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| Using blended space in creating literary works with creative writing and literary works | |
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|  | **Abstract**  Literary theory is the systematic study of the nature of literature and of the method for analysing literary works. Literary Theory is an examination of a piece of literature which can be addressed to examine a single aspect of the work in its entirety By literary theory we assume not to the meaning of work of literature but to the theories that reveal what literary works can mean. Moreover creative writing focuses on writing from emotions and thoughts which tends to be expressive, imaginative, and literary. Any writing refers to individual expression as a social practice falls to this category. It is believed that creative writing cannot be formed as an acquaintance outside literary theory instead of one that is fashioned within. This paper looks at how creative writing and literary theory should be combined for producing fine-new literary works.  **Keyword:** literary theory, creative writing, literature, literary works |
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1. Introduction

Literary theory, sometimes called “secondary text” is the systematic study of the nature of literature and of the method for analyzing literature. By literary theory we refer not to the meaning of work of literature but to the theories that reveal what literature can mean. Literary theory or sometimes called literary analysis dealing with activity on evaluating, examining, critiquing any forms of literary works. It is conducted to comment and judge the quality of literary works as well as conveying the aspects of lives which authors intend to deliver through their works. For the past several decades critical theory has dominated the field of literary study. The role of critical analysis is to decipher what those works of literature might mean in a broader social, cognitive and cultural context.

Moreover, analysing the literary works make us deal with the textual elements of literature and contextual ones. Textual element or intrinsic elements are theme, characterization, setting, plot, symbolism, style and tone, and atmosphere. Contextual elements are theories for criticising literary works such as gender theory, psychological theory, deconstructionist, cultural studies, etc. Literary theory is an intellectual exercise and it is a natural human response to literature.

Producing literary works such as play, novel, poetry, short stories, etc are the features which categorized as Creative Writing genre. The purpose of Creative Writing is to guide, nurture, educate, and support developing writers for the purpose of producing fine-new literature. The analytical study of literature by means of critical theories provide historical background, philosophical rigor, a sociological framework and formalist knowledge that would enhance any creative writing course (Fenza, 2000). Creative writers and literary critics are two doers that would be often very creative in its creation. The above correlated facts lead the author a new notion that Literary Theory and Creative Writing should be combined to be a blended space for producing fine-new literary works.

To support the idea more, the activity of evaluating and criticizing literary works obviously will be dealing with the components of literature as its significance. In the US universities creative writing is a major, the department assigns the students taking many subjects on literature and its review as the requirements. The department believes that as a serious student of literature, it could teach them all that they needed to know about how writing gets produced. A creative writer to be must know a great deal about literature. Students must enrol in the modules where they read, study, and discuss poetry, drama, and fiction. To elaborate how is the application of literary theory is able to improve creative writing ability will be analysed through some elements; What is Literary Theory, What is Creative Writing, The Interconnection of Literary Theory and Creative Writing.

Literary Theory is an examination of a piece of literature. The scope of the critique can be addressed to examine a single aspect of the work in its entirety. Barnet and Cain (2003) suggest, critical thinking on literature involves seeing an issue from all sides, to as great a degree as possible. As you know, in ordinary language to criticize usually means to find fault, but in literary studies it does not have a negative connotation. Rather it means to examine carefully. The word criticism comes from a Greek verb meaning “to distinguish, to decide, to judge.” Nevertheless, since critical thinking requires you to take a skeptical view of your response. You will argue with yourself, seeing if your response can stand up to doubts. But what standard we should have for evaluating literature? Barnet and Cain (2003) imply some of the standards commonly set forth; Personal taste, Truth or realism, Moral content, Aesthetic qualities such as unity.

Since ancient times, readers have debated and critiqued the works of literature from a variety of perspectives. Some have looked at a piece of literature from a moral stance, considering how values are represented in a text. Another critique might evaluate it in terms of its form. Recent critics have looked at works of literature to see what it might be saying about our lives in society, our political or power relations, gender roles, or sexuality. Literary criticism seems not only to evaluate literary works or any kinds of artistic works, but it invites the literary critics exploring the shape of culture dealing with the context of the works. Therefore, to evaluating the works of literature, we need theory.

1. Methods
2. Research Instruments

In order to achieve such goals of Creative Writing classes Ramey (2001) implies that modules should be based on a two-part pedagogy: the provision of literary models, and workshop to discuss students writing, often with a significant literary critical perspective on achievement and mastery. With this approach, students are encouraged to emulate various literary forms and techniques, accompanied by open discussion of their writing to assess their success in mastery.

1. Data Collection

Incorporating critical analysis on literary works and creative writing practices can be a blended space in our mind for improving our knowledge on literary elements; textual and contextual, language developing, sentence structure, and narrative devices which lead us to a more comprehend step to a new literary piece. Assignments focusing on criticizing literature piece are similar to writing creatively. We are assigned to dig our imagination on the works that we just read and rewrite the critics on them and finally we success to produce the piece of literary works after getting used to the literary matters. Indeed, Turner (1996) implies, “It was an unambiguous and inarguable reality that the creation of literature and its theoretical frame were inextricably bound together.” In creative writing class, they offer techniques to help students

1. Data Analysis

The statements above prove that experts believe that literary criticism should have been applied inevitably in the notion of Creative Writing. Moreover Turner (1996) adds, “One of the great cognitive advantages of a blended space is its freedom to deal in all the vivid specifics of both its input spaces. This combination can powerfully activate both spaces and keep them easily active while we do cognitive work over them to construct meaning. Upon that circus of lively information, the mind can dwell and work to develop a projection.” Blended space is the combination of literary criticism and creative writing. It can develop our mind to work on creating a new fine literary piece after conducting many critical essays on literary works. Furthermore, Parras (2005) implies that helping students be aware of such theoretical issues and contexts underlying the production and reception of writing will is believed able to; provide them with essential analytical skills they need to asses creative work. give them a stronger foundation for understanding and responding to literary traditions, and sharpen the manner in which they approach the study and practice of writing.

1. Result

The data presented in this study, obtained from questionnaires and tests of students reading comprehension at second semester. The variables in this study are grammar (denoted by X) and logic (denoted by Y). Grammar is a independent variable and logic is dependent variable. To know the presentation of data from each variable in detail can be seen in the following description:

From the results of the data above that has been processed using the manual method and Microsoft Excel produces the data listed in the table above. Researchers found the results of the average value of grammar, 62.67. The highest value of grammar is 100 and the lowest value is 20

1. Discussion

From the results above, the researcher uses Pearson correlation to find the results of the correlation relationship between grammar and logic. The value generated from grammar and logic is - 0.028 while the value of the 2 tailed significance between grammar and logic is 0.922. the value of symbol N is the number of students who were sampled in this study. For statistical decision making, it can use 2 methods, namely, first, the correlation coefficient is compared with the value of the correlation. If the correlation coefficient> correlation value then there is a significant correlation (Ha acceptable), whereas if the correlation coefficients <value correlation then give no significant correlation (Ho accepted). Second, see the value of significant. If the significant value is <0.05, there is a significant correlation (Ha is accepted) while if the significant value> 0.05, there is no significant correlation (Ho is accepted).

The first method looks at the results of the correlation coefficient and the researcher uses the second method to answer the research question. Here the researcher has got an answer from the first research question contained in Chapter I. The research question is whether there is a correlation between grammar and logic or not. Researchers used statistical methods to answer research questions. The second method states that if a significant value is <0.05, there is a correlation between grammar and logic. From the table above can be seen the value of significant 2 tailed shows the value of 0.922 and the value shows that the number can answer the first research question that there is a correlation between grammar and logic in reading comprehension. From the discussion above, the researcher presents an explanation in the form of statistics or more precisely in quantitative terms. The discussion this time the researcher describes the data that has been found and has been described in the table above to answer research questions.

The first research question is whether there is a correlation between grammar and logic. To answer this research researchers found data that had been processed into the SPSS 16.0 program and had a Pearson correlation value of -0.028 while the significance value of 2 tailed had a value of 0.922 from that number all pointed to a value of <0.05 so it can be said that there is a correlation between grammar and logic .The second research question is how the relationship between grammar and logic is. The relationship between grammar and logic is negative because the number generated by the Pearson correlation is -0.028. There is a sign (-) and the value achieved by students regarding grammar is higher and the logic value is low

1. Conclusion

There is a correlation between creative thinking and literary works. It can be chosen on the results of the data that has been analyzed above, the value found is -0.028 <0.05 with a significant value of 2 tailed is 0.922. This proves that there is a correlation between grammar and logic in reading comprehension. There is a negative correlation between grammar and logic in reading comprehension. This can be seen from the symbol produced by the Pearson correlation, which is -0.028. The results of the students show their grammar value is higher than the value of their logic

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