

## Recent Research on Creative Writing Learning in Indonesian EFL Settings: A Systematic Literature Review

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**ABSTRACT**

Research on creative teaching in English language teaching has identified creative writing (CW) as a potential tool to help advance EFL learning processes and outcomes and learners' personal development as well. Yet, studies on CW integration into English classrooms in Indonesian context has never been reviewed, causing the synthesis of scientific evidence in this field inaccessible. This review aims to help the stakeholders of English education in Indonesia get a comprehensive understanding of the trend and features of current research on CW integration into English classrooms in Indonesian contexts. It systematically reviewed 19 empirical studies published from 2015 to 2024, focusing on year of publication, participants involved, types of CW work, research topics and findings. The results showed that the number of studies on CW infusion into English classroom in Indonesia is still limited because researchers have just began to pay much attention to this field. The selected studies involved mainly university students majoring in English education and English literature. Only a few of the studies involved primary and secondary school students. The most popular genre involved in CW learning is poetry, followed by short story in the second place. All studies reported positive results of CW teaching and learning in terms of learning processes, learning outcomes, and students' attitudes and perceptions of CW. This article ends with some recommendations to the stakeholders of English education in Indonesia.

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## INTRODUCTION

In the last decade of the 20th century, policymakers and scholars reached a consensus for the crucial need to nurture creativity among the rising generation through education. It is vital to prepare students for an exponentially changing and complex life. The consensus has been thriving research on creative teaching and teaching for creativity worldwide. Yet, different from creativity research which focused on Big-C (creativity pertaining to outstanding, revolutionary thoughts and attainment) in the previous era, the focus has now renewed by shifting it to Little-C, or creativity relating to personal, ordinary, and daily creation (Kaufman et al., 2022). The shift was based on the belief that although some individuals show greater creativity than others do, everyone is creative and creativity can be enhanced (Runco, 2024).

The renewed research interest has made creativity research in applied linguistics, including in English as a second language (ESL) and English as a foreign language (EFL) very dynamic. In the last decade of the 20th century, research interest in creative language teaching focused on using creative texts, games and playful activities uses in the classrooms. This focus soon shifted to language learning affective (anxiety, attitude, and motivation) dimensions. In the beginning of the 21st century, the interest shifted again to the cognitive and sociocultural dimensions of creativity and the role of creativity in everyday interaction. Recent studies have shown that creative pedagogy enhanced EFL learners' learning performance, motivation, creativity (Li & Wei, 2024) and learning autonomy (Yeh, 2017). Learners' creativity is also found to positively and significantly correlates with their foreign language attainment (Guentulle et al., 2024). Such research results then led scholars to identify creative writing (CW) as a potential creative learning tool to help advance EFL learning processes and outcomes and enhance learners' creativity, imagination, critical thinking (Kirmizi, 2015). Such findings have called for more and more EFL teachers for increasing CW integration into their classrooms,

Literature describes CW as a process or a product in various ways. Marksberry (1963, as cited in Stillar, 2013) defined it as the writing of an original work to keep records, share experiences, and express individual thought, feeling, or emotions freely. Wang (2019) describes CW as a form of original expression encompassing a writer's imagination for engaging a reader. Other definitions involve the notion of exploration, imagination, self-expressions, and originality. In terms of language education, CW is a teaching technique employing the process of writing featuring imagination, emotion, exploration, and self-expression (Yeh, 2017). Although CW products often cover literary compositions (fictions, poems, drama scripts), CW is not done only by "experts" but also by EFL learners because CW also include personal writings (autobiographies, letters, journals, diaries, memoirs, etc.). A writing class that includes reading, analyzing, and discussing the works of expert writers in addition to lectures and workshops can provide the opportunities for students to acquire both language proficiency and the craft of CW (Dai, 2010).

Three advantages of CW incorporation into EFL classrooms have been verified. First, it enhances students' academic writing performance, (Santillán-Iñiguez & Rodas-Pacheco, 2022; Şenel, 2018; Turkel & Cetinkaya, 2020), develops their positive writing attitude (Kirmizi, 2015; Turkel & Cetinkaya, 2020) enhances writing fluency and confidence (Maloney, 2022), and boosts their writing motivation, learning autonomy, and audience



awareness (Yeh, 2017). Second, CW helps enhance language proficiency at all levels in many aspects and English literacy (Banegas & Lowe, 2021). It also assists learners to learn and use grammar, vocabulary, pronunciation, listening, speaking, and discourse (Bozdoğan & Ekmekçi, 2024; Maley, 2012). Third, CW can cater learners' personal growth as it helps develop reading habits (Dai, 2015), motivation (Banegas & Lowe, 2021), creativity (Rehman, 2022), memory (Shah et al. (2013), and critical thinking (Achilov, 2017). To conclude, CW can help transfigure EFL classrooms into environments that cultivate both language proficiency and life skills.

Some countries, such as China, Japan, Mexico, Taiwan, Thailand (Chamcharatsri & Iida, 2022; Yeh, 2017), and Turkey (Şenel, 2018) have been integrating CW into their EFL classrooms. Yet, it is still neglected in many other countries (Maley, 2012; Stillar, 2013) owing to three possible reasons. First, stemming from the belief that functional English proficiency is more essential for students' future academic and professional success, most EFL curricula prioritize learning measurable language skills to prepare students for high-stakes testing over CW (Barton et al., 2023). Second, many EFL programs have rigid structures, which view students as vessels to fill in with a large amount of material within a short time, leaving almost no room for CW activities (Pokhrel, 2023). Third, due to their insufficient understanding of CW, many students and teachers have the misconception that CW is challenging to learn and to teach. Since they think they have no talent to create CW, and CW is something they rarely do, the students perceive CW tasks intimidating (Ahmadi, 2019). The teachers, due to deficient training, are not confident to guide and support students in CW. Conversely, Maloney (2019) accentuated that the teaching and learning of CW demands only willingness to do so. It does not require special gifts or talents. Those who can learn to write can learn CW, and those who can teach writing can teach CW. Thus, the underutilization of CW in EFL classrooms is due to policymakers', English teachers', and students' misconceptions of the advantages of CW integration into English education and teachers' biases about its instructional efficacy (Maloney, 2019).

Reviewing relevant recent research systematically is a strategic way to help the stakeholder gain a correct and more holistic understanding of CW implementation in EFL learning and teaching. Yet, only two systematic reviews are identified in the literature. Barton et al.'s (2023) review analyzes 25 research on CW in primary classrooms set in the US and England to explore creativity and creative facets of writing through the lens of reflexivity. Based on the results, the researchers suggested employing various ways of teaching to encourage students to draw on creative thought and ideas when writing. Teachers were also recommended to get comprehensive understanding of the meanings of creativity for different writers and in different contexts, and how creativity is enabled. The second review by Mahito (2023) analyzed 10 studies on CW integration into English classrooms in some Japan universities. The results show that CW increased students' motivation in learning English because they were allowed to express themselves freely and increased their language awareness as they were encouraged to pay more intent to their own discourse. The selected studies revealed peer learning to be an effective affective learning as it helped students reflect on their writing.

Although the two reviews provide us broader understanding of CW implementation in EFL classrooms, they have some limitations. The first review includes research on CW



implementation in primary school level in ESL settings. Since ESL and EFL are different in some aspects, the results might need certain adjustments to apply in EFL contexts. The second review analyzes CW research specifically set in EFL context, i.e., in Japan universities. Yet, the results might need a few modifications to apply in other EFL settings due to cultural differences. What is more the number of studies included in both reviews are quite limited. Therefore, more reviews on CW research in EFL settings are necessary.

This review analyzed 19 studies on CW integration into EFL classrooms in Indonesia published in 2015 to 2024. It aims at exploring the trends, materials, activities, tools, strategies, and methods involved in ICW process in Indonesian EFL classrooms, as well as its efficacy and students' perceptions and attitudes towards it. Through such in-depth exploration, policy makers, researchers, and English educators will hopefully gain a broader grasp of CW significance and the ways to harness its potential as a pedagogical tool in EFL education. Accordingly, this review aims to address the following questions.

1. What are the trends of recent studies on CW incorporation in EFL classrooms conducted in Indonesian settings in terms of publication year?
2. What is the current state of the studies in terms of research topics, participants, and CW genres produced?
3. What is the current state of the studies in terms of research findings?

## **METHODS**

### **Review method**

This review was conducted following PRISMA method (Page et al., 2021) aimed to assist systematic reviewers to clearly report the objectives of the review, the research strands, methods, and outcomes. Using PRISMA, as shown in Figure 1, the process of getting the research to analyze in this review consists of four steps: identification, screening, eligibility and inclusion. The database used in this review is Google Scholar, a comprehensive resource to find academic content across numerous disciplines. Since its launch in 2004, it continuously indexes an enormous variety of scholarly materials, including journal articles, conference papers, books, theses, and patents. It also includes journal articles indexed in controlled databases. In terms of the number of indexed documents, it now has exceeded other databases of scientific literature (Halevi et al., 2017).

### **Data search, selection and collection**

As illustrated in Figure 1, the search combined the keywords 'creative writing', 'collaborative writing', 'Indonesian', and 'EFL Classrooms' and 2015 to 2024 as the time frame. Then, the articles were screened based on titles and abstracts. Next, they were selected for inclusion using the inclusion and exclusion criteria listed in Table 1. Review, synthesis articles, and other forms of non-empirical research articles were excluded because they do not include primary data collection, whereas this review focuses on empirical research information.



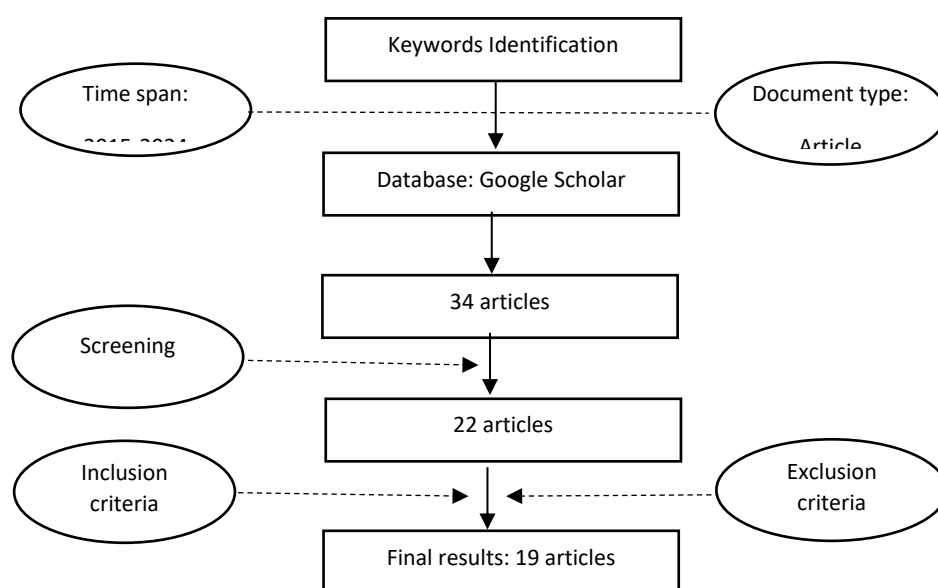


Figure 1: **The data search, selection, and collection process and methods**

### Data analysis technique

The data obtained from the 19 articles was analyzed qualitatively using the constant comparative technique, which systematically connects data collection, coding, and analysis to theoretical sampling for generating a theory that is integrated and close to the data, and declared clearly for further evaluation (Conrad et al., 1993, as cited in Kolb, 2012). In this review, the method was applied in four steps. First, the first selected study was scrutinized. Second, its content was registered to create a preliminary theme. Third, the second study was examined. Fourth, the themes of the first and second studies were compared. If their themes are alike, the third article was inspected, but if the articles are similar in one theme but differ in sub-themes, new sub-themes were created. For example, if both the first and second papers employ a quasi-experimental design, they were placed under the same sub-theme of research design. If the first and second articles' themes were different, another theme was created. For instance, if the first paper involved university students and the second involved junior high school students, below the research participants theme a new sub-theme called junior high school students was created to include the second paper. Then, the review went on by assessing the next study and comparing it to the previous ones. Every article was, therefore, examined and compared with another. The current state of CW research in terms of publication year trend, foci, participants, and CW genres produced, and outcomes could hopefully be explored comprehensively through the constant comparison method.



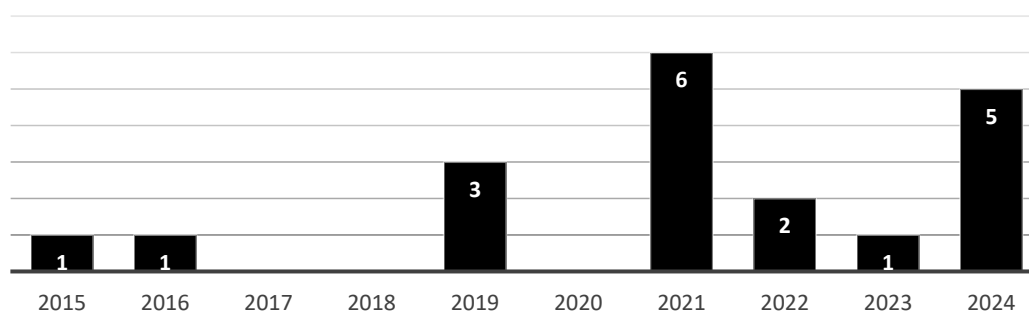
Table 1. **Inclusion and Exclusion Criteria**

<b>Inclusion Criteria</b>	<b>Exclusion criteria</b>
Empirical research articles	Grey literature, thesis, review/synthesis article
CW research in Indonesian EFL setting	Non-CW or CW research in EFL outside of Indonesia
Published in established peer-reviewed and/or accredited journals and proceedings related to ELT	Published in non-peer-reviewed and/or accredited journals
Published between 2015 and 2024	Published before 2015
Written in English	Not written in English

## RESULTS

### Year of publication

Figure 2 exhibits the distribution of the 19 selected studies in this review by year of publication. The figure shows that 73.7% of the articles were published in the last four years (2021-2024), indicating CW integration into EFL classrooms in Indonesia did not catch much attention from researchers up to 2020. Although research in this field tends to increase, it is still limited in number. While writing this review report, the writer tried to search Google Scholar for some systematic reviews of recent research on academic writing in Indonesian English classrooms. Some reviews, exploring specific aspects of academic writing, were soon found. Some of them analyzed several dozen articles, but two others selected even hundreds of studies. This indicates that in Indonesia, the number of studies on academic writing far exceeds the number of studies on CW.


Figure 2. **Articles Distribution by Year of Publication**

### Research areas and topics

As shown in Table 2, the results of the analysis generated three research areas: CW process, CW outcomes, and attitudes and perceptions of CW. Some of the studies investigated more than one focus. Therefore, some studies appear twice in the third column of the table. Furthermore, various studies focused on similar topics with different dimensions. In the table, to make the classification easier, foci with different dimensions are combined into a group of entries. So, although three studies investigated the topic of "using technology to



facilitate CW, they actually employed different technological tools and different learning modes.

**Table 2. Studies Distribution by Research Areas and Topics**

No	Areas	Topics/Focuses	Studies
1	CW Process	Use of self-identities and cultural-intellectual properties as resources in CW	Herawati (2021); Widyastuti et al. (2021)
		Students' CW strategies and practices to create poetry	Fithriani (2021)
		Use of poetry workshops with writing prompts, imageries and memories	Sari et al. (2022)
		Using technology to facilitate CW learning	Andhika & Wahono (2024)l Surfaifel et al. (2023); Widodo et al. (2016)
		Using concrete poetry to develop CW	Nilandari & Sundari (2024)
		CW tasks use to facilitate learners' self-exploration, creative linguistic, experimentation, and sel-voice	Manara (2015)
2	CW Outcomes	Effect of CW and CW specific strategies on students' writing performances or students' emotional, behavioural, and cognitive engagement	(Asri, 2015) (Basuki et al., 2024) (Kakerissa et al., 2023) (Nilandari & Sundari, 2024) (Safitri, et al., 2022) (Wahibullah & Indah 2021) (Larasaty & Yulianawati, 2019)
		Effect of using local wisdom-based teaching materials on students' CW skills	(Santosa, et al., 2019)
		Effect of technology use on students' CW productivity and creativity	(Andhika & Wahono, 2024)
3	Perceptions/ Attitudes of CW	Students' perceptions of CW integration into English classrooms	(Mardiningrum et al., 2024)
		Students' perceptions of Black Adam movie's plot to develop CW	(Basuki et al., 2024)
		Students' attitudes towards CW using technology	(Andhika & Wahono, 2024) (Surfaifel, et al., 2023)
		Students' interest in CW	(Fithriani, 2021)
		Problems faced by the students in face-to-face and online CW classroom	(Nugraha, 2021) (Pratiwi, 2019)

The topics/foci grouped into CW process cover some resources, strategies, tools, and methods used in the learning process to create CW. The foci grouped into CW outcomes refer to the effects of using some specific strategies, tools, activities, and materials in CW classrooms. The foci grouped into attitudes and perception of CW cover the attitudinal and aspects of CW implementation. They include students' perceptions of specific CW strategies, students' interest in CW, attitudes toward technology-assisted CW, and the problems faced by the students in CW classrooms and the solutions taken to overcome the problems.

The results show that CW process (studied in 9 articles) and CW outcome (9 studies) were more frequently investigated or more dominant than attitudes/perception of CW (7 studies). The domination of CW process in the research strands seems to stem from the realization of the researchers that, as a brand new practice, CW integration into English classrooms was still in the stage of searching for effective methods. Therefore, they must



have realized that finding effective learning strategies, techniques, activities and resources was very urgent. Many Indonesian EFL teachers might have known some effective CW learning and teaching methods in Indonesian language classrooms. However, the theory and practice of a first language CW is different from a second language CW (Thorpe, 2022). Consequently, to find methods that benefit to CW learning and teaching process in English classrooms in Indonesia is crucial.

The equal domination of CW outcome to CW process indicates the researchers' high interest in ensuring the impacts of using certain strategies, activities, or materials in the classrooms. To satisfy the interest, they investigated whether a strategy, activity, tool, or material is more effective than the other is. The results can help them decide to use or recommend proven effective methods, strategies, activities, or materials for integrating CW into English classrooms without hesitation.

The finding, that the attitudes and perceptions area was investigated less frequently, does not mean that it was less important. It might have to do with the researchers' priority scale. To implement a new practice such as, CW integration in EFL classrooms in Indonesia, knowing the effective methods, activities, and resources is considered more urgent than the aspects of attitude and perception of CW. Yet, studies on students' attitudes and perceptions can inform us about students' needs. Such information can help English teachers find supportive strategies to integrate CW into their English classrooms effectively. Thus, future studies are recommended to explore more dimensions of students' attitudes and perceptions of CW incorporation in their English classrooms.

Another crucial point to note regarding this research is the absence of the topic of teachers' attitudes and perceptions. Language learning research has shown that teachers' attitudes and beliefs affect the success or failure of language learners (Thompson, 2021). Therefore, future studies are also recommended to explore teachers' attitudes and perceptions.

### **3.3. Research participants**

As illustrated in Figure 3, all studies included in this review were set in formal education. A majority (63.16%) of the studies involved students at higher education as the principal subjects of inquiry. Only 15.8% of the studies involved senior high school students, 15.8% involved junior high school students, and 5.28% involved elementary school students. There are two possible reasons why university students predominated the participants of the selected studies. First, the researchers were EFL teachers at university, to whom the most accessible participants were their own students. Involving them could avoid administrative and technical constraints. Second, CW integration into EFL classrooms below higher education levels was not yet popular in Indonesia.



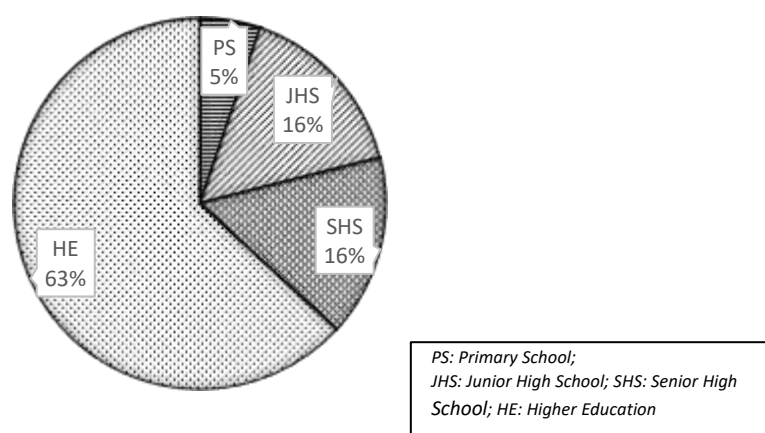


Figure 3. **Research Participants' Distribution by Level of Education**

The underutilization of CW in the English classrooms of primary and secondary schools can be a huge disadvantage because writing attitudes begin to form in young age, influenced by writing experiences, and will affect future writing (Bojana, 2002). CW is essentially communicating ideas, feelings, and impressions using imagination freely (in the writer's own ways), which makes it a stimulating activity. The sooner students engage with such an exiting activity, the more opportunities they get to love writing. It is possible that one of the reasons why a majority of EFL university students find writing problematic, despite having learned English for several years starting from primary schools, is the absence of CW from their English classrooms. Regarding this, CW integration should be extended to the English classrooms of primary and secondary schools.

It is essential to note that all the university students involved in the studies were majoring in English language education or English literature. This was possibly due to the notion that they were the only feasible groups to teach CW to in Indonesia. This belief stemmed from the fact that only the curricula of English majors provide credit hours for CW. The curricula of other majors, such as business, engineering, medicine, etc., allocate very limited place, usually only two to four credit hours, for English. Moreover, the curriculum constructors of non-English major programs usually mandate the credit hours for developing students' academic English required for taking tests. This is contrastive to English CW practices in many other countries where non-English major students also took poetry writing, such as in China (Yeh, 2017), Japan (Iida, 2016), South Korea (Disney, 2014) and Turkey (Tütüniş & Küçükali, 2014). These studies revealed that the multi major EFL learners could express their emotions, experiences, thoughts, and feelings through poetry and transfer the skills they learned in writing English poetry to prose writing and other writing genres.

Considering the power of CW as a tool for acquiring and using English as a means for communication and creation and for augmenting students' personal development (Dai, 2010), it is time for policymakers, curriculum designers, and English educators to find ways for infusing CW into the English classrooms at all levels of education and in all majors at universities.



### 3.4. CW genres

Table 3 displays that, in terms of CW genres involved in the selected studies, the most favored is poetry (57.89%), followed by short story (26.31%), unspecified (10.54%), and miscellaneous or combination of two or more types (5.26%). Poetry was also the only genre produced at all educational levels. Only university students dealt with short stories and miscellaneous (combination of different genres). The finding reflects the phenomenon that, despite students' acceptance of various genres, such as narrative writing, playwriting, and nonfiction (Yeh, 2017) poetry is often favored over other genres in EFL classrooms (Çetinavcı & Tütüniş, 2012). This might be due to its short length, allowing students to create a poem in not too long time. Yet, there must be some other reasons. Therefore, future studies are recommended to investigate why poetry is favored over the other genres in Indonesian EFL classrooms.

**Table 3. CW Genres Distribution by Participants' Levels of Education**

Educational Level	CW Genres				Total
	Poetry	Short Story	Miscellaneous	Unspecified	
Primary School	1 (5.26%)	—	—	—	1 (5.26%)
Junior High	3 (15.79%)	—	—	—	3 (15.79%)
Senior High	2 (10.53%)	—	—	1 (5.26%)	3 (15.79%)
University	5 (26.31%)	5 (26.31%)	1 (5.26%)	1 (5.26%)	12 (63.16%)
Total	11 (57.89%)	5 (26.31%)	1 (5.26%)	2 (10.53%)	19 (100%)

### Research findings

#### *Research findings on CW process*

Table 4 shows that the nine studies investigating the CW process generated four major findings. First, students used their own identities and culture as resources to create CW. They used their culture in two ways: inciting inspirations and synthesizing information, ideas, skills, and knowledge from different sources (Widyastuti et al., 2021) (Widyastuti et al., 2021) (Widyastuti et al., 2021) (Widyastuti et al., 2021) (Widyastuti et al., 2021) (Widyastuti et al., 2021). Second, to succeed in CW, students used various strategies. To craft poetry, three strategies were used: using popular poem templates as idea starters, creating a vocabulary bank for writing rhyming poems, and building emotions through personal story sharing and then channeling them through poetry writing. To write short stories, students used translanguaging. Third, workshops with writing prompts, concrete poetry, and CW tasks enhanced students' language, poetry writing skills and appreciation, creativity and self-directed learning as well. Fourth, the integration of technology through a virtual or blended learning approach facilitated students' engagement in poetry writing.

The results of the selected studies focusing on the CW process in this review validate the idea that CW is a powerful tool to help ESL/EFL learners to acquire and use the target language as a means for communication but also a tool for creation and a tool for personal development (Dai, 2010). The first finding, that students used their own identities (Widyastuti et al., 2021) and culture as resources to craft CW (Herawati, 2021), approves the idea that CW encourages learners to employ their 'imagination' and 'intellect'. This



enables them to use their personal and cultural knowledge to create self-expression and authentic voices as a means of nurturing creativity and originality in their writing. This echoes the Voice Writing Theory, which describes that every writer has a unique voice and encourages students to hold their individuality and express their experiences, ideas, and perspectives in authentic ways (Xiao, 2024).

The second finding, i.e., the four strategies used by students to succeed in poetry writing and translanguaging for writing short stories, are worth considering by English teachers who are searching for poetry writing strategies to suggest to their students. The combination of the strategies has the potential to help EFL students, including beginners, start creating their own poems productively and creatively. Among poetry writing strategies, writing free verse poems is recommended for beginners, as it permits the students to write without considering the complicated matters such as meter, rhyme, and the length of lines (Gang, 2005).

The findings related to technology integration in virtual or blended learning CW approve the results of previous studies, which showed that technological tools improved students' CW writing skills, lexical abilities, and imagination (Yang, 2022). These findings support Vanderslice's (2021) proposition that, with the help of technology, an online CW workshop is not only an effective instruction; it may even be more effective than the traditional CW workshop.

The fourth finding, which reveals that the use of concrete poetry improved students' language skills, creativity, and appreciation to poetry, can be an essential strategy for Indonesian EFL CW classrooms. It can help English teachers who are searching for effective learning tools and activities to improve students' interests in CW, their language skills, and imagination. Concrete poetry provides students the opportunities to experiment with various words and their visual feature. It also encourages them to organize and interpret their experiences in a meaningful way. These facilitate vocabulary enrichment, grow new ways to express ideas, and stimulate imagination. Moreover, the visual feature of concrete poetry assists students to understand the connection between words and their meanings, which will ease them to comprehend complex concepts, leading to language proficiency and creativity enhancement. Concrete poetry also has a unique format that can increase students' engagement and enjoyment of learning.

The last finding, that CW tasks encouraged students to be self-directed English learners, allowing them to experiment with their vocabulary knowledge to produce linguistic creativity, and expand their language and knowledge, supports the essence of CW integration into EFL classrooms. The research focusing on this topic (Manara, 2015) includes only three CW tasks: creating poetry, narrative text, and play script. To help English teachers find the effective CW tasks for their class, future studies are suggested to investigate other CW activities that might be applicable for English classrooms in various levels of education. Exploring how to implement CW activities suggested in various resources, testing their efficacy, or discovering students' perceptions of the activities is highly recommended.



**Table 4. Research Areas and Outcomes of the Reviewed Studies**

<b>Areass</b>	<b>Study</b>	<b>Outcomes</b>
CW Process	Herawati (2021) Widyastuti et al. (2021)	Students used 2 ways in utilizing their cultural-intellectual resources to write short stories: inciting inspirations and practiced synthesizing information from different sources Students used their perceived identities as resources for CW outputs, revealing the use of different aspects of multifaceted identities in EFL CW products
	Fithriani (2021) Riyantika et al. (2024)	Students used 4 strategies to succeed in poetry writing: (1) using popular poem templates as idea starters; (2) creating a vocabulary bank for writing rhymes; (3) building emotions through personal story sharing and then channeling them through poetry, and (4) responding to written relevant prompts. Students used translanguaging in every phase of the writing process to develop the short story and give feedbacks to peers.
	Sari et al. (2020) Nilandari & Sundari (2024) Manara (2015)	Poetry workshops with writing prompts, imageries and memories could empower students to produce poetry. Concrete poetry helped students enhance language and creative skills and appreciation to poetry as well. CW tasks encouraged learners to be a self-directed English learner.
	Andhika & Wahono (2024) Surfaifel, et al. (2023) Widodo et al. (2016)	Use of application, virtual learning, and blended learning approach facilitates students; engagement in poetry writing
	Asri (2015) Basuki et al. (2024) Kakerissa et al. (2023) Nilandari & Sundari (2024) Safitri, et al. (2022) Wahibullah & Indah (2021) Larasaty & Yulianawati (2019)	Paired storytelling improved students' short story writing skills Hypnotic writing improved students' ability to write poetry, Black Adam movie's plot technique improved students' narrative writing. Sentence-type cooperative learning was more effective than pictures to develop poetry writing abilities The use of patterned poetry using Indonesian super-diversity improved students' English skills and enriched their knowledge of Indonesian diversity, CW workshops using writing prompts, imageries and memories could empower students to produce poetry. CW activities affected students' engagement in terms of emotional (highest), behavioural (high), and cognitive (low)
CW Outcomes	Santosa, et al. (2019)	Local wisdom-based teaching materials increased students' creative writing skills
	Andhika & Wahono (2024)	The use of CapCut significantly enhanced students' CW productivity and creativity



*Table 4. (Cont.)*

Attitudes and Perceptions of CW	Mardiningrum et al. (2024)	Students perceived CW as interesting, beneficial and captivating.
	Basuki et al. (2024)	The participants had positive perception of using Black Adam movie's plot
	Andhika & Wahono (2024) Surfaifel, et al. (2023)	A majority of participants had a positive perception of CW employing technology,
	Fithriani (2021)	Students found poetry writing interesting.
	Nugraha (2021) Pratiwi (2019)	Problems in online CW: the course materials complexity, bad internet connection, low motivation, and teachers' unclear explanations. Ways to solve them: finding better connections, asking friends or lecturers, increasing self-motivation, and learning the material after class. Problems in face-to-face CW:: unfamiliarity to literature elements and CW techniques and not knowing CW advantages

### ***Research findings on CW outcomes***

Table 4 shows that the 9 studies investigating CW outcomes reported positive results. The efficacy of some specific CW strategies, activities, or materials to improve students' CW performance, as evidenced by five of the selected studies, is the most prominent. Asri (2015) found that paired storytelling significantly improved students' short story writing performances. Santosa et al.'s (2019) study showed that the use of local wisdom as teaching materials increased students' creative writing skills. Andhika and Wahono (2024) demonstrated the effectiveness of technology to enhance students' CW productivity and creativity. Finally, Larasaty and Yulianawati (2019) revealed that CW activities influenced students' engagement in terms of emotional (highest), behavioral (high), and cognitive (low).

### ***Research findings on Students' attitudes and perceptions of CW***

Similar to the studies investigating CW processes and CW outcomes, all studies on attitudes and perceptions of CW also reported positive results. That is, students perceived CW as an interesting, beneficial and captivating activity, viewed technology-enhanced creative writing positively, and found poetry writing interesting as an expressive pedagogy. The studies' outcomes in this group also revealed the problems (and their solution) in online, in-class, and blended learning CW classrooms.

Unfortunately, none of the selected studies investigated teachers' perceptions, experiences, skills, and habits in technology-assisted CW, whereas technology should benefit both students and teachers. Research has shown teachers with strong CW skills and positive attitudes towards CW can teach and inspire their students more effectively (Bifuh-Ambe, 2013). Therefore, future CW research in Indonesian EFL settings is recommended to focus on teachers' attitudes and perceptions of the use of technology in CW.



## CONCLUSIONS

Based on the findings and discussion, four conclusions were drawn. First, researchers' attention to CW incorporation into EFL classrooms in Indonesia has begun to rise since 2021. Despite its continuous growth, research in this field is still limited in number, probably due to its underutilization in the English classrooms in the country. CW has been infused only into the English classrooms of students majoring in English education and English literature and in a few primary and secondary schools. Second, the absence of CW from the English classrooms of Non-English majors at the university and its neglect in the English classrooms of primary and secondary schools seem to stem from the stakeholders' misconceptions of the advantages of CW integration into English education. Third, the most popular CW type students dealt with in CW classrooms is poetry, followed by short stories. Fourth, all selected studies in this review reported positive results for CW processes and CW learning outcomes and students' attitudes and perceptions of CW. Although more and more research is needed to get a high level of rigor, for the time being, the results of the selected studies indicate that CW is a powerful learning tool to help students advance their learning processes and outcomes and enhance their personal development. Therefore, to avoid the English program in Indonesia missing the boat, it is time for policymakers to provide spaces for CW activities and English teachers to incorporate it into English classrooms in all levels of education in Indonesia.

To help the stakeholders of EFL learning in Indonesia get a deeper understanding of CW significance and the ways to harness its potential as a educational tool, researchers are called to explore as many aspects related to CW learning as possible. Thus, future research can replicate the selected studies in this review in English classrooms with different settings. English teachers' attitudes and perceptions of CW and the skills they need to incorporate CW effectively in their classrooms are highly recommended to explore in future research.

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