, reading and writing are essential components of discovery. This is a path that leads to glory and perfection for humans.

The Prophet Muhammad himself emphasized the significance of writing. He followed the Koranic advice to put everything in writing (Q.S. al-Baqarah [2]: 282): "Let a writer among you write it down." One of the first things he did after arriving in Medina was write a constitution for the city's citizens, which guaranteed security and religious freedom, established a tax system, and established mechanisms for conflict resolution. When the Prophet returned to his birthplace after Mecca's conquest, he forgave everyone who had hated, chased, and chased him out of Mecca for so long. The Prophet, on the other hand, did not simply let go. He assigned some of them the primary responsibility of teaching ten Muslims to read and write. Reading and writing are thus central to Islam.

The pen, on the other hand, can be used to both promote good and encourage evil. This value is illustrated in the first verses of Surah al-Qalam (The Pen). "By the kalam (pen) and what they write!" says the beginning of this surah, "Thanks to the grace of your Lord, you (Muhammad) are never crazy." 1-2 (Q.S. al-Qalam [68]). One of the first accusations levelled by the Meccans against Muhammad was that he was insane. The accusation does not necessarily become true simply because it is written down. The phrase "and what they wrote" has two meanings. On the one hand, this sentence obviously refers to what people write in general. On the one hand, this sentence obviously refers to what people write in general. On the other hand, this also refers to the Koran, which was copied by several people when it was revealed (Al-Azami 2003: 68).

The Prophet was accused of being "crazy" as well as what was revealed to him, namely the Koran. While refuting the Prophet's accusations, the Koran asks the accusers, "Did they have knowledge of the unseen so they wrote it down?" [52]: 41 (Q.S. al-Thur). In other words, the Koran asks, "Can you prove the truth of your accusations by writing something as eternal and eternal as the Koran?" A good sentence is like a good tree, with firm roots and branches reaching to the sky. With the Lord's permission, the tree bears fruit every season. God created the parable for humans to remember forever. And the parable of a bad sentence is like a bad tree that has been uprooted from the earth's surface and can no longer stand (Q.S. Ibrahim [14]: 24-26).

In several hadiths there are also hadiths about the virtue of writing taught by Rasulullah SAW, "When you hear something (from knowledge) then write it even on the

wall." (Narrated by Abu Khaitsamah in Al-Ilmu no.146). Writing is a literacy skill that almost everyone can master. Even in today's virtual age, it is so simple to write. Of course, when his works are published, the public becomes aware of them. Even with a slew of other advantages. There are still numerous advantages to writing. For example, writing helps us remember and understand the information/topics we write about. It is as if we are being led deeper into our minds. Knowledge is firmly imprinted in our minds through writing. In this context, the Prophet said in one of the hadiths: "Tie knowledge with writing" (HR. at-Tabarani).

The Prophet's message in the hadith is implied to be written as a liaison medium for bonding knowledge, so that it is not quickly forgotten. We would not know and understand the traces of a past civilization without writing. Writing provides patterns and markers about a civilization's characteristics. Writing can help a civilization advance. As a result, the presence of online media, which provides numerous opportunities for writing, should be recognized as an effort to advance civilization. It was also reported that Abu Hurairah RA said: "There was an Anshor man sitting beside Rasulullah SAW, and he heard a hadith from Rasulullah SAW, and the hadith amazed him, and he did not memorize it, so he complained to Rasulullah SAW, and he said: O Messenger of Allah, in fact, I heard a hadith from you, and the hadith amazed me, and I did not memorize it." So Rasulullah said, "Ask for assistance with your right hand." And he drew with his hands." (Tirmidhi narrates).

The benefits of writing in Islam are found in the Qur'an and Hadith.
As a means of preaching
According to Abdullah bin Amr's friend, Rasulullah Shallallu 'alaihi wa sallam said, "Convey from me even one verse!" Al-Bukhari, H.R. As is well known, there are various methods of preaching, one of which is writing. Writing as a means of preaching, as done by scholars. Among them are Buya Hamka, Imam Syafi'i, Imam Al-Bukhari, and others, who are preaching scholars who write books. We can still learn about righteous hadiths and other religious knowledge from their writings today.

Join the Jariyah Charity.
Charity Jariyah (جَرِيَّةَ) is a good deed that will reward those who perform it even if they are already in the hereafter. The reward for these deeds continues to flow to him as long as people live and follow or benefit from the outcomes of his deeds. Rasulullah stated: "When a human dies, his deeds are cut off except for three things: (1) almsgiving, (2) knowledge that benefits, and (3) a pious child whose parents always pray for." (Muslim's narration, no. 1631). The hadith refers to three practices that are not interrupted by rewards: Building a mosque, digging a well, printing useful books, and various types of endowments used in worship are all examples of charity. Knowledge that

is useful, specifically syar'i (religious knowledge) knowledge that he teaches others and they continue to practice, or religious books that are useful and continue to be used after he dies. A pious child because a pious child is the result of his parents' hard work. As a result, Islam strongly encourages parents to pay attention to their children's religious education so that they grow up to be pious children. The child then becomes the cause, which means that even though the parents have died, the reward is still given to them.

Writing can help you advance in life.

It will take you to heaven as long as your writing does not contain hate speech and the content provides benefits and good values. Allah's promise in Q.S az-Zalzalah: 7, that whoever spreads good, no matter how small, will be rewarded: "Whoever does the slightest good, surely he will see the reward".

Obtaining Glory in the Afterlife

Writing something useful will benefit humanity. Glory will be obtained based on sincerity and only because of Allah. Of course, heaven is the guarantee. Because a servant's writing will provide knowledge to future generations. Of course, Allah will not waste His servants' efforts. "Whoever does the least good, surely he will see the reward," Allah says. Az-Zalzalah, Q.S. [99]: 7. And Allah has used the pen as a writing tool to swear in the Qur'an. Allah declared, "By the pen and what it writes." (Q.S. Nun [68]: 1). This verse expresses how the pen and writing have precedence and glory before God.

Obtaining Fame in the Future Developing Science

Science will not advance if the world of writing does not progress. Society's inability to write is a sign that science will experience stagnation or stagnation, and writing is the most effective way to learn science. And we must be grateful when we are able to write down some knowledge because it is a sign that the results of our writing will become useful knowledge because if other people do not read it one day, the knowledge will be lost, and the benefits of knowledge in writing will be lost. It has been deeply regretted. Furthermore, you cannot understand it to the point of wanting to burn it because there are differences of opinion. Even Allah, who never forgets, has written knowledge in a book (Lauh Mahfudz), and Allah has enshrined it in the Qur'an, saying, "Knowledge about it is with my Lord, in a book!" (Q.S. Ta Ha: 52). What are our excuses for not doing it if God does it? Write, my brothers and sisters, especially Muslims, because it is part of scientific progress.

Science Advancement Forgetfulness can be treated by writing. Writing is an activity that has no age limit. The ancient scholars were impatient to write. They did not get sick from writing. Because of his writing activities, his memory is still sharp even in his old age. In the letter Al-Alaq: 1-5, Allah gives gifts to His servants. "Teaching through the pen" appears where the word "Iqra" appears. The goal is to memorize it; if you cannot remember it, write it down. Writing is the most effective medicine because human memory is limited and people frequently forget.

Preserving Knowledge

"Bring knowledge and writing together" (Ali ibn Abi Talib). The meaning of the sentence above is critical for us as Muslims, as is the importance of writing in understanding information or knowledge. We know that during Islam's heyday, there was a "golden age" in which scientific and technological advances advanced rapidly. Writing, as stated by Ali ibn Abi Talib above, is one method of preserving knowledge. Knowledge is easily lost if we only read briefly or memorize it without writing it down. Because humans are forgetful creatures. Because of his age and the problems, he faces daily, the knowledge he has memorized will be lost one day.

Ethnography Research

The researcher conducted qualitative research in this study. A qualitative research approach, in general, is a research method that focuses on the collecting, analysis, and interpretation of comprehensive and visual (i.e., non-numerical) narratives in order to acquire insight into a specific phenomenon of interest. Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon (Creswell, 2012). Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non-numerical) data to gain insights into a specific issue of interest (Mills & L.R.Gay, 2016). Qualitative research is an inquiry method that can be used to investigate and comprehend a primary topic. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non-numerical) data to gain insights into a specific issue of interest.

The researcher employs an ethnographic research design for this study. Ethnographic research is a sort of research that investigates patterns of life, culture, human behaviour, and other socio-cultural issues. A qualitative research method in which researchers watch and interact with the topic under investigation in their natural surroundings, which is commonly employed in anthropology and other social sciences. Ethnography is frequently viewed as a distinct type of qualitative research to be compared to or contrasted with others, such as life history work or discourse analysis; nevertheless, even the two are not mutually exclusive (Hohti, 2015).

Ethnography is frequently regarded as a distinct type of qualitative inquiry to be compared or contrasted with others, such as works of living history or discourse analysis. Ethnography is a method of producing and communicating knowledge (about society, culture, and individuals) based on the ethnographer's personal experiences. (Coles & Thomson, 2016). An ethnographic study is the process of creating and representing knowledge about society, culture, and individuals based on the ethnographer's personal experience. Ethnography is just one method among many for telling stories about the social environment, stories that do not have to be epistemically competitive.

(Hammersley, 2017). Finally, ethnographic research is just one method of telling stories about the social world, and it does not have to be seen as epistemically competitive.

Finally, ethnographic research is only one way of telling stories about the social world, and it does not have to be regarded as epistemically competitive.(Creswell, 2012). There are three types of ethnography, namely: Realist ethnography is an anthropological technique that seeks to accurately represent participants' cultural environments through information gathered directly from them at the research site and presented in the third person. A realism ethnography describes, analyses, and interprets common cultural concepts such as "family life, professional life, social networks, and status systems." It is written in a neutral tone. (Mills & L.R.Gay, 2016).

Critical ethnography is a subset of ethnographic research that advocates for the social liberties of the oppressed. In this case, researchers are more likely to be critical of a situation; in fact, this type of research is typically conducted by politically motivated individuals seeking to challenge inequality and dominance. A researcher may publish a highly politicized type of ethnography known as critical ethnography in order to confront societal injustices and the dominance of specific groups.(Mills & L.R.Gay, 2016).Ethnographic case studies are specific examples that are frequently used to illustrate broader concepts. An ethnographic case study seeks to describe the activities of a specific group as well as the shared behavioral patterns that emerge over time. (Mills & L.R.Gay, 2016).

Spardley's model was used for data analysis in this study, which included domain analysis, taxonomy analysis, componential analysis, and theme analysis. The following are the steps taken If described in the following way:

Domain Analysis

The process of obtaining a broad and comprehensive picture of the research items or social context under investigation is known as domain analysis. Following observations and interviews, the first stage is carried out. It is done to learn about the environmental conditions, lecturers' roles, and students' roles in learning English creative writing at SMP LabSchool Kebayoran Baru. Specific to learning objectives, syllabus models, learning forms and procedures, learning materials, and evaluation results. After analysing the domain with focused observations and structured interviews, it is divided into three parts: elements included, elements covered, and semantic relationships.

Taxonomic analysis

Taxonomic analysis is a type of research that focuses on specific domains that are useful in defining the phenomenon or problem under study. This stage is carried out through observation and focused interviews based on the chosen focus, such as environmental conditions, teachers' roles, and students' roles in learning English creative writing at SMP Lab School Kebayoran Baru.

Component Analysis

Component analysis refers to the development of components that is systematically correlated with their quality based on categories. The researcher looks for elemental attributes of each domain in this analysis based on the selected observations and contrasting interviews. The method is to contrast the domain elements that are clearly distinct and regular.

Theme Analysis

Theme analysis is a set of procedures for gaining a thorough understanding of the landscape under consideration. This stage is a comprehensive explanation of the data that was discovered, followed by a description and explanation of the implementation of creative writing learning in the selected courses, including learning objectives, syllabus models, forms and procedures of learning, forms of evaluation results, and the role of teachers and students in the process of learning English creative writing. There is an important analysis that should not be overlooked, and that is the analysis of cultural themes, which is a combination of domain and taxonomy analysis.

Checking the Results of Data Validity

Assessment techniques were used as a reference in this study to confirm the data's authenticity. The validity of the data is checked to determine whether the research is truly scientific and whether the results are accurate. Data validity tests in qualitative research include tests for credibility, transferability, dependability, and confirmability. To account for data in qualitative research as scientific research, the data must be tested for validity. The test for data validity that can be performed. Credibility or trust test of the research data presented by the researcher so that the results of the research carried out do not doubt as a scientific work is carried out. In qualitative research, transferability is referred to as external validity. The degree of accuracy or applicability of the research results to the population from which the sample was drawn is referred to as external validity. Dependability is done by auditing the entire research process. By means of an independent auditor or independent supervisor auditing all activities carried out by researchers in conducting research. Confirmability is a type of qualitative testing that is also known as the research confirmability test. When the findings of a study are accepted by many people, it is said to be objective. The term "qualitative research confirmability test" refers to the process of testing the findings of previous research. The research has met the confirmability standard if the research results are a function of the research process.

Discussion Of Research Findings

The Spardley model was used for data analysis in this study, which included domain analysis, taxonomic analysis, component analysis, and theme analysis. The following are the steps of analysis taken by researchers:

Domain Analysis of English Creative Writing

In this study, domain analysis is the first step that must be completed by an ethnographer in ethnographic research. Domain analysis is the process of gaining a broad and comprehensive picture of the research item or social context under investigation. Following observation and interviews, the first stage was completed. This is done to determine the environmental conditions, teacher role, and student role in learning English creative writing at SMP LabSchool Kebayoran Baru. Focused observation and structured interviews were used to conduct this domain analysis, which was divided into three sections: elements covered, covered, and semantic relationships. Type, space, cause and effect, rationale, location of doing something, method of achieving goals, function, sequence, and attributes comprise the semantic relationship.

At this stage of domain analysis, the researcher's initial steps include conducting observations and preliminary interviews in order to obtain a comprehensive picture of the social situation of the object under study. The description of the schools under study began with a meeting with Foundation representatives, represented by Prof. Dr. Achmad Sofyan Hanif, M.Pd, in which the researcher granted permission to conduct research at the SMP LabSchool Kebayoran Baru. In addition, I requested a brief history of this SMP LabSchool Kebayoran Baru. Essentially, Prof. Sofyan allows researchers to conduct research in this location.

Following the meeting with UNJ Foundation representatives, Ms. Yati Suwartini, M.Pd., the principal of SMP LabSchool Kebayoran Baru, was present. The researcher revealed on this occasion that he came to this school to conduct research on creative writing in English at the Lab School Middle School. The principal offers little guidance on how to learn English. According to him, he learned English in the classroom with a variety of teachers. There are native speaker teachers and English subject teachers. In addition, the English Club has an English exception.

Following our meeting with the LabSchool Principal, we met with Mrs. Sri Utami, S.Pd., the English subject teacher. Mrs. Tri has been an English teacher at SMP LabSchool Kebayoran Baru for 21 years. At this meeting, the researcher asked Ms.Tami about English learning at SMP LabSchool Kebayoran Baru, English learning at SMP LabSchool Kebayoran Baru, and English learning at SMP LabSchool Kebayoran Baru. She explained that there were 4 hours of English lessons per week, plus 2 hours of lessons from native speakers.

Finally, Mr. Justin, a native speaker at SMP LabSchool Kebayoran Baru, met with the researcher. On this occasion, the researcher attempts to inquire about learning English from him in general; the first thing he teaches is grammar, and he provides a video about comprehension of grammar. Maggots or maggots are the subject of the video. Mr. Justin encourages his students to write an essay about their daily lives in order to learn to write in English. Allow students to write down their ideas first in an essay. The grammar aspects were only checked after several exercises in writing essays.

Taxonomic analysis in creative writing

The second stage of this research is the taxonomy stage, which is used to understand specific domains from the research sub-focus. At this point, each domain or research sub-focus is thoroughly understood and divided into a single, easily understood domain. It is subdivided further from there until there is nothing left. At this stage of analysis, researchers can consult literature to gain a better understanding of important domains and subdomains.

Taxonomic analysis is a type of analysis that focuses on specific domains that are particularly useful for describing the phenomenon or problem under study. Furthermore, taxonomic analysis is a review of all data collected based on predetermined domains. The output can be represented as a box diagram, a line diagram, or a node diagram.

English Creative Writing Learning Process

The researchers discovered that students wrote short stories, song lyrics, and biographies while learning English creative writing. The biography in this context refers to students writing their biodata in a Canva application. The biodata they created contained information about their family, which students explained about their father, mother, younger siblings, and older siblings. It appears natural to introduce yourself and your family based on the resulting material. However, it has led to creative activities in the activity, specifically how a student can use an application such as Canva. The second creative writing lesson is about short stories. Exploration and development of the given word in a collaborative and dialogic classroom ensemble space is central to teaching short story writing. Exploration occurs in stages, with problem solving at the centre of each. Exploration is heavily reliant on 'what if' questions or possibility thinking.

According to the teacher's explanation during the interview, there are several steps that must be taken to teach short stories to students in the classroom, namely: teaching the elements of short stories, teaching the elements of long stories, and teaching the elements of long stories. Teaching the Structure of a Short Story Improving Short Story Texts by Paying Attention to Linguistic Aspects of Short Stories.

Approaches, methods, and techniques utilized by teachers in English Creative Writing Learning

Approaches, methods, and techniques for learning creative writing There are various methods and techniques used by teachers in English that have been obtained by researchers. Among them is the question-and-answer technique. One method of teaching is the question-and-answer format. Teachers and students are both very active; teachers ask questions and students answer them, or students ask questions and teachers ask questions. This activity can make students more active and stimulate their curiosity.

Teacher-developed materials in Creative Writing Learning

Teachers' materials for learning English are generally related to four language skills or abilities: speaking, listening, reading, and writing. Every week or every class

meeting, the material taught is very diverse, and it is taught using a variety of learning methods and models. Every meeting, English teachers combine all the materials so that all abilities can be honed and run concurrently. Poetry, short stories, and song lyrics, on the other hand, are specifically for the few discovered by the researcher. Poetry can be defined by a psychological proclivity to shape language or by a conscious commitment to tradition. Poetry is an art form that uses words to express feelings and emotions. The beauty of poetry and the beauty of sound can be confused at times. In a poem, however, the teacher wants students to express their feelings and thoughts through beautiful and evocative language. Poetry, in addition to being a form of expression, also serves as a means of conveying ideas or ideas about a subject or event.

The following creative writing material is short stories. Short stories are generally stories with a short plot and conflict. There are only a few characters, but this has a moral value or story message that the author wishes to convey in a short story. Writing song lyrics is the final creative writing material. Song lyrics are closely related to poetry; in general, song lyrics are a series of words that form a song with several stanzas and can express the feelings of students.

Teachers' role in Creative Writing Learning

Researchers discovered several roles of teachers in learning creative writing in English in this sub-research. The teacher's role as an informant, organizer, and motivator. The teacher's first role is that of an informant. A teacher must be able to provide information about subject matter as an informant. A teacher must also provide knowledge and technology in learning materials to students in addition to subject matter. The teacher's second role in creative writing instruction is that of an organizer. Teachers have management and management activities in the academic field, such as compiling school regulations and school calendars, in order to achieve the effectiveness of student learning itself. The third role of a teacher is that of a motivator. The teacher, as a motivator, must be able to encourage students to be enthusiastic and proactive in their learning. Teachers can provide motivation by analysing the motivations behind students' laziness in learning and declining academic performance. This will allow teachers to get to know their students better.

Students' role in Creative Writing Learning

Researchers discovered three types of student roles: learning seriously by listening to teacher explanations, obeying school rules, and being active and proactive in classroom learning. Researchers have asked teachers why students should study seriously. There are several reasons that can be obtained, including the knowledge obtained being complete and thorough; serious learning will make students' knowledge comprehensive and thorough. Students will benefit as much as possible from the opportunity to gain previously unattainable knowledge. The following reason is to learn about students' interests and talents. When students study seriously, they can discover

their interests and specialties. If the teacher is already aware of the student's interests and talents, the student can pursue them with greater zeal and even become an expert in that field. The final reason is that students can succeed. An achievement is not always about the outcome; rather, students can try their hardest and will almost always achieve good results.

Facilities and media utilized by teachers

Teachers use a variety of infrastructure and media, including language labs, as well as applications such as E-learning, E-books / edu charms, and a variety of supporting applications such as wordwall, quizizz, and kahoot. The language lab is the main piece of infrastructure. The language laboratory's function consists primarily of information, education, culture, comfort, and research functions. The next facility and infrastructure is e learning, which is already available at Labschool Junior High School via the link https://elearning-smplabsky.labschool-unj.sch.id/. There are subject materials in this e learning that are very helpful in learning. This e-learning covers every subject. E-Learning makes it easier for students to learn English because it can be accessed from anywhere and at any time.

The assessment system used by teachers

There are several criteria used by teachers in assessing creative writing in English, namely Content, Organization, Vocabulary, Language use, and Creativity. The content section introduces the article's theme or main idea. Illustrations, information, evidence, arguments, and reasons can all be used to explain the main idea in the writing. As a result, students will be expected to have a wide range of language and cognitive abilities. Poetry is a type of creative writing. A poem is considered good if it possesses the following qualities. Arranged in lines over a group of words. Each line is divided into several sections. Each line ends with a vowel word, but it can also end with a consonant word. The second component of the creative writing assessment system is the requirement for organization.

Writing organization is how ideas can be expressed. Organization, in general, refers to the larger sections of an essay, but it also refers to how paragraphs and sentences are written. The third component of the creative writing evaluation is vocabulary. A person's, another entity's, or a language's vocabulary is the set of words that they know. Because vocabulary is an important component, the richness of vocabulary reflects intelligence or level of education. The second component of the creative writing assessment system is the requirement for organization. Writing organization is how ideas can be expressed. Organization, in general, refers to the larger sections of an essay, but it also refers to how paragraphs and sentences are written. The third component of the creative writing evaluation is vocabulary. A person's, another entity's, or a language's vocabulary is the set of words that they know. Because

vocabulary is an important component, the richness of vocabulary reflects intelligence or level of education.

The fourth component of creative writing evaluation is language use as the use of language. This is analogous to usage, which refers to the rules for creating language and the structures that students employ in doing so. To achieve their specific goals, students can use various types of language in their writing. Three important types of language that appear frequently in writing and conversation are informative, expressive, and directive.

School Culture that Encourages Creative Writing Learning

Researchers discovered a school culture that is related to Labschool's seven basic values: piety, high integrity, strong fighting power, intact personality, noble character, independence, and high intellectuality. The first fundamental value is piety. Takwa is the root word for piety. Piety literally means doing what Allah commands with all of one is might and leaving what Allah forbids with all of one is might. The second fundamental value is honesty. Researchers discovered a school culture that is associated with the seven basic values of Labschool: piety, high integrity, strong fighting power, intact personality, noble character, independence, and high intellectuality. Piety is the first fundamental value. Takwa is the root word for religious devotion. Piety literally means doing what Allah commands with all one is might and refraining from doing what Allah forbids with all one is might.

Honesty is the second fundamental value. The third fundamental value is strong fighting power; students must have a strong sense of fighting power because fighting power is a firm action to do something. A student must have a strong sense of fighting power, which can be seen in the activities of labschool students at school or in class, such as accepting and loving oneself completely. A labschool student can be said to accept and love oneself completely if they are confident in their own abilities. The fourth fundamental value is to have a complete personality. For someone to have a complete personality, several factors must be considered, including character, nature, self-adjustment, interests, emotions, attitudes, and motivation. The fifth fundamental value is virtuous, which can be defined as an effort to improve, maintain, develop, shape, and improve individual behavior so that they can carry out their life roles in a balanced, harmonious, and harmonious manner between body and spirit. Independence is the sixth fundamental value.

The following are characteristics of independent students observed in school activities. Students can take the initiative in making decisions. Students can resolve problems. Students have a positive attitude toward perseverance. The final basic value is high intellectual. LabSchool students are expected to have the following intellectual characteristics: high imagination and creativity, high curiosity, high interest in something, courage to express an opinion on something, and the ability to remember

something owned. Rich experience, willingness to express oneself, self-assurance, and the ability to solve problems independently.

Curriculum used to support Creative Writing Learning

The independent curriculum is used to support the learning of English creative writing. Merdeka Curriculum is a curriculum that includes a variety of intracurricular learning opportunities and is designed to give students enough time to deepen concepts and strengthen competencies. Teachers can use a variety of teaching tools to tailor learning to their students' learning needs and interests. The Pancasila student profile achievement improvement project is based on a government-designated theme. The projects are not linked to subject content because they are not geared toward achieving specific learning achievement targets. This curriculum has at least three advantages for classroom learning. The first is that it is more direct and in-depth. The Merdeka curriculum emphasizes essential material and the development of student competencies throughout its stages.

The learning process must be more in-depth, meaningful, leisurely, and enjoyable. Second, because there is no specialization program for students in high school, especially at the high school level, students choose subjects based on their interests, talents, and aspirations. Teachers are also expected to teach according to the level of achievement and development of their students. Schools can also create and manage learning curricula based on the characteristics of educational units and students. Finally, it is more engaging and interactive. Students' opportunities to actively investigate real-world issues such as the environment, health, and other issues are expanded through project-based learning, which supports character development and competencies in the Pancasila Learner Profile.

Component Analysis of Creative Writing

Component analysis is a method of searching for various attributes associated with cultural symbols in a systematic manner. Before and after the field, component analysis should be performed. This is done to avoid having to re-interview informants if anything else needs to be added. Component analysis is the systematic search for various characteristics associated with cultural symbols. In other words, the component analysis incorporates the overall search for contrasts, contrast selection, and contrast grouping as contrast dimensions into the paradigm. Component analysis also includes proving information to informants and filling in blanks. Selecting the set of contrasts to be analysed, locating all previously found contrasts, identifying contrast dimensions with the same value, and preparing contrast questions to obtain missing attributes and new contrast dimensions to prepare a complete paradigm are the steps in conducting component analysis.

The learning process begins with the teacher introducing the elements of short stories. At this stage, the teacher introduces what elements are contained in short stories

in general. The elements of short stories taught by the teacher are theme, character, setting, plot, point of view, and moral message or short story mandate. The following step in the learning process is to teach the structure of short stories. Short story structure must take several factors into account, including orientation, sequence of events, complications, and resolution. The teacher's role in teaching the structure of a short story is to instruct students on how to make a short story more measured and directed from beginning to end.

The approaches, methods, and techniques for learning English creative writing are the focus of the second component analysis. The teacher employs a variety of approaches, methods, and techniques. The first method is the question-and-answer method, which is a method for bridging two-way communication between teachers and students. It will produce something positive in creative writing learning, namely increased student involvement in teaching and learning activities, increased curiosity from those who previously did not know about the material being taught, developing mindsets and can foster active learning of students in the classroom, and increased student attention in the classroom. The second method is discovery learning, which is more focused on the student than the teacher. The learning process and direct experience become the main benchmarks in its implementation. The Discovery Learning model, on the other hand, emphasizes direct student experience and prioritizes process over learning outcomes.

Project Based Learning (PBL) is the third method. PBL is a learning model that engages students who are highly motivated, critical thinkers, and excellent problem solvers. The students' workflow is influenced by the problem's complexity. This method, like project-based learning, is dependent on student motivation. Students are more likely to solve problems when they actively use their thinking skills.

The following Taxonomy analysis is about English learning materials. Materials taught included materials from the provided books, materials about oneself, emails about favourite bands, texts about cities, descriptions of friends or family members, emails to English families about food preferences and dislikes, paragraphs for school magazines about favourite television shows, emails about friends and photos, emails about sports, holiday postcards, emails about festivals, emails about past holidays, and paragraphs for school magazines about famous people in television.

Short stories, poems, and song lyrics are examples of creative writing materials. It must begin reading and comprehending short stories for the short story material. Investigate the elements of short stories (theme, plot, setting, characterization, point of view, language style, and message). Analyses and present the findings of group projects on extrinsic elements of short stories such as moral, social, cultural, religious, educational, and economic values.

The teacher's role in teaching English creative writing is the subject of the following taxonomy analysis. The teacher's role is to inform, organize, and motivate

students. As an informer, a teacher must be able to provide information about the subject matter. In addition to the subject matter, a teacher should provide students with knowledge and technology in learning materials. A teacher requires accurate and timely information in order to provide subject matter to his students. In short, language mastery is essential for teachers to be a good and effective informant. Mastery of the material that will be channelled to students will also help. A good informant is a teacher who recognizes and supports students' needs. A teacher's third role is that of a motivator. Teachers must be able to encourage students to be enthusiastic and proactive in their learning as motivators. Teachers can provide motivation by analysing what motivates students' laziness in learning and poor academic performance. Teachers will be able to get to know their students better as a result of this. Researchers have discovered a variety of methods for motivating students in the classroom.

The students' role in creative writing learning is the subject of the following Taxonomy analysis. We discovered three types of student roles: taking the teacher's explanation seriously, obeying school rules, and being active and proactive in classroom learning. The researcher inquired of the teacher as to why students should take their studies seriously. There are several reasons for this, including the fact that the knowledge obtained becomes complete and comprehensive; learning seriously will make students' knowledge complete and comprehensive. Students will benefit as much as possible from the opportunity to gain previously unattainable knowledge. A student's second role is to follow school rules. The principal must plan, develop, and approve school regulations in every school. It will be reduced to class rules from the school rules that have been established. The teacher applies the rules for creative writing in English in the classroom. First, students must grasp the concepts of words, phrases, sentences, and paragraphs. These are the foundations for writing in English.

The following aspect of analysis focused on school culture as it relates to creative writing. The researchers discovered a link between the school culture and the seven core values of Labschool: piety, high integrity, strong fighting power, intact personality, noble character, independence, and high intellect. The curriculum is the final taxonomy analysis related to creative writing. The curriculum used is the independent curriculum, which has several advantages for both students and teachers. The benefit for students is that they are not forced to study subjects that they dislike. They can study any subject they want, based on their interests and abilities. Learning is more enjoyable because each stage is tailored to the level of competence of the students. Students are not pushed or hurried to learn a subject. Students will become accustomed to using critical thinking skills through project-based learning with the Pancasila Learner Profile.

Analyses the cultural theme of Creative Writing

Researchers discovered several cultural themes in learning creative writing in English at this stage. The first cultural value discovered is about the learning process,

which is the stage from the beginning to the end of learning. The creative writing learning process begins with the teacher greeting the students one by one and then moving on to the material that will be taught at each meeting. Song lyrics, short stories, and poetry are examples of creative writing material to learn.

Another cultural value discovered by the researcher is that the teacher instructs students to complete the questions in the prepared book.

It can be seen here that at the beginning of the learning process, not all students understand what the teacher wants, but with time, the students do. The teacher teaches several stages of English learning so that the cultural aspects of learning can be seen. This cultural aspect is linked to the LabSchool's seven cultures, which are piety, high integrity, strong fighting power, intact personality, noble character, independence, and high intellectuality

CONCLUSION

This study thoroughly investigates the English creative writing learning process at SMP LabSchool Kebayoran Baru. This study employs the learning ethnography method to describe learning planning, implementation, and evaluation, as well as students' appreciation of English creative writing learning approaches and models, and the following conclusions can be drawn: The researcher discovered creative writing, such as short stories, song lyrics, and biography, in the English learning process. Teachers use a variety of approaches, methods, and techniques to teach English Creative Writing, including the question-and-answer method, discovery learning, and Project Based Learning (PBL). Researchers discovered poetry, short stories, and song lyrics developed by teachers in English creative writing. These three skills are taught in creative writing classes. The researcher discovered several roles for teachers in English creative writing learning. The role of the teacher as an informant, organizer, and motivator. There are three types of student roles: listening to the teacher's explanation, obeying school rules, and being active and proactive in classroom learning. Language laboratories, applications such as e-learning, e-books/charms for edu, and various supporting applications such as wordwalls, quizizz, and kahoot are all used by teachers. The main infrastructure is the language lab. When evaluating creative writing in English, several criteria are used, including content, organization, vocabulary, language use, and creativity. Labschool's seven basic values, namely piety, high integrity, strong fighting spirit, whole personality, noble character, independence, and high intellectual capacity, were discovered to be associated with the school culture. The independent curriculum is used to assist students in learning. Merdeka Curriculum is an intracurricular learning opportunity curriculum that is designed to give students enough time to deepen concepts and strengthen competencies.

BIBLIOGRAPHY

Anggraeni, D., Manalu, H. F., & Anggraini, D. (2021). The esteem needs in the main character of 'me before you' movie. Studies in English Language and Education, 8(3), 1285–1298. https://doi.org/10.24815/siele.v8i3.18878

Astiandani, F. R., Setiawan, S., & Mustofa, A. (2022). Speech Acts and Language Styles of Biden's Victory Speech for Promoting Peace Values. Studies in English Language and Education, 9(2), 812–831. https://doi.org/10.24815/siele.v9i2.23047

Austin, P. (2021). Speech to print language essentials for teachers. SN Social Sciences, 78(1), 1–11. http://slubdd.de/katalog?TN_libero_mab216782845

Balman, R. P., Lee, S., & Inoue, N. (2020). Request strategies in email communication: The case of indonesian graduate students in japan. Studies in English Language and Education, 7(2), 379–392. https://doi.org/10.24815/siele.v7i2.16806

Batdı, V., Doğan, Y., & Talan, T. (2021). Effectiveness of online learning: a multi-complementary approach research with responses from the COVID-19 pandemic period. Interactive Learning Environments, 0(0), 1–34. https://doi.org/10.1080/10494820.2021.1954035

Behlol, M. G., & Dad, H. (2010). Concept of Learning. International Journal of Psychological Studies, 2(2). https://doi.org/10.5539/ijps.v2n2p231

Borah, P. (2016). Blog Credibility : Examining the Influence of Author Information and Blog Reach Blog Credibility : Examining the Influence of Author Information and Blog Reach. 6870(March). https://doi.org/10.1080/15456870.2015.1092740

Choeda, C. (2019). The Origin and Development of English Novel: A Descriptive Literature Review. International Journal of English Literature and Social Sciences, 4(4), 1099–1104. https://doi.org/10.22161/ijels.4429

Coles, R., & Thomson, P. (2016). Beyond records and representations: inbetween writing in educational ethnography. Ethnography and Education, 11(3), 253–266. https://doi.org/10.1080/17457823.2015.1085324

Creswell, J. W. (2012). Educational Research. In Pearson.

Deale, C. S., & Lee, S. H. (2021). To Read or Not to Read? Exploring the Reading Habits of Hospitality Management Students. Journal of Hospitality and Tourism Education, 00(00), 1–12. https://doi.org/10.1080/10963758.2020.1868317

Ferreira, J. (2020). Writing Is Seeing–towards a Designerly Way of Writing. Design Journal, 23(5), 697–714. https://doi.org/10.1080/14606925.2020.1806521

Gunesekera, R. (2016). The Art of the Short Story. Wasafiri, 31(1), 5–8. https://doi.org/10.1080/02690055.2016.1112556

Hammersley, M. (2017). What is ethnography ? Can it survive ? Should it ? What is ethnography ? Can it survive ? Should it ? Ethnography and Education, 13(1), 1–10. https://doi.org/10.1080/17457823.2017.1298458

Hohti, R. (2015). Ethnography and Education Children writing ethnography : children's perspectives and nomadic thinking in researching school classrooms. Ethnography and Education, 11(1), 1–17. https://doi.org/10.1080/17457823.2015.1040428

Kralova, Z., & Dolezelova, E. (2021). The importance of English in business education in the Czech Republic. Journal of Education for Business, 96(2), 111–119. https://doi.org/10.1080/08832323.2020.1762529

Mani, P. (2020). An Aesthetics of Isolation: How Pudumaippittan Gave Pre-Eminence to the Tamil Short Story. South Asia: Journal of South Asia Studies, 43(5), 926–942. https://doi.org/10.1080/00856401.2020.1799138

Mills, G. E., & L.R.Gay. (2016). Educational REsEaRch Competencies for Analysis and Applications (eleventh). Pearson Education Limited.

Moolman, K. (2015). Introduction: Critical Reflections on the Teaching of Creative Writing. Current Writing, 27(2), 82–85. https://doi.org/10.1080/1013929X.2015.1086189

Moran, J. (2018). Walking with a purpose: the essay in contemporary nonfiction. Textual Practice, 32(8), 1277–1299. https://doi.org/10.1080/0950236X.2016.1275758

Ohly, S., Sonnentag, S., Niessen, C., & Zapf, D. (2010). Diary Studies in Organizational Research: An Introduction and Some Practical Recommendations. Journal of Personnel Psychology, 9(2), 79–93. https://doi.org/10.1027/1866-5888/a000009

Oktaviani, Kuspiyah, H. R., & Muklas, M. (2018). Diary Media Towards Students' Writing Recount Text. Channing: English Languange Education and Literature, 3(2), 82–87.

Orfan, S. N. (2020). Afghan undergraduate students' attitudes towards learning English. Cogent Arts and Humanities, 7(1). https://doi.org/10.1080/23311983.2020.1723831

Ribeiro, A. C. (2007). Intending to repeat: A definition of poetry. Journal of Aesthetics and Art Criticism, 65(2), 189–201. https://doi.org/10.1111/j.1540-594X.2007.00249.x

Robertson, R., & Hetherington, P. (2018). Essaying images: image and text in contemporary lyric essays. New Writing, 15(3), 370–381. https://doi.org/10.1080/14790726.2017.1417443

Rofiqoh, Basthomi, Y., Widiati, U., Puspitasari, Y., Marhaban, S., & Sulistyo, T. (2022). Aspects of Writing Knowledge and EFL Students' Writing Quality. Studies in English Language and Education, 9(1), 14–29. https://doi.org/10.24815/siele.v9i1.20433

Salimi, E. A., & Abedi, H. (2022). Dual Identity or Identity Duel : EFL Context Duality Force on Identity Aspects Formation Through Learners ' Self-Reflection. Journal of Language & Education, 8(1), 130–147.

Setiawati, W., & Maryani, M. (2018). an Analysis of Figurative Language in Taylor Swift'S Song Lyrics. PROJECT (Professional Journal of English Education), 1(3), 261. https://doi.org/10.22460/project.v1i3.p261-268

Weldon, F. (2010). On Assessing Creative Writing Fay. New Writing, 6(3), 168–174. https://doi.org/10.1080/14790720903556734

Wiberg, S., & Nyberg, S. (2017). Listen up! Architecture and Culture, 5(3), 395–400. https://doi.org/10.1080/20507828.2017.1371531

Williams, P. (2020). 'How to do things with words': teaching creative writing as performance. New Writing, 17(3), 284–296. https://doi.org/10.1080/14790726.2019.1629964