

EFFECTIVENESS OF CREATIVE WRITING PROMPTS IN COMPOSING FICTION STORIES AMONG GRADE 12 HUMSS STUDENTS

ABSTRACT

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Crafting a compelling story is a creative endeavor that can be both rewarding and challenging. While some students naturally excel in storytelling, others often struggle with generating ideas or initiating their narratives. Creative writing prompts are valuable tools that stimulate imagination and provide direction, enabling students to construct engaging fictional works. These prompts not only inspire creativity but also offer structure, helping learners overcome writer's block and cultivate essential writing skills. Integrating creative writing prompts into classroom instruction fosters a dynamic and supportive learning environment that encourages self-expression and literary exploration. This study aims to evaluate the effectiveness of creative writing prompts in enhancing the fiction writing abilities of Grade 12 HUMSS students. This study employed a quasi-experimental research design to evaluate the effectiveness of creative writing prompts in enhancing the fiction writing skills of students. Forty (40) Grade 12 HUMSS students enrolled in the Creative Writing course at Bestlink College of the Philippines for the academic year 2024–2025 were selected through purposive sampling. To measure the impact of the intervention, pre-tests and post-tests were administered to assess students' performance before and after the implementation of creative writing prompts. The research instruments—including assessment tests, instructional materials, and evaluation checklists—were rigorously validated by subject matter experts and educational professionals to ensure content validity, relevance, and reliability. This methodological approach established a structured and credible framework for examining the influence of creative writing prompts on students' narrative development, creativity, and written expression. The results of the study revealed that 75% of the respondents were aged 17–18 years, with 52.5% identifying as female. In terms of writing performance, the pre-test yielded a mean score of 9.82 with a standard deviation of 2.725, indicating the students' initial level of proficiency in fiction writing. After the implementation of creative writing prompts, the post-test results showed a significant improvement, with a higher mean score of 17.12 and a lower standard deviation of 2.322, suggesting both notable progress and increased consistency in performance. A z-test analysis yielded a z-value of 12.86674 and a p-value of 0.00001, which is significantly below the alpha level of 0.05. These findings indicate a statistically significant difference between the pre-test and post-test scores, thereby leading to the rejection of the null hypothesis. Consequently, the study confirms that the integration of creative writing prompts had a significant and positive effect on the fiction writing abilities of Grade 12 HUMSS students. This study provides validated evidence of the effectiveness of creative writing prompts in improving students' fiction writing skills. The findings demonstrated a significant enhancement in writing performance following the use of structured prompts, affirming their value as an instructional tool in creative writing pedagogy. Nevertheless, students continued to encounter challenges in key areas such as content development, organization, writing conventions, characterization, language use, and stylistic expression. In response to these findings, the researchers recommend the continued integration of creative writing prompts into the curriculum, complemented by varied and scaffolded writing activities. These activities should specifically address areas of difficulty, foster deeper engagement, and support the refinement of students' narrative techniques. Through sustained practice and targeted instruction, students can further strengthen their creative writing abilities, building greater confidence and fluency in written expression.

RECOMMENDED CITATION

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