

FROM PAGE TO PERSONA: HOW CREATIVE WRITING SHAPES THE VOICES OF HUMSS LEARNERS

by:

Zernie D. Gutierrez, MAEd

SHS Teacher III, E.C. Bernabe National High School

HUMSS (Humanities and Social Sciences) students can profoundly investigate and embody their identities through creative writing. Students contribute their distinct experiences, viewpoints, and voices to their work by using creative storytelling techniques, such as narratives, character sketches, and personal vignettes. This turns the page into a self-reflective mirror, allowing students to creatively negotiate their social and personal identities. With its emphasis on language and the humanities, the HUMSS strand offers an ideal environment for fostering this kind of literary self-expression.

Students are more likely to establish a strong sense of voice when they are given the freedom to choose their own writing topics, styles, and formats. According to research, giving students options enables them to take charge of their creative choices and develop their own literary identities (Springer, 2023). Because of this flexibility, students are inspired to try new things, take chances, and push the envelope, producing works that are compelling and real and that readers can relate to.

A framework for assisting students in developing a distinctive narrative voice and viewpoint is provided by voice writing theory. By emphasizing authenticity, this method encourages students to write in ways that accurately represent their true feelings, ideas, and perspectives on the world (Lin, 2024). Applying this approach requires HUMSS students to go beyond imitation and develop the ability to narrate stories that only they can. Such genuineness boosts their confidence as communicators and enhances their creative productivity.

Writing creatively is a performance of the self, not just words on paper. By carefully choosing their language, audience, and representation, learners position themselves in their writing. By doing this, individuals create a writing persona that embodies their identity and interpersonal relationships. This performative element of writing emphasizes how every imaginative decision a writer makes, from word to story structure, shapes their identity.

Students' creative development may be hindered by an excessive focus on strict writing structures. The HUMSS strand's creative writing education pushes students to overcome these limitations and embrace their innate storytelling styles. They are encouraged to take charge of their writing process and consider themselves as authors rather than merely students finishing assignments as a result of this transition from formula to freedom.

Additionally, creative writing fosters confidence and experimentation. Tasks that promote risk-taking—playing with genre, voice, and perspective—benefit HUMSS students, many of whom are forming their identities and critical thinking skills. Students learn to trust their creative instincts through revision, constructive criticism, and iterative drafting. They can observe their own development and develop confidence in their capacity for effective self-expression through this process of try, error, and improvement.

Students who write reflectively—through journaling, narrative analysis, or peer review—become more conscious of their artistic decisions. Metacognitive abilities are developed when one understands how their voice is shaped by their diction, tone, structure, and narrative viewpoint. As a result, creative writing develops into a reflective activity that increases student awareness as well as a vehicle for self-expression. Writing is not only about creating text; it's also about knowing oneself as a writer thanks to this introspective process.

The ability to write creatively is not limited to academic assignments for HUMSS students; it is essential for jobs in media, education, journalism, and other creative fields. Students who develop a strong, genuine voice are better able to communicate in a variety of settings, including academic, professional, and personal ones, with empathy, clarity, and creativity. In the end, creative writing changes them from being only language users into meaning-shapers who can make their own impression on the world.

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