

Creativity in EFL Students' Writing: An Analysis of the *Storybird* Application

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Abstract: Creativity is a crucial factor that supports students' success in developing their writing skills. This narrative study aimed to investigate the role of creativity in improving students' writing skills through the use of the *Storybird* application. The researchers collected data by conducting interviews with three participants selected through a purposive sampling technique. The results of this study show that students were able to flexibly come up with a variety of writing ideas while using the *Storybird* application. They were also more confident in writing with their original ideas. *Storybird* then succeeded in piquing the students' high curiosity with a variety of writing ideas. With a foundation in flexibility, originality, and curiosity in writing, the researchers recommend using *Storybird* to help English students become more creative and produce better written work.

Keywords: creativity; EFL students; *Storybird*; writing

INTRODUCTION

One of the key targets in learning English is the improvement of students' writing skills. Writing is one of the productive skills that is not easy to master, as it needs a lot of effort to transform information obtained from various sources into a well-written form (Masduqi, Fatimah, & Chotib, 2023; Nasser, 2018). It requires the incorporation of knowledge and skills related to text, context, and readers (Faraj, 2015). More specifically, writing skills are a set of activities that direct a person to pour out their ideas in writing by paying attention to various procedures and rules, such as grammar, diction, cohesion, and coherence; a cautious process that a writer does to produce good writing (Cao Thanh, 2015; Fatimah & Masduqi, 2017).

There are some language components that students need to master to obtain good writing skills (Fatimah & Masduqi, 2017; Johns, 1991). Some steps need to be done, including spelling letters, choosing vocabulary, combining sentences, connecting paragraphs, and using

grammar correctly. Furthermore, in producing good writing, students must pay close attention to the process and product of writing. The writing processes include pre-writing, writing, revising, editing, and sharing. Meanwhile, writing products consist of text modelling, writing control, organizing ideas, and finalizing written products (Harmer, 2004; Hasan & Akhand, 2010). Thus, writing skills are very complex. Due to the complexity, students can easily lose their motivation in learning English writing (Hedge, 2005). Therefore, teachers are expected to have good strategies to help students produce good writing (Fatimah & Masduqi, 2017; Kroll, 1990).

One strategy to have good writing skills in English is to encourage students to be creative in obtaining and developing ideas. Creativity refers to the human ability to produce and develop ideas, concepts, and solutions to solve various existing problems. Therefore, being creative cannot appear naturally in students' minds. Greenstein (2012) proposed three aspects of the formation of creativity in humans, namely flexibility, originality, and curiosity. Flexibility, as the first aspect, leads to the freedom to understand and express something. This flexibility is important in bringing out creativity. This is because creativity will be difficult to emerge if the human mindset is inflexible or has no freedom to express ideas. The second aspect is originality. Originality leads to an effort to gain recognition for the work that has been created by each individual. A creation must be sourced from each individual as a form of ability that needs to be recognized for its authenticity. Plagiarizing other people's work is, therefore, never accepted in the discourse of originality. The last aspect is curiosity. In this case, creativity will emerge naturally if an individual is strongly curious to create something innovative. In other words, curiosity encourages people to do something unprecedented to solve problems or to make their lives better.

It should be noted, however, that creativity cannot automatically appear in students' minds. There needs to be a process to trigger the emergence of creativity in building and developing ideas. One of the ways is through the acquisition and mastery of a vast vocabulary that students need to develop their ideas in writing (Bellanca, et.al., 2012). This is often problematic as many students experience a deficiency in acquiring vocabulary in English (Rahmatunisa, 2014).

One effort to foster students' creativity in developing ideas is through the use of digital platforms (Mulyanto & Sujatmoko, 2022). Along with technological advancements today, teachers' learning activities cannot be separated from the use of various digital platforms. Those digital platforms can facilitate teachers to carry out interesting teaching-learning activities for their students (Fatimah & Masduqi, 2021; Lin & Maarof, 2013; Masduqi, Fatimah, & Chotib,

2023; Masduqi & Khairunnisa, 2024). One of the digital platforms that is trending today is the *Storybird* application.

Storybird is a digital platform with high-quality visual devices that are very useful for writing learning activities (Pop, 2012). The *Storybird* application can direct teachers and students to display ideas in visual form as a means to information that can be written. The existence of visual ideas helps or makes it easier for students to be able to build their ideas in support of the contents of their writing. In this way, students can gain fictitious experiences that help them create an idea that can be expressed in writing (Wertz, 2014). More specifically, the '*Storybird*' application has a device that can provide picture books, long-form stories, comics, flash fiction, and poetry that can contribute to bringing out students' creativity in coming up with ideas through words that will be written to assemble their literary work well. The functions or benefits of all these facilities are able to present a variety of information that requires the use of a variety of vocabulary in different contexts (Dube & Scott, 2017).

In recent years, several researchers have conducted studies on the contributions and benefits of using the *Storybird* application. Refika & Devi (2018) found that the use of the '*Storybird*' application helped teachers develop their existing teaching methods and learning materials. Regarding writing skills, Hillson et.al. (2019) revealed that students were greatly helped to create or construct a variety of sentences easily through the use of the *Storybird* application. Similarly, Shukri & Puteh (2017) found that students' learning motivation also increased along with the increase in the number of vocabularies that could be obtained through the use of *Storybird*. This, of course, is very useful for improving students' writing skills. In short, the *Storybird* application has been proven to contribute positively to students' writing skills. However, the *Storybird* application may not work optimally if the students do not have sufficient creativity. The problem is that creativity cannot emerge naturally by itself. There should be some factors supporting how creativity can be developed in the students' minds. One of the supporting factors is the use of a digital application, like *Storybird*, that supports students' writing skills. This research is, therefore, essential to be carried out.

Based on the explanations above, the researchers formulate the research questions as follows:

1. How did students build creativity to support writing skills through the use of the *Storybird* application?
2. What is the impact of creativity through the use of the *Storybird* application in supporting students' writing skills?

METHOD

This study used a qualitative approach with a 'narrative inquiry' design (Barkhuizen, 2008, 2011). The purpose of this study was to obtain in-depth information about participants' experiences in building their creativity in writing through the use of the '*Storybird*' application.

Participants in this study were three students of the fourth semester who had participated in writing classes that used the '*Storybird*' application. The students were majoring in the English department at a state university in Malang, Indonesia. They were purposively selected as participants in this study because they were active in writing classes, achieved high scores in writing, and were recommended by writing lecturers.

The data were obtained through in-depth interviews with the three participants. The interviews were conducted face-to-face for nearly 60 minutes on three different occasions. This is because the researchers wanted to obtain more detailed perspectives/experiences of the participants on the use of the '*Storybird*' application to develop their creativity in writing.

Having collected the data, the writers then analyzed the data by using the procedure proposed by Braun and Clarke's (2014). Here, the writers conducted four steps of the data analysis. First, the researchers carried out the act of '*familiarizing*' by repeating what was conveyed by the participants related to their experience in using *Storyboard*. In this case, the researchers recorded the information and highlighted important things in the narrative conveyed by the participants. Second, the researchers performed the act of '*transcribing*' the information that had been recorded. To avoid missing important information in the recording, the researchers repeatedly listened to the recording carefully. Third, the researchers did an '*identifying*' step of the data from the transcribed information. This aimed to sort information in accordance with the existing theories used in this study. Fourth, the researchers performed the act of '*encoding*' the information obtained for data classification. This was important to avoid the presence of duplicate data and to make the data easier to analyze.

For ethical considerations, the researchers had maintained the confidentiality of the data submitted by the participants. The researchers also maintained a professional attitude during communication and interactions with the participants so that they felt comfortable during the interviews. Thus, the researchers believed that the participants were willing and mindful of the data collection procedures. They were also informed about the ethical clearance granted to support the rights of the participants in this study.

FINDINGS

This section is presented to elaborate on the research findings relating to building students' creativity in writing through the use of the *Storybird* application and the impact of creativity through the *Storybird* in supporting students' writing skills.

Building Students' Creativity through the *Storybird*

Flexibility in Building Creativity

Flexibility is the first component in building students' creativity to improve students' writing skills. This is because when students write, they need flexibility in generating ideas. Based on the results of interviews conducted by the researchers, it is known that the students felt that they had access to build their creativity in writing through flexibility in finding ideas related to the topic being discussed. These ideas emerged when students tried to imagine the variety of images provided by the teacher through the '*Storybird*' application. This was stated by one of the students as follows.

"I feel happy with this *Storybird* application because there are a variety of images that can be saved by teachers. The images give me access to fantasize about the ideas I can come up with in my mind. What's more important is that I feel free or flexible to express the images so that my ideas are diverse."

(S1-FI/I-1)

What was conveyed by the students above shows that students felt a high degree of freedom or flexibility in finding ideas to support the writing made through the existence of images provided by the teacher through the '*Storybird*' application. The pictures had a charm that made students have a variety of ways or words to express what the picture contained. The variety of ways or words in expressing the image was a reflection of students' flexibility or freedom in building creativity of ideas to support the writing they make. This is also supported by the opinions expressed by another student as follows.

"Actually, writing is a difficult thing for me. The difficulties I experienced led to an attempt to generate ideas. In this case, I can't come up with ideas to write on my own. I often have very limited ideas for writing. However, when using the '*Storybird*' application where teachers can provide or display images as a way to make me able to present words freely or flexibly, I feel a change in my ability to generate a variety of ideas that support the creation of my writing."

(S2-FI/I-1)

What happened to the above students shows that a common difficulty often faced by students was the lack of ability of students to come up with ideas to support their writing. These ideas did not come up on their own; however, they needed a stimulus. One of the stimuli that could be presented by teachers through the use of the '*Storybird*' application was the display of images that could be expressed in words freely or flexibly. Thus, the use of images was able to spark students to have freedom or flexibility in expressing the content of the images themselves. In addition, the use of pictures also had the potential to enable students able to increase vocabulary acquisition. This was because the content of a picture could consist of a variety of words that could be freely generated by students to be acquired and understood to be able to support their writing. This was also stated by another student as follows.

"One of my shortcomings in writing or producing written works is that the amount of vocabulary I have is not so much. I admit that I am weak to memorize words directly. However, this was solved when I tried to use pictures as inspiration to find a variety of words so that this could cause me to increase the amount of vocabulary I acquired and understood."

(S3-F1/I-1)

Based on what was conveyed by the students above, it is known that vocabulary was the main key in writing. Students who had little vocabulary, of course, had difficulty writing. This was because the number of words possessed by students could support the ideas in writing. Of course, it was hoped that students had a lot of vocabularies so that they could be a weapon in presenting the expected ideas.

The effort to acquire or acquire vocabulary was not as easy as imagined. Every student had a different way of acquiring vocabulary. A student could acquire vocabulary by directly memorizing words encountered through a dictionary or the text read. On the other hand, some students needed help, such as pictures that became accessible for them to find new vocabulary to memorize and understand well.

The use of images also provided help for students to discover, understand, and remember new vocabulary to support their writing skills. The teacher's action by using the '*Storybird*' application, which had facilities and access to display pictures as a stimulus for students to increase the acquisition of vocabulary that could be used to produce the writing made was very useful.

Meanwhile, flexibility itself was also not a component of creativity that could be formed easily. Flexibility could only be felt by students when they were faced with the opportunity to think freely in producing an idea. This was not apparent without the means or

tools that led to the existence of things that could be displayed visually, such as images. This was stated by other students as follows.

"When I want to write, I always try to achieve flexibility or freedom of expression, but this is not easy for me. For example, when I read a text and try to make it an access to find a word or idea, I feel that the text limits my freedom to create other ideas to respond to the text itself. However, this is different when I am faced with an image, I feel that there is a lot of flexibility to be able to find a variety of ideas related to the image itself as a form of response that I give. So, I feel like a dream in the real world when I write with the help of visual objects."

(S1-F1/I-2)

What is conveyed in the statement above shows that freedom of expression in writing was a dream and a special attraction for students. Students often dreamed of being able to express their feelings and thoughts freely over flexibility. However, it was difficult to achieve when there was no stimulus that was able to bring students to create flexibility in writing. What was in the text actually made students have no flexibility to give responses through a variety of ideas that could have been raised. However, this was somewhat different when students were faced with images that contained a variety of vocabulary, which made it easier to present varied expressions. As a consequence, the ideas that could be presented by students were many and produced thick writing.

Thus, flexibility is a component that cannot be missed by students when they want to build creativity in writing. The more flexible students are in finding words and ideas, the more creative they are in writing. The impact that can be caused certainly leads to dense and filled or thick writing with interesting and varied ideas, or not monotonous and rigid.

Originality in Building Creativity

Originality is another component in building students' writing creativity. In fact, originality is an important barometer in building students' writing creativity. This is because what happens to students' writing activities illustrates the power of students' minds in expressing themselves through writing. This is because originality may have an impact on the birth of measurement of the recognition and trust of others in the work created by the students themselves.

Originality leads to the authenticity of the written product as evidence of the result of one's own creation, not someone else's. Literary works must be able to accommodate the results of their own thoughts and feelings that arise or are owned by students as original writers.

Building originality in writing is not easy; however, it requires a strong intention to be able to give birth to works of creation or self-made works that have never been created or owned by others. Therefore, each student must have a strong intention to avoid plagiarism of other people's writings. This was stated by the students as follows.

"Before writing, I always reflect on myself in relation to the effort to produce my own writing. In this case, I always pay attention to the authenticity of the writing that I can create. Therefore, the first step that I always emphasize is the intention to produce a written work that results from my own thoughts. This is very important so that I can be consistent to avoid plagiarism in writing."

(S2-F1/I-2)

What is conveyed in the above statement shows that writing activities were inseparable from the intention to produce their own literary works. This intention was a very important first step to avoid the desire to plagiarize the work of others, known as plagiarism. Without the intention to maintain the authenticity of the literary work to be created, it could make students plagiarize other people's works. This could harm the assessment of the originality of the literary work created. This statement was also supported by another student as follows.

"I realize that the biggest fear I face when writing is plagiarism over other people's writings which causes my writing to be not original or original. It will happen if I don't have a strong intention and commitment to build creativity through the authenticity of the writing I create or make. So this intention and commitment is my weapon to always pay attention to the authenticity of my writing as a form of creativity that I have."

(S3-F1/I-2)

Based on the above statement, it is known that the awareness that every student had as a writer was the intention to produce original literary works. Original writing was always the result of self-sourced thoughts. Every student always paid attention to the authenticity of his or her writing in every sentence written. This was because the assessment of each student's creativity in writing could also be seen through how much of plagiarism was generated. The high plagiarism score produced led to low student creativity in writing.

The struggle to present originality in every literary work required certain actions. One of the actions that could be taken by students to maintain originality in each literary work was to pay attention to the uniqueness of each sentence written. This was stated by a student as follows.

"Fighting for originality in every piece of writing I make is not an easy thing to do. The problem is that sometimes we don't know that what we write has been written by someone else before. In this case, we do not have the intention to plagiarize other people's writings, however, we also cannot be sure that our writings are the same as those of others by accident. Therefore, what we need to pay attention to is the uniqueness of our writing. Let's say that our writing has a certain style that cannot be imitated by others so that the authenticity of our writing will be maintained. We can do this kind of thing through observing the images provided by the teacher through the '*Storybird*' application.

(S1-F1/I-3)

What was stated by the students above reveals that the toughest challenge for students when writing was to fight for and maintain the originality of the literary work created. There were things that made students unable to realize that what was written had been written by someone else before so that the student was declared to have committed an act of plagiarism on someone else's written work, even though it was done without intention or accident. Therefore, students were expected to have strategies to avoid various possibilities of committing acts of plagiarism when writing.

One of the strategies that students could do to avoid plagiarism or maintain the originality of their writing was to display uniqueness in each sentence written. In this case, there was a certain style that could be displayed in each sentence written to show the impression that the writing had certain characteristics that could only be written by the individual student. This could make the authenticity of the writing made or produced, and also avoid plagiarism.

The effort to display this uniqueness could not appear on its own. All of that required a stimulus. This could be done through visual images provided by teachers through the use of the '*Storybird*' application. What happened to the pictures in the application gave students access to express the image in a certain writing style to produce uniqueness that could be created in each sentence written. This was also stated by the students as follows.

"I always try to show uniqueness in every sentence I write. It was very important for me to avoid plagiarism of other people's writings. At the very least, I try to present something different in my writing as something original. I was able to do all of that because of the images provided by the teacher through the use of the '*Storybird*' app. With the pictures available, I try to find specific or unique terms in the pictures for me to write in each sentence. As a

result, many of the sentences I write are very unique by having certain characteristics or writing styles along with the appearance of the image itself."

(S2-F1/I-3)

What the students stated above shows that there were strategies that could be done by students as a result of using the '*Storybird*' application to avoid plagiarism in writing, namely displaying uniqueness in every sentence written. However, this could not be done without stimuli of visual aids such as images. This was because images provided the potential for students to find certain terms that were unique to be conveyed or displayed as information.

Thus, originality is really an inseparable component in building creativity. In fact, the highest measure of creativity is originality. This is because if students as writers cannot maintain the originality of their writings, then the value of creativity given to them by others is very low. The creativity of a writer needs to be proven by the originality of the writing created. The higher the authenticity of the writing created, the higher the value of creativity given by others to the author.

Curiosity in Building Creativity

Curiosity is the last component in building writing creativity. Curiosity is also a form of strong encouragement for students to write. What happens to students when writing is filled with curiosity to summon various ideas that are put forward in the form of writing? It is hoped that these ideas will be able to provide solutions or contribute to solving existing problems, provide interesting information to others, and also introduce themselves to others through a variety of writings that have been created.

Writing is not only an activity aimed at expressing feelings and thoughts through writing, but it is also an activity based on curiosity to give birth to new ideas as a form of creativity through imagination and imagination which can be created or made by individuals. In other words, the real manifestation of curiosity in writing is imaginative ideas that appear as initiatives in writing, such as what students say as follows.

"As a person who wants to build creativity through writing, I try to find out my curiosity about something. This curiosity drives me to fantasize or imagine new ideas related to a topic. I have to have a good imagination to be able to imagine various things that can be inspiration in writing."

(S2-F1/I-3)

What was stated by the student above, it is known that writing creativity also required a component of curiosity that was embedded in each individual. This was because curiosity could

be an access to the appearance of imagining or imagining something to write. The imagination contained the emergence of new ideas that creatively arouse in the mind.

The emergence of curiosity in individuals also needed to be stimulated with things that were able to build imaginations such as images. The images displayed could encourage a person to fantasize. What was imagined by individuals led to a variety of ideas that could be written. This was conveyed by a student as follows.

"I am now used to being creative through writing. However, I can only write when there is a stimulus that pushes me to fantasize about the various ideas I will write. The best stimulus for me is in the form of pictures. Images have a powerful visual radiance to encourage me to fantasize and write what I fantasize. So, I am very happy when teachers use pictures as a way to help us in writing."

(S3-FI/I-3)

What is stated above shows that images had the power to make students creative. Student creativity was built through stimuli in the form of visual radiances that came out of pictures to produce ideas that could be written by students. The use of images as access to build students' curiosity could be done through the facilities in the '*Storybird*' application.

Thus, curiosity is a component that must be met to build students' creativity in writing. The emergence of curiosity in students is the result of the stimuli generated by the images provided by the teachers through the '*Storybird*' application.

Impact of Creativity through the *Storybird*

The Impact of Flexibility on Creativity Development

Flexibility, as one of the components in building writing creativity in students, has a significant impact. Flexibility was able to give students the freedom to pour out a variety of ideas to be written. This caused students to feel relaxed and free when writing. As a result, students felt that they could come up with ideas to the maximum in a maximum number so that the sentences produced were so diverse and rich. This was stated by a student as follows.

"When I feel flexible in writing, I feel that I have the power to generate a large number of ideas or sentences. The sentences or ideas I generate are also diverse even though I only discuss 1 topic. And all of that can happen because of the images provided by the teacher through the use of the '*Storybird*' application."

(S1-FI/I-4)

What is conveyed in the above statement reveals the positive impact on the flexibility felt by students when writing. In this case, flexibility was able to provide considerable benefits to

produce a large number of sentences or writing. Evidence also shows that even though students only discussed one topic, the ideas or sentences produced were so diverse. As a result, the literary work was made thick and full of information conveyed to readers.

The Impact of Originality on Creativity Development

Originality, as the second component of creativity development, also makes a significant contribution. Creativity needs to be measured in terms of authenticity, which illustrates that each sentence produced is one's own work, not plagiarism of someone else's previous writing. In this case, what the students had managed to write did not have a large enough similarity so that it could reduce the way from others. This could only happen when all the sentences written by students had certain characteristics or unique styles. The positive impact that could be felt was the trust of others and high confidence every time they wrote a sentence. This was stated by the students as follows.

"I used to feel insecure when writing. This happens when I can't maintain the authenticity of the writing I created. After that, I realized that authenticity is something that must be fulfilled for every student as a writer in order to be able to bring the recognition and trust of others to us. What I can do is to create a uniqueness over the caliphate that I produce. With this car, I am successful and confident to write".

(S2-F1/I-4)

Based on the statement above, it is explained that it was important for every individual to be able to maintain the authenticity of the literary work created. This was because originality was a measure of the creativity that the individual had. In addition, recognition of the authenticity and confidence of others in the individual could be built when the individual could prove the authenticity of the literary work they had.

To support this, there needs to be an effort, such as displaying the uniqueness of the works that have been created. This uniqueness can lead to certain characteristics that can be displayed through the style of sentences written, which are different from those of others. As a result, others will recognize our work and believe in what we have done as an effort to build our writing creativity by ourselves.

The Impact of Curiosity on the Creativity Development

Curiosity also has a good influence on the development of writing creativity for students. The act of writing leads to efforts to uncover thoughts and feelings, convey clear information to other individuals through writing, and also create breakthroughs according to the existing condition of the teacher. This curiosity was built through the existence of images

that were able to give influence and encouragement to continue writing endlessly until the end. This was conveyed by the students as follows.

"I feel that writing requires a process that is not short. This is because writing requires the existence of ideas that are generated by each individual. The problem is when individuals are stuck in a 'stuck' to come up with ideas so that they can continue writing until they are complete. To avoid this kind of thing, every individual is expected to have a high curiosity so that they do not stop to find a variety of new ideas that are access to the completion of the writing that is made. It was also a great learning experience."

(S3-F1/I-4)

Based on the above statement, it is known that the positive impact on curiosity as a component of building creativity in writing is the encouragement to always find new ideas until completing all the expected writing. This is very important to overcome the 'jammed' conditions experienced during writing, which results in a long and unresolved writing process.

DISCUSSION

Based on the findings of this study, the researchers found that the three components of creativity supported the students' success in writing. Regarding flexibility as the first component, the findings reveal that the '*Storybird*' application, which provides images, was able to lead students to present 'interactive writing'. This 'interactive writing' built a flexible atmosphere for students to come up with a variety of ideas or sentences to be written. In fact, students' interaction with the images in the '*Storybird*' application made their flexibility well-built so that it had an impact on the emergence of a variety of ideas or sentences that could be written. Zakaria et al. (2016) also found that students were very interested in 'interactive writing' activities through the *Storybird* application to improve their writing skills. Furthermore, using *Storybird* as a new form of technology in learning, the students were more flexible in expanding the scope of their writing ideas in a comfortable atmosphere. This is in line with Hett' study (2012) that the use of technology in learning provides a wider space for students in expressing their ideas. Students also feel 'enjoyable' with the use of technology in learning (Cote & Miliner, 2015).

Concerning originality as the second component, the findings of this study show that the use of the '*Storybird*' application was able to lead students to unleash their creativity by displaying unique sentence constructions to avoid plagiarism. This could happen by using images as a tool to find words or sentences that were simple, but had a fairly high difference in

appearance. Hilson et. al. (2019) found that the use of the '*Storybird*' application was able to help students produce simple and unique sentences comfortably. Abdullah et. al. (2020) also revealed that the use of images in the '*Storybird*' application was able to make students produce sentences that have a 'generic structure' that could be distinguished from other people's sentences. Furthermore, the findings show that the '*Storybird*' application provides images as one of the existing facilities that can stimulate students to discover new, unique vocabulary to avoid plagiarism. This result supports the study of Semin & Sara (2021) that the use of images through the '*Storybird*' application led students to find new vocabulary to generate interesting ideas. This also succeeded in making students avoid acts of plagiarism.

About curiosity as the third component, the findings show that it has a fairly important role in building the students' writing creativity. As each individual's writing is the result of imagination that stems from their curiosity, the findings of this study reveal that the use of the '*Storybird*' application led students to imagine in generating ideas to be written. This is in line with Adini & Zainul' study (2017) that the use of images in the '*Storybird*' application was able to attract students to do illustrations in their literary works.

It can be summed up that the three components of creativity above are crucial to consider when improving EFL students' writing skills. The findings reveal that flexibility enhanced the students' ability to find out ideas more optimally. Then, originality provided access for the students to acquire new vocabulary in writing. Lastly, curiosity played a significant role in creating a positive learning experience for the students. Consequently, their motivation, interest, and competence in English writing increased.

CONCLUSION

Creativity is strongly related to the success of students in EFL writing. English teachers and students should realize that the components of creativity, i.e., flexibility, originality, and curiosity, work together to support learners to have good writing skills. Based on the findings, through the use of the *Storybird* application, students were more able to generate variety of ideas in writing, acquire new vocabulary, enhance curiosity, and experience an engaging learning environment that fosters the production of better written works.

With the good foundation of flexibility, originality, and curiosity in writing, the writers recommend the use of *Storybird* to help English students be more creative in producing better written work. Having done this research, the authors expect that future researchers and educators can investigate *Storybird* further by involving more research participants and

institutions, so that the results can be more generalizable. They can also compare *Storybird* with other similar applications to find out which one is more proven in improving students' creativity and competence in EFL writing.

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