

The Effect of Flexibility and Fluency Strategies on Developing Creative Writing Skills in English Language Subject of the Fourth Preparatory Literary Students

Dr. Ali Sabah Jameel (Ph.D)

Faculty of Education
Department of English Language
University of Anbar
Mail: alisabah40@yahoo.com
Iraq

Mr. Dhiah Fakhri Mohamood (M.A)

University of Anbar
Iraq

Abstract:

The current study is an attempt to propose a training writing program based on the fluency and flexibility strategies to develop fourth preparatory literary grade students' writing skills in Iraq. The total number of the participants is 94 (male and female students). The schools were chosen purposefully. The researchers used pre-test and writing program (consisted of creative tools: fluency and flexibility strategies) to collect the data of the study. The results show that there are statistically significant differences between the experimental group and control group in writing achievement in the favor of the experimental group. To reveal which is the most used strategy, the results revealed that mind-mapping strategy is the most used among the experimental groups. The results also indicate that there is an observed difference between the two means of the students' scores on the post test that can be attributed to teaching strategy in the favor of females.

Keywords: Creative writing; Brainstorming; Mind Mapping; Problem Solving, Pre-writing; fluency and flexibility.

1. Introduction:

The "Iraqi Curriculum Framework (ICF)" in 2012, which has prepared in collaboration with UNESCO, set aims to develop the educational system and encourage achieving its aims. The ICF has been improved in line with the Iraqi Constitution, (N)ational (E)ducation (S)trategy (NES), and Educational philosophy, which are in harmony with the latest universal developments in the field of skills, curricula, values, knowledge, and attitudes, and connecting the Iraqi curricula with teacher's and learners' needs. The educational philosophy, educational and scientific structure, teaching and learning materials, educational resources of books, guides, activities, educational technologies and new teaching methodologies enhance learner's knowledge; such as creative thinking, and problem solving, as new curriculum standards in method, where the curriculum contents are integrated in modern methodology. In light of what mentioned, the researcher in the present study examined the effect of creative thinking, problem solving, mind map, decision making, and other activities to develop student's writing skills.

Topkins (1982) has suggested seven reasons that urged students to write composition, an essay, and a story. They are as follows: To entertain; to foster artistic expression; to promote imagination; to clear up thinking; to look for identity; and to be trained to write and read.

With these fascinating reasons in mind, it is difficult to explain not making creative writing an essential section of the secondary classroom task. It is necessary to make the reasons for writing task very clear to the administrators and the teachers, who may automatically classify creative writing as idiotic task. In fact, writing process should be enjoyable, and students ought to have opportunities to elect their own subjects and strategies of writing. One cannot undervalue the significance of creative writing in promoting student's

cognitive and communication skills (Ibid: 719)

Topkins (1982) suggestions have encouraged the researcher in the present study to suggested fluency and flexibility as a strategy to develop students' writing skills (fluency and flexibility are tools of creative writing beside the originality and elaboration).

1.2 The Creative Approach and EFL Teaching:

It is advise, in case of teaching creatively, to adopt creative approaches (Wared, 2007:xxii). First of all, there is a need for distinguishing between the process of teaching creatively and the process of teaching for creativity, in the former, focuses on the teacher's vivid approaches to let learning task more effective, exciting, engaging, and interesting. Whereas, the later uses the style of instructing that are intended to promote learners own creative behaviour and thinking. Briefly, the teaching for creativity and creative teaching are highly interrelated (Jeffery and Craft, 2004:77).

1.3 The Tools of Creativity:

Creativity has four abilities: fluency, flexibility, originality and elaboration. Fluency is the capability to product lots of ideas, flexibility is the capability to imagine and produce ideas of various types, and originality is the ability to create uncommon and new ideas. The elaboration is the capability to decorate and expand existing ideas with more details (Constantinides, 1996).

For Williams (1970) (cited in Moseley et al. 2005) creative thinking includes setting together modern different ideas by utilizing the four cognitive and affective behaviours which are shown in Williams' model below:

❖ **Cognitive behaviours:**

- a) Fluency: producing a large number of beliefs and ideas
- b) Flexibility: capability to vary group, words' family, and categories.
- c) Originality: capability to produce unique ideas.
- d) Elaboration: capability of adopting an idea and decorate it.

Northcott et al. (2007:761) consider these two domains, "what we know" and "what we feel", as the two essential processes, which occur during the process of creative thinking. This notion shapes the basis for investigating the process of creative thought in educational context.

Regarding the field of learning English as a second or Foreign Language, creativity could be clearly observed and measured, especially in the productive skills; namely speaking and writing (Ibnian, 2009: 3).

1.4 Fluency and Flexibility in Writing:

Writing might be categorized into two types: functional and creative types. In creative writing task, individuals can convey what they have in their minds to others in an attractive literary style. It involves many styles such as writing short stories, composing poems, plays and essays. Moreover, the goals of the functional writing task are to convey a direct and specific message to particular readers (Shafiq, 2007).

Bello (1997) mentioned that writing perform a primary role in enhancing language learning and acquisition as learners experience the sentences and vocabularies to communicate their thoughts, beliefs, and ideas in an effective way, and enhance the grammar rules and words they learn inside the classrooms.

From the researcher's long experience in teaching English language at schools, they believe that writing is not any more consider way which requests from the language learners to do grammar activities or to write paragraphs that are free from language errors and mistakes. The traditional methods of teaching writing are inefficient.

1.5 Fluency and Flexibility Strategies:

With regard to means to promote learner's writing, some strategies might be adopted to promote language learners writing (in creative way) such as: problem solving and brainstorming strategies. The researcher in the present study adopted the mentioned strategies and added mind map, divergent and convergent thinking process, and Strengths, weaknesses, opportunities, threats strategies to suggest creative writing program (Manktelow, 2003).

1.6 Problem Solving Strategy:

Problem solving strategy is implemented through a series of steps as follows: defining the problem, gathering information related to the problem, identifying available solutions, choosing the best resolution, improving the lesson plan, applying the solutions, and assessing solutions and progress. Thus it encourages students to exert every possible effort to solve the raised problem, which is shaped in a challenging situation (Chang and Kelly, 1995).

In light of the significances of utilizing problem solving-strategy, the researchers in this study have included it in the program to investigate its efficiency in promoting learners' writing performance and creativity in writing in EFL.

1.7 Statement of the Problem:

As an outcome of what have been reviewed in the introduction, the methods, procedures, activities, and techniques of instructing English language need to be amended and improved. The researchers in the present study notice that writing skills is not till now a major interest and concern in Iraqi school settings. It is clear that secondary schools concentrate on Communication approach, as imitated in the latest Iraqi '*Education Guidelines*', and does not set much concentration on communication strategies via writing. The researchers notice that most of Iraqi students think that communication is essential and more necessary than writing skills in English language context.

In addition to the researchers' observations, a need analysis process has been conducted to the target participants to reveal their needs and what they want to develop. The results of the need analysis strategy revealed that most of the participants need to develop their writing skills. They want to learn how they can generate many ideas and organize them in well formed paragraphs.

To reach the ultimate goal of enabling EFL students to express their ideas and varied them, the current study is an attempt to propose a training writing program based on the fluency (think and generate ideas) and flexibility (think and generate varied ideas) skills to develop fourth preparatory literary grade students' writing skills in Iraq.

1.8 Questions of the Study:

The present study is aimed at answering the following questions:

1) Are there any significant differences at ($\alpha= 0.05$) in the mean scores of the writing achievement of fourth preparatory grade EFL students that can be attributed to the teaching strategy (fluency and flexibility mechanisms)?

This question leads to the following sub questions:

A) Are there any statistically significant differences at ($\alpha = 0.05$) in the writing achievement mean scores that can be attributed to the teaching method via brainstorming strategy?

B) Are there any statistically significant differences at ($\alpha = 0.05$) in the mean scores of the writing achievement of Fourth preparatory EFL students that can be attributed to the teaching method via mind- map strategy?

C) Are there any statistically significant differences at ($\alpha = 0.05$) in the mean scores of the writing achievement that can be attributed to the teaching method via creative problem solving strategy?

2) Are there any statically significant differences at ($\alpha = 0.05$) in the mean scores of the writing post-test between the males and females experimental groups?

1.9 Significance of the Study:

This study derives its significance from highlighting the characteristics of the writing program via utilizing fluency and flexibility skills for teaching writing skills in Iraqi schools. And that the learners will find these skills effective. Also hopes, that the fluency and flexibility strategies will promote learners' thinking abilities as writers. The study could provide the English language teachers an insight into learners' preferred learning styles, strategies, and activities that make writing both useful and interesting.

1.10 Aims of the Study:

The study aimed at developing Iraqi fourth preparatory literary grade learners' writing achievement in English language.

1.11 Limitations of the study:

The limitations are as follows:

1. **Location:** The places of the schools are located in karkh in Baghdad.
2. **Time:** This study was conducted in the second semester of the academic year (2015-2016) and its applications may change dramatically in the future.
3. **Participants:** the participants of the study were from Al-Qudis Secondary school for boys in Aljamiya district in Baghdad, and Aljamiya secondary school for girls in Aljame'a district in Baghdad too.
4. **Grade:** the research is limited to the fourth preparatory literary grade students only.
5. The duration of the experiment was two months only due to the permission taken from the schools and the pressure of time.
6. The marking scale was built by the researchers.

2. Theoretical Framework:

Writing process is not a unique case of writing phrases or sentences, but it is a way of connecting ideas to communicate with people. Researchers and educators in different part of the world have written about the

writing by non native learners of English. They have discussed problems and suggested solutions to them. Several writers have criticized the traditional methods followed by EFL teachers, and suggested contemporary strategies and techniques for instructing English language in general, and writing skills in particular emphasizing brainstorming strategy, mind- map strategy, problem solving strategy(Nurlaila (2013); Nemati et al. (2014); Andrisnsyah (2015);Shorofat (2007); Al-qarni (2011); Fransisca and Zainuddin (2012); Effendi (2014); Manouchehry, et al. (2014); Johnson (1990); Arafa (1996); Al-Nimrat (2005); and Elsayed (2007)).

2.1 Prewriting Process:

Many people face difficulty when they start writing. They feel that their mind is blocked when they try to build a paragraph. The difficulties are to think of an interesting theme, and generating ideas to support the major sentence.

Khwaileh (1991) confirmed the significance of prewriting phase indicating that most EFL instructors ask their students to write composition without equipping them with some writing strategies or techniques. As a result, the students face difficulties in writing a single paragraph.

For these reasons, the researchers in the present study highlighted the importance of prewriting phase by proposing an instructional program to develop fourth literary students' writing skills. The program contained five prewriting strategies (brainstorming strategy, mind- map strategy, problem solving strategy.

2.2 Brainstorming Strategy:

Alex Osborn used the idea of brainstorming during the 1930s. It has been used to describe people sitting round table and suggesting ideas. Rawlinson (1981:36) defined brainstorming strategy as a way of having a huge number of ideas from people in a short period. Barbara (1996) also defined it as non threatening strategy for motivating students to participate.

2.3 Advantage of Brainstorming:

Crawford et al. (2005:29) express brainstorming as a strategy for producing lots of ideas concerning a specific theme. Brainstorming has rules, these rules stress: (1) thinking of lots of ideas; (2) thinking of variety ideas; and (3) delaying judgment till the learners generate many different ideas. He stated that, brainstorming may aid to "open students' minds" so they have the ability to think of ideas that could not normally have occurred to the learners. Learners who use brainstorming usually become more productive and less solid thinkers.

2.4 Mind Mapping Strategy:

Novak and Gowin (1984) invented the concept mapping the way that the ideas are connecting in a diagram to form full map. While Buzan and Buzan, (1993) named it mind mapping, and O'Donnell, Hall, and Dansereau (2002) named it knowledge mapping.

The researchers in the present study noticed from his long teaching experience that mind mapping can be considered a good prewriting technique, and it is an effective method to write down notes and to brainstorm composition themes, because it includes writing down a central idea then supports it with related ideas. By concentrating on key ideas which are written by learner's own words, the learner can make a map in a way that helps to lead to better understanding.

2.5 Problem Solving Strategy:

Problem solving strategy was presented to education for very long times. Socrates was the famous philosopher who used problem solving strategy, but recently many researchers and educators begin to conduct it in their researches (Martinez, 1998).

2.6 Creative Problem Solving Strategy:

Creative Problem Solving is the process of capturing the imagination, using this to thinking towards possible action and making the imagination real by going out into the world and doing something new. It is the structure that allows people to navigate through a flow of creativity leading to innovation and commercializing (it is the process of identifying and realizing the value of innovation) the result (Ceserani, 2014).

Consequently, Muneyoshi (2004:14-15) presents results of different studies that show the positive effect of creativity on the students' academic achievement in that the increasing of the creativity leads to the increasing of students' achievement.

Sundeen (2013) defined Mind mapping as a prewriting strategy which helps students to plan by visualizing of their composition before, and during writing down a draft. It also helps students as a tool for organizational reminder during writing.

2.7 Related Studies:

2.7.1 Brainstorming Strategy:

Shorofat (2007) conducted a study to investigate the impact of utilizing brainstorming strategy on students' writing achievements, and also participants' attitudes towards writing. The participants of the study were 132 secondary students. Pre-posttest, brainstorming activities and attitudinal questionnaire were used to collect the data of the study. The results revealed that there is positive impact of using brainstorming on promoting learners' writing achievements in English language.

Amoush (2015) conducted a study to investigate the impact of brainstorming strategy on students' creative writing achievements the participants of the study were 80 university students. Pre-posttest were used to collect the data of the study. The results revealed that there is positive impact of using brainstorming strategy on promoting learners' writing achievements in English language in favor of the experimental group.

2.7.2 Mind mapping Strategy:

Suyanto (2010) conducted a study to investigate the impact of mind mapping strategy on students' writing achievements the participants of the study were 72 intermediate students. Pre-posttest were used to collect the data of the study. The results revealed that there is positive impact of using mind mapping strategy on promoting learners' writing achievements in English language in favor of the experimental group.

Badrus (2011) conducted a study to investigate the impact of mind mapping strategy on students' writing achievements the participants of the study were 270 intermediate students. Pre-posttest and documentation analysis were used to collect the data of the study. The results revealed that there is positive impact of using mind mapping strategy on promoting learners' writing achievements in English language in favor of the experimental group.

Andrisnsyah (2015) conducted a study to investigate the impact of mind mapping strategy on students'

writing achievements The participants of the study were 36 intermediate students. Pre-posttest were used to collect the data of the study. The results revealed that there is positive impact of using mind mapping strategy on promoting learners' writing achievements in English language in favor of the experimental group.

3. Population and Participants of the Study:

The population of the present study involves all Iraqi male and female Fourth grade preparatory school students (Literary branch) in the public schools of Al-karkh First Directorate of Education during the academic year 2015- 2016. The total number of population is (3715) and they are distributed into 89 schools at Baghdad First Directorate of Education.

The study was conducted at Al-Qudis preparatory school for boys and Aljamea secondary school for girls in Baghdad. The total number of the participants is 94 (male and female students). The schools were chosen purposefully.

The groups were chosen randomly, and they were distributed into experimental group and control group (for both schools: males and females). Twenty eight boys were assigned to the experimental group, and thirty boys to the control group. Also, twenty girls were assigned to the experimental group, and sixteen girls to the control group.

In order to achieve the equalization of the groups, pre-test has been conducted. The test was to write a composition about a wedding party. A T-test is conducted to reveal whether there is any statistically significant difference between the scores of the experimental and control groups in the pre-test.

3.1 Research Instruments:

The researcher use pre-post tests and an instructional writing training program to collect the data of the study. The test consists of pre-post tests. The pre-test requests from learners to write a composition about "A Wedding Party", and the post test requests from learners to write a composition about "A Favorite Sport".

The creative writing program is designed to find out the effect of creativity process on the EFL students' writing achievement in English. It is designed in accordance with creative tools (Fluency, Flexibility Strategies). It incorporated creative strategies and techniques according to three creative strategies: Brainstorming, Mind Mapping, and Problem solving. The content blended with the creative writing techniques strategies, and activities. The program is implemented through lesson plans. Creative writing tools and techniques are sequenced as activities those based on cognitive creative thinking skills: fluency, and flexibility, the program is divided into five lessons. Each lesson contains: Introduction about a given strategy; Practice topics in a given strategy; Process, the activity inside the classroom, of the strategy; and finally, the project: the homework to be given to the students after practicing the strategy. The objectives of each lesson are designed with students' comprehension and language proficiency level. The materials, activities, exercises, and homework in the lesson plan are graded according to students' level.

3.2 Variables of the Study:

This study investigates the following variables:

1. The independent variable: It is the instrument of instruction that has two levels: the creative writing instructional program and the traditional method.
2. The dependent variable: It is the students' writing achievement scores on the posttest.

4. Finding of the Study:

4.1 Results related to the first question:

Are there any significant differences at ($\alpha = 0.05$) in the mean scores of the writing achievement of fourth preparatory grade EFL students that can be attributed to the teaching strategy (fluency and flexibility mechanisms)?

This question led to the following sub questions:

A) Are there any statistically significant differences at ($\alpha = 0.05$) in the writing achievement mean scores that can be attributed to the teaching method via brainstorming strategy?

B) Are there any statistically significant differences at ($\alpha = 0.05$) in the mean scores of the writing achievement of Fourth preparatory EFL students that can be attributed to the teaching method via mind- map strategy?

C) Are there any statistically significant differences at ($\alpha = 0.05$) in the mean scores of the writing achievement that can be attributed to the teaching method via creative problem solving strategy?

In order to answer this question, means and standard deviations of the students' scores on the pre-test and posttest were calculated. Moreover, the researcher calculated the adjusted means and standard errors of the students' scores on the posttest due to teaching strategy. The results are presented in Table (1).

Table 1: Means and standard deviations of the students' scores on the Pre-test and Posttest due to teaching strategy, and the means and standard errors of the Post test

Teaching strategy	No.	Pretest (Covariate)		Posttest			
		Mean	Std. Dev.	Mean	Std.	Adj.	Std.
					Dev.	Mean	Error
Conventional	46	6.50	1.21	7.57	1.24	7.08	0.23
Instructional Program	48	6.25	1.32	10.37	0.89	13.96	0.25

It can be concluded from Table (1) that there is an observed difference between the two means of the students' scores on the posttest due to teaching strategy. Based on table 8, it is obvious that there is statistically significant difference at 0.05 between the mean scores of the experimental group on the pre-test and posttest in the overall creative writing skills in favor of the posttest scores.

To investigate the significance of the observed difference, ANCOVA was used for the students' scores on the posttest after excluding the students' scores on the pre-test. Table (2) presents the results of this analysis.

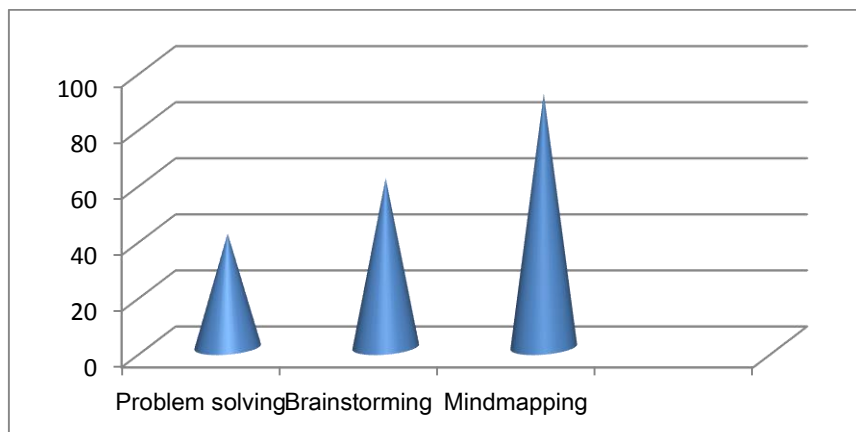
Table 2: Results of ANCOVA of the students' scores on the Posttest

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pretest	7.24	1	7.24	49.25	0.000	0.12
Teaching strategy	43.32	1	43.32	249.69	0.000	0.86
Error	13.41	91	0.147			
Total	63.97	93				

Table (2) shows that there is a significant difference at ($\alpha= 0.05$) between the two means of the participants at the posttest due to teaching strategy in favor of the students in the experimental group. The practical significance of the teaching strategy was (0.86), which means that (86%) of the variance in the students' performance at the posttest due to the instructional program.

To answer the sub questions, chart (1) represents the results of the experimental groups in each strategy. The diagram shows the percentage of utilizing for each strategy in the posttest.

Chart 1: The percentage of each strategy applied by experimental groups



To determine which sub scores of the posttest have significant effect, ANCOVA was conducted on students' performances on the sub scores of the posttest separately according to the independent variable of the study (teaching method) after neutralizing the effect of participants' performances on sub- scores pre-test as shown in Table 3

Table 3: Results of ANCOVA on students' achievement sub scores of posttest according to the study independent variable (the strategies)

Dependent Variable	Source	Sum of Squares	Df	Mean Square	F	Sig.	Partial η^2
Problem solving	Problem solving (Covariate)	6.235	1	6.235	0.374	0.543	0.59%
	Mind-map (Covariate)	9.020	1	8.020	0.542	0.464	0.80%
	Brainstorming (Covariate)	4.189	1	4.189	0.252	0.648	0.38%
	GROUP	1087.836	1	1087.836	64.321	0.000	40.53%
	Error	1087.837	64	16.654			
	Total	2410.842	69				
Mind-map	Problemsolving (Covariate)	3.971	1	3.971	0.396	0.531	0.65%
	Mind-map (Covariate)	27.178	1	18.178	2.713	0.104	4.11%
	Brainstorming (Covariate)	0.040	1	0.040	0.004	0.960	0.01%
	GROUP	930.493	1	930.493	91.801	0.000	90.24%
	Error	641.020	64	10.016			
	Total	1739.943	69				
Brainstorming	Problemsolving (Covariate)	33.975	1	33.975	3.089	0.083	4.62%
	Mind-map (Covariate)	31.795	1	34.795	2.809	0.093	3.98%
	Brainstorming (Covariate)	0.521	1	0.521	0.048	0.828	0.07%
	GROUP	802.240	1	802.240	72.164	0.000	60.34%
	Error	701.759	64	10.965			
	Total	1740.143	69				

Table 3 shows that there are significant statistical differences at ($\alpha = 0.05$) between the adjusted means of the posttest scores of the students' achievement sub-degrees of the test in problem solving, mind mapping, and brainstorming strategies, due to the instructional method in favor of the participants of the experimental group, who were taught via the instructional program in comparison with the students of the control group who were taught via the Communicative Language Teaching method (traditional method). The effect size of

the independent variable in post-test was as follows: (40.53% for problem solving strategy, 90.24% for mind-mapping strategy, and 60.34% for brainstorming strategy); which means that the relation between the independent variable and students' achievement sub-scores is strong(according to the criteria of Cohen,1988).

4.2 Results Related to the Second Question:

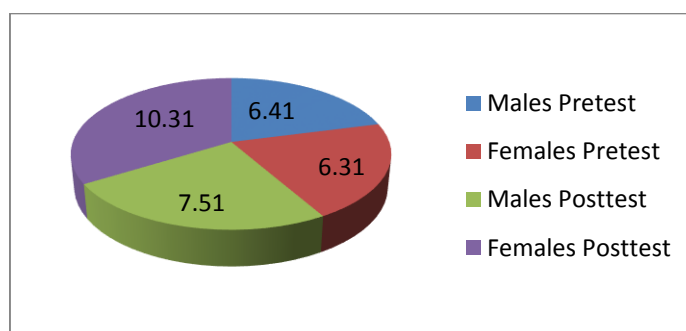
To answer the second question: " Are there any statically significant differences at ($\alpha =0.05$) in the mean scores of the writing post-test between the males and females experimental groups?" The mean scores and standard deviations of students' achievement (male and females students) were computed as shown in table 4.

Table 4: Means and standard deviations of the students' scores (males and females) on the Pre-test and Posttest due to teaching strategy

Teaching strategy	No.	Pretest (Covariate)		Posttest			
		Mean	Std. Dev.	Mean	Std. Dev.	Adj. Mean	Std. Error
Males	58	6.41	1.19	7.51	1.22	7.04	0.23
Females	36	6.31	1.30	10.31	0.89	13.92	0.25

It can be concluded from Table (4) that there is an observed difference between the two means of the students' scores on the posttest due to teaching strategy for the favor of females. Chart 2 shows students' scores due to teaching strategy.

Chart 2: students' scores (males and females) on the Pre-test and Posttest due to teaching strategy



5. Discussion of the Results:

The results of the experimental groups have approved the significance of the main strategies (fluency and flexibility) of the proposed writing program. Omaggio (2000) believes that in order to teach writing and develop writing proficiency to the secondary stages, familiar contexts that are relevant to students' interest should be used, which are relevant to students' interests; it seems that the material which was presented via instructional program met students' interests and needs.

The researchers believe that the creative writing program was designed to go with Krashen's Monitor Model Hypothesis. He suggested the "input hypothesis" which stated that input should be: comprehensible; interesting and relevant; delivered in safe and calm environment. Thus, students who learned via program have scored higher than those who learned via the conventional method, who were not exposed to

comprehensible input.

Brown (2001) stressed that students should not remain recipients of information but they should take part in initiating it. The results revealed that the program helped students to learn at their own place. The researcher thinks that there are many reasons to speak in favor of using the creative writing program in teaching and learning writing skills. The learning process becomes activities that do not require the direction involvement of teacher, which will help students learn what they need not what the teacher knows. Therefore, the utilization of the program in learning free writing in English language has enhanced the idea of continuous, steady, individualized and authentic progress in students' writing achievement.

The results reveal that the mind mapping strategy is the most utilized strategy, and then came the brainstorming strategy and finally the problem solving strategy. The researcher believes that these results are due to the fact that working in groups has a great effect in students' achievements. The experimental group's students enjoy the mind mapping strategy, which is the second strategy in their training program. At first, they face some difficulties in connecting the words, which are related to a given topic, together, but after three lessons, they start to initiate net connection between the main idea and the supported ideas.

The second strategy that the experimental group's students used was the Brainstorming strategy. The brainstorming strategy was the first strategy the students expose to. At first, the experimental students in both groups (male and female students) face some difficulties in generating ideas for a given theme. After practicing some brainstorming activities, they start building inner and self confidence to generate ideas and supported ideas to a given theme.

The researchers infer that it is important to encourage students to build self- confidence to be able to say what they might be afraid to say or due to shyness behavior. So, it is important to build inner and self-confidence inside the learners. This notion is stressed by Brown's (2001: 62) cognitive psychological principles. He stated:

Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.

Moreover, after seven lessons the students start to practice what Brown (2001) named "Risk taking principle". They start to compose well paragraph based on the ideas they have been generated previously, without any aid from the teacher (researcher). The experimental groups have succeeded in applying risk taking principle which Brown stated as follows:

Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing task, must be willing to become "gamblers" in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty (ibid:63)

The researcher's notice that the brainstorming technique also leads to activating the students' background knowledge and providing them with ideas and vocabulary items to compose their compositions.

The third strategy that was being used named Problem solving strategy. The utilization of this strategy was very rare among both experimental groups. The researcher believes that this may be due to the difficulty of implementing the strategy. When the researcher asked the experimental groups to write a composition by using problem solving strategy, the students in both experimental groups were confused.

Conclusion:

According to the results of the study, the following conclusions are presented in brief:

1. The effectiveness of using the brainstorming, mind mapping, and problem solving strategies in developing students' attitudes towards writing in English language.
2. Students may produce a good writing composition when they use pre-writing strategy.
3. There is a positive effect of using the mind mapping, brainstorming, and problem solving strategies strategy in developing students' creative writing skills.
4. It has been proved that prewriting strategy has urged the participants to generate and organize the participants' ideas.
5. Mind mapping strategy is used for teaching writing, and it helps the learners to organize their ideas and the content.

References:

Amoush, Kholoud Hussein (2015). The Impact of Employing Brainstorming Strategy on Improving Writing Performance of English Major Students at Balqa Applied University in Jordan. *Journal of Education and Practice*, v6 n35 p88-92

Andrisnyah, Andris (2015). The Effect of Using Mind Mapping in Teaching Recount text to the Students' Writing Ability at Eighth Grade of SMP 2 Ngadiluwih Academic Year 2015/2016. Published thesis, Universitas Nusantara PGRI Kediri, retrieved on 21st of April, 2016 from: www.simki.unpkediri.ac.id

Badrus Sholeh. (2011). The Effect of Mind Mapping Technique on Writing Achievement of The 8th Year Students at SMPN 3 Balung in The 2011-2012 Academic Year. Published thesis, Faculty of Teacher Training and Education, University of Jember. Retrieved on 3rd March, 2016, from: <http://repository.unej.ac.id>

Bello, T. (1997). "Writing Topics for Adult ESL Students", Paper presented at the 31st Annual Teachers of English to Speakers of Other Language Convention, Orlando, FL, USA

Buzan, T., and Buzan, B. (1993). *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York: Plume.

Chang, Richard and Kelly, Keeth (1995). *Step-by-Step Problem Solving*. Kogan Page Ltd., USA.

Constantinides, Marisa (1996). The Art of Being Creative, The CELT Athens Online TEFL Teachers' Resources. CELT Athens Newsletter, Issue 6, Summer 1996, retrieved 2016 from: http://www.celt.edu.gr/creative_teachers.htm

Crawford, A.; Saul, W.; Maehews, S.; and Makinster, J. (2005). *Teaching and Learning Strategies for the Thinking Classroom*. The International Debate Education Association, New York, NY

Jeffrey, Bob and Craft, Anna (2004). "Teaching Creatively and Teaching for Creativity: Distinctions and Relationships". *Educational Studies*, 30(1), 77-87.

Ibnian, Salem Khalaf (2011). The Effectiveness of a Proposed Program Based on the Problem Solving Strategy in Developing Tenth Grade Students' Creative Writing . *Theory and Practice in Language Studies*, Vol. 1, No. 3, pp. 263-272,

Ceserani, J. (2014). Creative Problem Solving. 1st Ed. Bookboon.com

Khwaileh, K. (1991). A Comparative Study of the Effect of Some Prewriting Activities on the Quantity and Quality of Paragraphs Written by Ninth- Grade Students in Ramtha. Unpublished M.A. Thesis, Yarmouk University, Irbid, Jordan.

Manktelow, James (2003). Creativity Tools. Station Rd. UK, 2003. p.p. 18-25

Martinez, M.E. (1998). What is Problem Solving? Phi Delta Kappan, April 79 (8), 605-609

Moseley, D; Baumfield, V; Elliott, J.; Gregson, M; Higgins, S; Miller, J; Newton, D. (2005). Frameworks For Thinking: A handbook for Teaching and Learning. Cambridge University press.

Muneyoshi, Hideki(2004). Identifying How School Teachers Use Creative Problem Solving. Buffalo State College, State University of New York, International Center for Studies in Creativity.

Northcott Ben, Iwona Miliszewska, and Eva Dakich(2007) ICT for (I)nspiring (C)reative (T)hinking. Retrieved on 12th of April, 2016, from: <http://www.ascilite.org.au>

Novak, J. D., and Gowin, D. B. (1984). Learning how to learn. New York: Cambridge University Press.

O'Donnell, A. M., Dansereau, D. F., and Hall, R. H. (2002). Knowledge maps as scaffolds for cognitive processing. Educational Psychology Review, 14, 71-86.

Tompkins, E. (1982). Seven Reasons Why Children Should Write Stories. Language Art, 59 (7), pp:718-21.

Shafiq Banat (2007). The effect of a Program Based on the Process Approach and Learning Style on Developing EFL Writing Skills Among Jordanian Secondary Stage Students. Unpublished Ph.D Thesis, Amman Arab University for Graduate Studies, Amman, Jordan.

Shorofat, A. (2007). The effect of Using Syncetics and Brainstorming on Ninth Grade Creative Writing. Unpublished Ph.D. Thesis, the University of Jordan.

Sundeen, Todd H. (2013). Explicit Prewriting Instruction: Effect on Writing Quality of Adolescents with Learning Disabilities. Learning Disabilities, Volume 18 (1). Retrieved on 13th of May, 2016 from <https://ldaamerica.org>

Suyanto, Adi (2010). The Effectiveness of Mind-Mapping to Teach Writing Skill Viewed from Their IQ. Published thesis, Graduate School of Sebelas Maret University. Retrieved on 13th March, 2016, from: <https://core.ac.uk/download>

Ward, Thomas B. (2007). The Multiple Roles of Educators in Children's Creativity. In *Creativity: Handbook for Teachers*, Ai- Girl Tan (ed.).(xvii-xxx) Singapore: World Scientific Publishing Co. Pte. Td.