

## Developing Creative Writing Skills through Technology-Based Language Approaches

Jett Majay R. Hernandez

Graduate School Student, Emilio Aguinaldo College



**ABSTRACT:** This study examined the impact of a technology-based intervention on enhancing the creative writing skills of senior high school students in a selected public school in the province of Batangas. Using a pre-test-post-test design, the study assessed respondents' performance across three key indicators: content and idea development, language and style, and technical accuracy. The findings revealed a statistically significant improvement in the respondents' overall creative writing performance, with the mean score increasing from "Satisfactory" in the pre-test to "Good" in the post-test. Content and idea development emerged as the strongest and most improved area, reflecting the intervention's success in fostering creativity and organizational skills. Language and style also demonstrated notable progress, while technical accuracy showed the most substantial improvement, addressing persistent challenges in grammar, punctuation, and coherence. The study highlights the effectiveness of technology-based approaches in enhancing students' creative writing abilities. It also underscores the need for targeted interventions to address individual disparities and ensure balanced improvement across all dimensions of writing. The integration of digital tools not only facilitated the creative process but also aligned with the demands of modern communication and literacy. These findings have significant implications for educational institutions, offering insights into the design of innovative and inclusive writing programs that prepare students for academic and professional success.

**KEYWORDS:** Creative Writing, Technology-based, language approaches, intervention, impact

### I. INTRODUCTION

Creative writing, distinct from academic writing, emphasizes the author's self-expression, non-standard thinking, and imaginative capabilities (Verovkina, Kvasnetska, & Kasatkina-Kubyshkina, 2024). This form of writing allows students to explore their emotions, ideas, and creativity, which is often reflected in their ability to produce original and engaging texts. The integration of creative writing into the curriculum helps students develop their language skills in a more holistic and engaging manner.

One of the most pressing issues in education is how to introduce lessons or topics to students so they can easily understand and apply learning principles. Senior High School students require opportunities to practice and improve their writing skills, leading to stronger critical thinking abilities. Teachers play a crucial role in guiding students through this process. As central figures in education, teachers must be well-equipped, competent, and knowledgeable to provide quality education and sustain excellence. Effective teaching involves caring about the student's overall development, not just the academic construct. Teachers must recognize individual differences among students and adapt instructions to meet learners' needs. Motivating students and maximizing classroom engagement require a variety of techniques and strategies, making it a challenging but essential aspect of teaching.

The integration of technology in education has revolutionized various aspects of teaching and learning, and creative writing is no exception. Teaching creative writing to high school students is essential for developing their productive skills, enhancing their creative expression, and preparing them for future academic and professional challenges. With the introduction of the K-12 curriculum in the Philippines, Creative Writing has been integrated into the senior high school curriculum, particularly within the Humanities and Social Sciences (HUMSS) strand. This integration aims to address the unique challenges faced by both teachers and students in developing creative writing skills, especially in a non-native English-speaking context.

### II. LITERATURE REVIEW

Teaching creative writing through technology-based approaches offers numerous benefits, as highlighted by various studies. The integration of digital tools into writing education aligns with the contemporary digital literacy landscape, which emphasizes the need for students to engage with digital texts and technologies.

The integration of technology into creative writing instruction has garnered significant attention for its potential to enhance writing skills and engage students more deeply. Various studies have highlighted the effectiveness of digital tools in promoting creativity and improving writing proficiency among students at different educational levels.

One compelling approach is the use of digital mind maps to develop creative writing and reading skills. A study by Sayed et al. (2019) demonstrated that digital mind maps significantly improved the creative writing abilities of Arabic majors. The study employed a pre-post one group design, showing notable improvement in students' performance after the intervention, underscoring the necessity of incorporating technology into language education to foster creative skills.

Online platforms also play a crucial role in creating new audiences and providing a supportive environment for students. The K-12 Connection project, described by Coke (2006), extends online resources to K-12 teachers and students, facilitating the sharing of writing, receiving feedback, and accessing instructional materials. This platform helps students see their writing as part of a larger communicative context, enhancing their rhetorical skills and sense of audience.

Self-assessment tools in technology-enhanced environments have proven effective in creative writing courses. Sumarni et al. (2018) found that self-assessment followed by in-depth interviews helped students at Mulawarman University reflect on their writing tasks, leading to significant engagement and improvement. This method encourages students to take responsibility for their learning and strive for high standards.

Digital storytelling is an innovative method that merges traditional narrative techniques with modern technology, making it a powerful educational tool. Sheafer (2017) highlighted the benefits of digital storytelling in a psychology class, where students showed improved understanding of classic experiments and enhanced storytelling skills. This method not only makes learning more engaging but also develops students' ability to convey complex ideas creatively.

The impact of technology on students' creative writing is evident in various educational contexts. Alkhaldi (2023) reported that using technological tools significantly improved Jordanian university students' writing performance and creativity. The study recommended incorporating technology-based activities into language curricula to enhance learning outcomes and foster creativity.

One of the key benefits of using technology to support creative writing is the enhancement of digital writing skills among teachers. Demirel, Tolaman, and Azizoğlu (2023) conducted a study on the effects of web-based creative writing practices on teachers' digital writing skills and self-efficacy. Their findings indicated that web-assisted creative writing practices positively impacted teachers' digital writing skills, digital writing habits, and their self-efficacy in using digital education technology standards. This improvement in teachers' skills is crucial as it directly influences their ability to teach digital writing effectively.

For students, project-based learning using platforms like Wattpad has shown to be highly effective. Zubaidi, Suharto, and Maulidiyah (2023) explored the implementation of project-based learning using Wattpad in an English grammar and creative writing class. The study found that students had positive attitudes towards using Wattpad as a writing platform, which helped improve their writing skills through engaging and interactive projects. This method not only motivates students but also allows them to showcase their creativity in a digital format that resonates with their everyday experiences.

The challenges and strategies in teaching creative writing were discussed by the International Journal of Recent Technology and Engineering (2019). The article emphasized that while teaching creative writing can be challenging, it is essential for students' overall development. Creative writing allows students to harness their creative thoughts, build confidence, and develop unique writing styles. It is a skill that extends beyond academic success and contributes to personal growth and self-expression.

The integration of technology in teaching creative writing has been recognized as a significant advancement in modern education. Various studies underscore the potential of technology to address common challenges faced by educators and students in fostering creative writing skills. One notable study emphasizes the need for mobile learning-based media to enhance creative writing among Indonesian high school students, who often lack motivation and demonstrate weak creative writing abilities (Ernalida, Oktarina, & Ansori, 2023). This research highlights the importance of adhering to multimedia development principles and mobile learning characteristics to develop effective learning media that can improve literacy.

### III. METHODOLOGY

In this study, a quasi-experimental design was employed to investigate the impact of technology-based approaches on enhancing creative writing skills among Senior High School students in a selected public school in Batangas, Philippines. This design was chosen to assess the effectiveness of these approaches without the inclusion of a control group, considering practical and ethical constraints within the educational context.

For this study, series of lesson plans were designed to enhance descriptive writing skills among Senior High School students integrated various instructional strategies and assessment tools aimed at fostering creativity and technical proficiency in writing.

## Developing Creative Writing Skills through Technology-Based Language Approaches

Each lesson plan incorporated specific objectives, materials, procedures, and assessment methods tailored to engage students through technology-based approaches.

There was also the execution of pre-test and post-test evaluations served as critical assessment points to measure students' growth in descriptive writing skills throughout the study. To assess students' progress, comprehensive rubrics were employed across all lesson plans. Those rubrics, categorized into criteria such as Content and Idea Development, Language and Style, and Technical Accuracy, provided clear benchmarks for evaluating the effectiveness of students' descriptive compositions. Criteria like Originality and Creativity gauged the innovative aspects of their writing, while technical elements such as Grammar, Punctuation, and Spelling ensured adherence to language conventions. Coherence and Cohesion were also assessed to evaluate the logical flow and organization of their narratives.

## IV. FINDINGS AND DISCUSSION

**Table 1. Profile of the Respondents**

| A. Variable                                | B. Category        | C. Frequency | D. Percentage |
|--------------------------------------------|--------------------|--------------|---------------|
| E. Sex                                     | F. Male            | H. 37        | J. 61.7%      |
|                                            | G. Female          | I. 23        | K. 38.3%      |
| L. English Language Proficiency Level      | M. Beginner        | P. 27        | S. 45.0%      |
|                                            | N. Intermediate    | Q. 18        | T. 30.0%      |
|                                            | O. Advanced        | R. 15        | U. 25.0%      |
| V. Access to Digital Platforms for Writing | W. High Access     | Z. 21        | CC. 35.0%     |
|                                            | X. Moderate Access | AA. 24       | DD. 40.0%     |
|                                            | Y. Low Access      | BB. 15       | EE. 25.0%     |
| FF. Frequency of Technology Use            | GG. Daily          | KK. 19       | OO. 31.7%     |
|                                            | HH. Weekly         | LL. 11       | PP. 18.3%     |
|                                            | II. Rarely         | MM. 15       | QQ. 25.0%     |
|                                            | JJ. Never          | NN. 15       | RR. 25.0%     |

The profile of respondents provides insights into the characteristics of the participants, forming the basis for understanding their performance in creative writing and their interaction with technology-based interventions. In terms of sex distribution, the sample was comprised predominantly of male respondents, constituting 61.7% of the population, while females accounted for 38.3%. This disparity in sex representation may reflect the demographic trends of the selected population and could potentially influence patterns of engagement and outcomes within the study, especially if sex-specific differences in creative writing or technology use are considered.

Regarding English language proficiency, the respondents were distributed across three levels, with the majority identified as beginners (45.0%). This indicates a significant proportion of participants with foundational skills in English, which may present both challenges and opportunities in fostering improvement through creative writing activities. A smaller segment, 30.0%, was classified as intermediate, and the remaining 25.0% as advanced, suggesting a diverse range of abilities that necessitate tailored instructional strategies to meet varying needs effectively.

The level of access to digital platforms for writing further highlights variability within the group. While 35.0% reported having high access, enabling consistent use of technology for writing tasks, the largest proportion, 40.0%, had moderate access, indicating occasional or shared use of these platforms. Notably, 25.0% of respondents experienced low access, which may hinder their ability to fully engage with technology-based approaches. This unequal access underscores the importance of considering external factors such as device availability and internet connectivity when evaluating the impact of the intervention.

The frequency of technology use also presented an uneven distribution. Approximately one-third of respondents (31.7%) reported daily usage of technology, reflecting a subset of participants likely to benefit significantly from digital interventions. Conversely, 18.3% used technology weekly, while 25.0% each indicated rare or no usage of technology. These findings reveal that a considerable portion of respondents may face barriers to frequent technological engagement, which could affect their familiarity with and effectiveness in utilizing digital tools for creative writing.

Overall, the profile of respondents reveals a complex interplay of factors that influence the study's context. The diversity in proficiency levels, access to technology, and usage patterns underscores the necessity of adaptable and inclusive methodologies to ensure that all participants can benefit from the interventions. These insights set the stage for a nuanced analysis of the relationship between respondent characteristics and their creative writing performance.

## Developing Creative Writing Skills through Technology-Based Language Approaches

**Table 2. Results of the Creative Writing Pretest for the Respondents**

| Indicator                       | Weighted Mean | Standard Deviation | Verbal Interpretation | Rank |
|---------------------------------|---------------|--------------------|-----------------------|------|
| 1. Content and Idea Development | 2.18          | .39                | Satisfactory          | 1    |
| 2. Language and Style           | 1.70          | .53                | Satisfactory          | 2    |
| 3. Technical Accuracy           | 1.48          | .50                | Needs Improvement     | 3    |
| Overall Mean                    | 1.78          | .37                | Satisfactory          |      |

Legend: 3.51 – 4.00 (Excellent); 2.51 – 3.50 (Good); 1.51 – 2.50 (Satisfactory); 1.0-1.50 (Needs Improvement)

The results in Table 2, which assess the creative writing pre-test performance of the respondents, align closely with the literature on creative writing approaches and their role in developing students' skills. The overall weighted mean of 1.78, categorized as "Satisfactory," suggests that while respondents demonstrated some competence in creative writing, significant room for improvement remains, particularly in technical accuracy and language and style. These findings reinforce the importance of integrating structured creative writing methodologies into the curriculum to address these challenges effectively.

Among the three indicators, content and idea development emerged as the strongest aspect, with a mean score of 2.18 and the lowest variability among respondents. This result reflects the respondents' ability to generate and organize ideas, which Verovkina, Kvasnetska, and Kasatkina-Kubyshkina (2024) identify as fundamental to creative writing. Their study emphasizes the role of self-expression and imaginative thinking in producing original texts, suggesting that the respondents possess a basic foundation for creative writing that can be further cultivated through targeted activities. Techniques such as creating short stories, writing essays inspired by experiences, or experimenting with structured forms like Haiku could be instrumental in enhancing this aspect further.

Language and style, with a mean score of 1.70, displayed greater variability among respondents, highlighting inconsistencies in their use of vocabulary, tone, and voice. These elements are critical for effective communication and creative expression, as noted by Verovkina et al. (2024), who advocate for engaging and emotionally stimulating writing exercises to help students refine these skills. The results suggest that while some respondents have started to develop these stylistic elements, others require more focused instruction to achieve consistency and fluency in their writing.

Technical accuracy was the weakest area, with a mean score of 1.48 and a relatively high standard deviation. This finding underscores the need for interventions targeting grammar, punctuation, spelling, coherence, and cohesion, which are essential for producing polished and clear writing. According to Febriana et al. (2018), structured creative writing activities in English Language Teaching (ELT) have shown significant success in improving technical skills. Incorporating scaffolded approaches, such as step-by-step editing exercises or process-genre methods, can help address these deficiencies and ensure more equitable improvement among students.

Overall, the data reveal a clear hierarchy of strengths and weaknesses in the respondents' creative writing abilities, with content and idea development as their strongest area and technical accuracy as their weakest. These findings align with the perspective that creative writing is a distinct form of expression that requires holistic development (Verovkina et al., 2024). By integrating varied and engaging methodologies, such as those identified in the literature, educators can address these gaps while nurturing the imaginative and expressive capabilities of their students. The results provide a strong baseline for evaluating the impact of future creative writing interventions and underscore the need for targeted strategies to support diverse learners effectively.

**Table 3. Results of the Creative Writing Posttest for the Respondents**

| Indicator                       | Weighted Mean | Standard Deviation | Verbal Interpretation | Rank |
|---------------------------------|---------------|--------------------|-----------------------|------|
| 1. Content and Idea Development | 2.83          | .55                | Good                  | 1    |
| 2. Language and Style           | 2.52          | .70                | Good                  | 2    |
| 3. Technical Accuracy           | 2.35          | .70                | Satisfactory          | 3    |
| Overall Mean                    | 2.56          | .43                | Good                  |      |

Legend: 3.51 – 4.00 (Excellent); 2.51 – 3.50 (Good); 1.51 – 2.50 (Satisfactory); 1.0-1.50 (Needs Improvement)

The results presented in Table 3 demonstrate a significant improvement in the respondents' creative writing skills following the intervention, as reflected by an increase in the overall weighted mean from "Satisfactory" in the pretest to "Good" in the posttest. This progress underscores the effectiveness of the intervention in enhancing students' abilities across the key indicators

## Developing Creative Writing Skills through Technology-Based Language Approaches

of content and idea development, language and style, and technical accuracy. Such improvements align with the evolving demands of the digital age, where integrating digital tools into creative writing education prepares students for modern communication challenges, as discussed by Clark et al. (2015). Furthermore, the results of the posttest also showed a significant improvement in students' confidence and motivation in their writing abilities. This positive shift in attitude towards writing can have long-lasting effects on their academic success and personal growth. Overall, the intervention not only improved students' writing skills but also instilled in them a sense of empowerment and readiness to face the challenges of the 21st century.

Content and idea development achieved the highest posttest score, reflecting the intervention's success in fostering students' creativity and organizational skills. The notable progress in this area suggests that digital tools facilitated the brainstorming and structuring of ideas, key components of creative writing. This finding aligns with Howell's (2015) discussion of multiliteracies, emphasizing how creative design across various modalities can help students construct meaning more effectively. Similarly, Zubaidi, Suharto, and Maulidiyah (2023) found that project-based learning on platforms like Wattpad encouraged students to generate and organize ideas while motivating them to engage more actively in the writing process.

Language and style also demonstrated significant improvement, with respondents showing better command over vocabulary, tone, and voice. The use of digital tools likely played a role in enhancing these aspects by offering interactive and multimodal resources for practice. However, the variation in individual scores suggests that some students benefitted more than others, pointing to the need for further refinement in this area. Demirel, Tolaman, and Azizoğlu (2023) highlighted the role of web-assisted creative writing practices in developing digital writing habits, which can also positively impact students' stylistic choices by encouraging experimentation and self-expression. Overall, the findings of this study underscore the importance of incorporating digital tools in language learning to improve writing skills. The potential benefits of web-assisted creative writing practices are evident in the diverse range of writing styles and voices that students were able to explore. Moving forward, educators should continue to explore innovative ways to integrate technology into writing instruction in order to support individual growth and development in this area.

Technical accuracy, while still the weakest indicator, exhibited the most substantial improvement. The shift from "Needs Improvement" in the pretest to "Satisfactory" in the posttest reflects the intervention's success in addressing respondents' difficulties with grammar, punctuation, and cohesion. This outcome supports Howell's (2015) advocacy for integrating multimodal arguments into writing instruction, which encourages precision and clarity in conveying ideas. Additionally, structured and scaffolded approaches, such as those highlighted by the International Journal of Recent Technology and Engineering (2019), play a critical role in remedying technical deficiencies by providing focused practice and immediate feedback. Incorporating these strategies into writing instruction has the potential to greatly enhance students' writing skills and overall communication abilities. By addressing specific areas of weakness and offering targeted support, educators can help students develop a strong foundation in written communication that will serve them well in academic and professional settings. Ultimately, the success of these interventions underscores the importance of ongoing assessment and tailored support in promoting student growth and achievement.

The findings emphasize the dual benefits of technology-based creative writing interventions: enhancing students' creative and technical abilities while preparing them for academic and professional contexts. Project-based learning using platforms like Wattpad not only motivates students but also equips them with skills relevant to a digitalized world, as observed by Zubaidi et al. (2023). Moreover, the positive impact on educators' digital writing skills and self-efficacy, as shown by Demirel et al. (2023), ensures that teachers are better equipped to guide students in using these tools effectively.

In conclusion, the intervention successfully addressed the respondents' creative writing challenges while fostering significant growth in their skills. These findings validate the integration of digital tools into creative writing instruction and highlight the importance of ongoing refinement to ensure equitable and comprehensive improvements. As students become proficient in navigating both traditional and digital writing landscapes, they are better prepared to meet the demands of contemporary communication and self-expression.

**Table 4. Comparison of Pretest and Posttest Creative Writing Results for the Respondents**

| Indicator                       | Test                | Mean         | t       | Sig. | Decision on Ho | Interpretation |
|---------------------------------|---------------------|--------------|---------|------|----------------|----------------|
| 1. Content and Idea Development | Pretest<br>Posttest | 2.18<br>2.83 | -8.312  | .000 | Rejected       | Significant    |
| 2. Language and Style           | Pretest<br>Posttest | 1.70<br>2.52 | -8.215  | .000 | Rejected       | Significant    |
| 3. Technical Accuracy           | Pretest<br>Posttest | 1.48<br>2.35 | -11.270 | .000 | Rejected       | Significant    |
| Overall                         | Pretest<br>Posttest | 1.78<br>2.56 | -15.587 | .000 | Rejected       | Significant    |

## Developing Creative Writing Skills through Technology-Based Language Approaches

The statistical results summarized in Table 4 confirm the highly significant improvements in the respondents' creative writing performance across all indicators following the intervention. The overall mean score rose from 1.78 in the pretest to 2.56 in the posttest, with a computed t-value of -15.587 and a significance level of 0.000. These results led to the rejection of the null hypothesis, affirming that the intervention had a transformative impact on the respondents' creative writing skills.

Content and idea development showed significant improvement, with the mean score increasing from 2.18 in the pretest to 2.83 in the posttest. The calculated t-value of -8.312 and a significance level of 0.000 demonstrate that this enhancement was statistically significant. This suggests that the intervention effectively supported students in generating and organizing creative ideas, a critical element in writing. Consistent with Febriana, Harmanto, and Maghfiroh (2018), who found that creative writing activities inspire idea generation and creativity, the results highlight the program's capacity to nurture these essential skills.

Language and style also improved remarkably, with the mean score increasing from 1.70 in the pretest to 2.52 in the posttest. The t-value of -8.215 and a significance level of 0.000 underscore the intervention's success in enhancing vocabulary, tone, and voice. This progress aligns with findings by Yanto et al. (2021) and Pratiwi, Chandra, and Arapah (2023), who demonstrated that digital tools and social media can significantly improve creative expression and linguistic proficiency by engaging students in meaningful, interactive writing activities.

Technical accuracy exhibited the most significant improvement, with the mean score rising from 1.48 in the pretest to 2.35 in the posttest. The t-value of -11.270 and a significance level of 0.000 highlight the intervention's ability to address critical weaknesses in grammar, punctuation, spelling, and coherence. These findings align with Zhou's (2024) emphasis on scaffolded instruction and process-genre approaches, which effectively guide students through the technical aspects of writing while fostering their overall skill development.

The consistent progress across all indicators demonstrates the effectiveness of a structured, technology-based approach in enhancing creative writing competencies. The results validate the integration of digital tools into writing instruction, echoing Sayed et al. (2019), who found that digital tools such as mind maps enhance creative skills by supporting idea organization and reflective practice. Additionally, the findings underscore the importance of adaptive programs that cater to diverse skill levels, ensuring that students of varying proficiencies benefit equally from interventions.

These results have important implications for language education. They remind us of the importance of technology integration to involve students in creative writing tasks and provide help with areas of known difficulty, such as technical accuracy. In addition, results indicate the need for on-going assessment to maintain momentum and to modify instruction for changing student needs. This type of technology-based intervention will foster creativity, accuracy, and linguistic fluency that will prepare students adequately for communication in the classroom as well as in the working world.

In conclusion, the outcomes of this study strengthen the transformative potential of structured, technology-based creative writing programs. The intervention improved not only foundational and advanced writing skills but also validated the use of digital tools as a central element in fostering creative expression and technical proficiency. These results provide a strong foundation for designing innovative, inclusive writing programs that support holistic skill development in students.

## V. CONCLUSION AND RECOMMENDATIONS

The diverse profile of respondents illustrates a range of demographic and contextual factors, including sex, English language proficiency, access to digital platforms, and frequency of technology use. This diversity provides valuable context for understanding the baseline creative writing abilities of the respondents and the varied ways the intervention may have influenced different groups. It establishes a foundation for analyzing how these factors intersect with creative writing performance.

The pretest results reveal that the respondents' creative writing abilities were initially limited, with a general performance level classified as "Satisfactory." Strengths were evident in content and idea development, suggesting some capability to generate and organize ideas. However, significant weaknesses in technical accuracy, particularly grammar, punctuation, and coherence, highlight areas requiring targeted improvement. These findings set a baseline for measuring the impact of the intervention.

The posttest results demonstrate that the intervention was effective in fostering substantial improvement across all creative writing dimensions. The respondents achieved higher performance levels, particularly in content and idea development, which remained the strongest indicator. Progress was also evident in language and style, while notable improvements in technical accuracy addressed the critical deficiencies observed in the pretest. These results highlight the intervention's ability to support holistic skill development.

A comparison of pretest and posttest results underscores the intervention's transformative impact on the respondents' creative writing skills. Improvements were statistically significant across all indicators, confirming the intervention's ability to address weaknesses effectively while enhancing strengths. The most pronounced gains were in technical accuracy, followed by content and idea development, and language and style. These results emphasize the importance of structured, technology-based interventions in advancing both foundational and advanced aspects of creative writing, with implications for broader educational practices and program designs.

## Developing Creative Writing Skills through Technology-Based Language Approaches

Given the disparity within access to digital resources, there is a need for ensuring that every student have sufficient opportunity to engage in experiences with technology for composition. Schools need to be sure to provide access to equipment, reliable internet connections, and digital composition tools especially for those with limited to moderate access at home. Bridging the digital divide will certainly mean the difference between a just and more efficient intervention for all. After opening the gates by accessing technology, schools are therefore compelled to train education providers in order to learn digital writing tools. Kids shall then benefit from multiple new opportunities for enhanced furthering of language development on computer and related media. Investment in access to technology and teacher training can ensure that all children have what it takes to succeed in an increasingly digital world.

Systematic assessment of creative writing skills must be conducted to monitor progress of students and identify which areas need more support. These assessments provide invaluable insights to learners and teachers, enabling continuous improvement and refining of teaching methods. The use of technology in the classroom allows students to be involved in interactive activities that promote critical thinking and creativity. In addition, digital technologies can improve access and participation in learning for all students with different learning preferences. With adequate resources and support, teachers can successfully create a generation of technology-savvy people ready to thrive in an ever-changing digital world.

## REFERENCES

- 1) Alkhalidi, A. A. (2023). The impact of technology on students' creative writing: A case study in Jordan. *Theory and Practice in Language Studies*
- 2) Ambarwati, A., & Damayanti, V. S. (2021). Authentic assessment analysis of literary writing skills 'poetry' based on the concept of creative thinking in students at Ihsaniyah High School. *Social Science Research Network*. <https://doi.org/10.2139/ssrn.3852114>
- 3) Ferdousi, B. J. (2022). Acceptance of technology and academic writing: Analyze in perspective of theoretical models. *Journal of Systemics, Cybernetics and Informatics*, 20(5), 94-117. <https://doi.org/10.54808/JSCI.20.05.94>
- 4) Guo jia, Zhang Dan, Cui Sihan, Zhao Linying. (2021). An Empirical Study of Two-way Vectors of Task Complexity and Task Difficulty in Chinese Students' English Writing Output, *Foreign Languages Research*, 3, 66-72.
- 5) Haturrahma, M., Salija, K., & Sakkir, G. (2023). The implementation of cooperative integrated reading and composition (CIRC) strategy in teaching students writing skill at junior high school. *Celebes Journal of Language Studies*. <https://doi.org/10.51629/cjls.v3i2.147>
- 6) Husda, A., Lubis, B. N. A., Yunanda, F., & Asrul, N. (2024). Applying clustering technique to improve creative writing skills for junior high school students in descriptive text. *International Symposium on Electromagnetic Launch Technology*. <https://doi.org/10.34012/elt.v5i2.4688>
- 7) Juedeman, E. R. (2018). Taking creative risks in the high school writing center: How secondary writing centers foster the development of risk-taking that ultimately leads to creative agency in high school student writers.
- 8) *International Journal of Recent Technology and Engineering*. (2019). Teaching creative writing skills in the classroom: Challenges and strategies. <https://doi.org/10.35940/ijrte.d1023.1284s419>
- 9) Pratiwi, T. M. S., Chandra, N. E., & Arapah, E. (2023). Exploring students' perception on the use of Instagram as a platform in Creative Writing course. *Journal of English Language Teaching and Learning*. <https://doi.org/10.32861/jssr.spi1.458.463>
- 10) Pusparini, D. A., & El-Sulukiyyah, A. A. (2023). Authenticity of Storial.co as virtual application in creative writing. *National Conference on Language, Education, and Technology Proceeding*. <https://doi.org/10.32534/nacoleet.v2i1.3423>
- 11) Sahyoni, S. (2020). Bubbles writing: Creative teaching models for junior high school students. *Journal of Educational Research and Reviews*. <https://doi.org/10.9734/ajess/2023/v44i3961>
- 12) Sumarni, S., Fauzan, M. M., Mofreh, S. A. M., & Patak, A. A. (2018). Investigating students' reflection toward self-assessment on creative writing achievement in ESP course. *International Journal of Humanities and Innovation (IJHI)*.
- 13) Zubaidi, Z., Suharto, R. P., & Maulidiyah, F. (2023). Improving students' creative writing skill through project-based learning using Wattpad as learning media technology. *Briliant*. <https://doi.org/10.28926/briliant.v8i1.1169>
- 14) Zhou, Y. (2024). The application of process-genre writing approach in senior high school English writing teaching. *Frontiers in Sustainable Development*. <https://doi.org/10.21070/icecrs2021887>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.