

Creative Writing in Foreign Language Learning: Systemic Literature Review

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Mamluatul Hasanah, Sutaman Sutaman, Harir Mubarak, Risna Rianti Sari,
Alfiatus Syarofah and Firman Nurul Fauzi
Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

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Abstract: Creative competence as one of the transformative competencies in the future education framework 2030 must begin to be realized in foreign language learning, including writing skills. This study aims to map the position of creative writing in existing studies. The method used for tracing is NVivo as a coding tool. The 78 articles found are then selected by inclusion and exclusion categories to produce 25 articles for further coding. The results of the coding are then read and studied with four perspectives, namely the language that is the object of study, the problems for achieving creative competence, the solutions offered and the benefits that can be obtained to overcome emerging foreign language learning problems. The findings from this SLR indicate that the language which is the most dominant object of study is English. Linguistic problems in the context of discourse and demotivating non-linguistics are the dominant problems, while the solutions offered are mostly focused on creative writing strategies. The benefits obtained are the improvement of writing skills, language skills, motivation, and self-quality of foreign language learners. The research gap that can be mapped from the findings above is that attention to foreign languages other than English in creative writing research and discourse-based learning must be increased.

Keywords: creative writing, demotivation, language as discourse, NVivo, SLR

1. Introduction

Creative thinking is one of the topics of concern in this decade. Recent trends in various studies make creative thinking a competency that must be realized, the OECD (The Organization for Economic Cooperation and Development) for example, when establishing the future education framework 2030, and have determined transformative competencies as goals that must be realized in the educational process (The Future of Education and Skills: Education 2030 2018). While other languages including Arabic have not been widely studied (Rubaba'ah and Rubaba'ah 2018). However, online learning opportunities in creative writing have started to emerge. For example, the American University in Cairo offers a course in Creative Writing in Arabic (<https://www.aucegypt.edu/academics>), and the Cambridge Muslim Academy provides a program titled Creative Arabic Writing Mastery (<https://cambridgemuslimacademy.com>). One of the indicators of transformative competence is creating new values, which requires creative thinking to make it happen. However, attention to creative thinking in the field of foreign language learning is still limited by the dominance of English as the object of study (Alsyouf 2019), while other languages including Arabic are still not widely found

(Sari and Mubaligh 2019). One factor that has been historically recorded is the tradition in Arabic linguistics which positions "*kitabah ibda'iyah*" (creative writing) as part of the skill of writing literary works, both poetry and prose, so that creative thinking has not been used as an indicator of writing competence (Na'amneh, Jaber and Ani 2018). Therefore, tracing works related to creative writing from year to year needs to be done for mapping and research in this field. The expected results are the mapping of trends, patterns, approaches, focuses and others in the field of creative writing as a basis and evaluation material and developing this study in the field of language learning.

Topics related to creativity have historically been the concern of many fields of study and have different goals. For example, cognitive psychology defines creativity as a study by focusing on cognitive processes that support creativity, so that human creativity can be understood (Paz-Baruch and Maor 2023), environmental psychology, where elements of the physical environment support the concept of creativity (Lee and Lee 2023), as well as the psychology of capital, which mediates to find out the effects of playing games on one's creativity (Mercier and Lubart 2023). Creativity in the computer field aims to build a computer system that has creative value (Indurkha 2016) and design using the theory of "creative problem solving" in overcoming unstructured problems (Klapwijk 2018). The science of robotics and artificial intelligence in studying creativity is interested in part of the creative process that can be used to create robots with flexible intelligence systems in carrying out tasks (Boden 1998). Creativity also appears in the health sector, both in the form of health program software (Amin, Rehman, Basri, Capretz, Goraya and Akbar 2023) as well as the development of medical devices (Perchtold-Stefan, Papousek and Fink 2023) where creativity is useful for improving public health. Another field is business economics, where the characteristics of a leader in a company can affect the level of creativity of its employees (Cai, Fan and Wang 2023). The field of design uses the theory of "creative problem solving" in overcoming unstructured problems in the field of design (Klapwijk 2018), as well as creativity in education in general, which is related to increasing learner creativity (Heard, Krstic and Richardson 2023; Potters, Van Schijndel, Jak and Voogt 2023).

In addition to the above fields, creativity is also used in general education, which is related to increasing learner creativity (Potters et al. 2023). In this field, creativity is attached to ideas, processes, output (heard) and outcomes (Ghahremani, Pereira, Desmet and Gentry 2022). Likewise in language learning, creativity includes various forms. Among the dominant ones is creative writing used as a product or learning output (Neville, Petrass and Ben 2023; Smith 2013). For example, in an assignment in reading competence, the final product asks students to make concept maps, result infographics, readings, art performance and so on. Creative writing in language learning is also sometimes positioned as a learning approach to foster creativity and innovation in language learning to improve weaknesses in the field of vocabulary mastery, or grammatical (Kumar 2020). Strategy is also a form of creative writing (Sari and Mubaligh 2019; Tu 2021). Besides that, creative writing is sometimes also positioned as input or media

in the learning process as well as using text, poetry, or drama as teaching materials (Floris 2014). Based on this, the creativity that is the context in this article is the idea, process, output and outcome in creative writing.

Regulatively, national and international official documents have also defined critical and creative thinking as competencies that must be realized. The search for the final document related to creative thinking was determined by the OECD in designing learning compass for future education which will be carried out in 2030 and which carries transformative competence as its pillar. Previously, there was a creative thinking framework set by PISA in 2019 to be officially implemented in 2022 (PISA 2021 Creative Thinking Framework 2019). This provision was followed by implementation in various fields, such as mathematics in 2023 (Pisa 2022 Mathematics Framework 2022), and foreign language learning will be carried out in 2025 (PISA: PISA 2025 Foreign Language Assessment Framework 2021). To welcome 2025, previous studies related to creative thinking should be carried out. This paper is a form of response to this implementation offer with a focus on studies on creative writing in language learning. Systematic Literature Review is chosen as the initial step to conduct research on previous studies related to creative writing to find research gaps in this study.

2. Literature review

2.1 Creative writing

Etymologically, creativity is interpreted as creating something new and valuable, whether in the form of ideas, mechanical methods, solutions such as technology or others (Adnan 2022). Meanwhile, in terms of terminology, creativity has various meanings according to the field of study and continues to develop according to needs. This is described by Tan Bee Tin (Tin 2022) in an article on Exploring the terminological landscape of creativity. Many approaches are offered in defining creativity. Among them are the metaphorical approach that focuses on the process and product of creativity, the tacit intuitive and explicit approach that focuses more on the product of creativity, the componential model that emphasizes the relevance of the domain and the process of creativity, the system model that pays attention to person, field and domain, and The 4Ps model (product, person, process, press), 5As Model (Artefact, action, actor, audience, affordance) and others.

In the context of language learning, the discourse on creativity raises several issues. Among those recorded by (Tin 2022; Richards 2013; Jones 2020) creativity is inherent in language such as grammatical and semantic creativity, language pedagogical approaches (promoting creativity through transforming text), student learning processes (such as language learning as creativity), teacher teaching processes (such as teaching language creatively: material development), and also products produced by students (language landscape in creative writing skill development). Practically, Richards (Richards 2013) describes creativity by focusing on how teachers must have the ability to innovate and create an interesting learning environment for students. Based on this, creativity in this article when discussing creative writing focuses on ideas, input, processes, and output.

One way that human existence can be seen is from written works. Making interesting writing requires qualified abilities in the field of writing and can also be enriched with creative writing to attract many readers. Researchers have conducted many studies on various segments of writing, in the field of writing according to genres to segments related to digital writing contexts. This shows that writing is the foundation for the world of education, in the context of elementary to tertiary education, and this is a mandatory requirement for students at tertiary institutions to fulfill their final assignment by writing in the context of Anas Ahmadi's research (Ahmadi 2019).

Creative writing is a personal creative practice or experience that also emphasizes aesthetic values (Ramey 2007:43) while (Rain 2007:58) divides creative writing into two patterns, namely fiction and science, and (Erenshaw 2007) divides it into several forms, namely poetry, prose and script. Creative writing is often applied in second language learning as an individual or group writing activity. Creative writing is a free and independent assignment that encourages students to seek new ideas and try out different writing skills (Yeh 2017). Second, creative writing activities are perceived by second language learners as motivating and fun (Arshavskaya 2015). Linguistically, creative writing also offers second language learners' valuable opportunities to recognize different types of writing and engage readers (Yeh 2017). Furthermore, creative writing activities can also function "as an empowerment tool to achieve a certain social position and thereby have self-esteem" for second language learners (Zhao 2014: 452).

In expressing an opinion, idea and feeling to third parties it requires writing skills that must be well-mastered (Dalman 2016). These can only be acquired and mastered through continuous writing practice. According to Tarigan (1985), a form of continuous training is mastery of writing as one of the four language skills which is manifested through learning activities. The ability to be creative in writing activities is not a talent that is inherited, but is the result of a teaching and learning process and determination (Aprilia, Neisya, Yanti and Syaputri 2022; Gantar 2018).

There are several ideas in the development of creative writing, and, according to MacLusky (MacLusky and Cox 2011), creative writing can support the development of teacher creativity in beginner teacher programs as well as in the development of the school curriculum but creative writing is also a facility for social skills and is an important medium in self-exploration and as a tool which is powerful for communication as well as opening horizons of change.

In this digital era, we are required to keep up with the rapid developments of the era by following the pattern of digital changes that can develop in seconds. Therefore, this is also a challenge for education industry activists to lead their students to become a generation that is able to follow the pattern of change by involving creative imagination in producing a work, especially in writing to attract readers and introduce oneself to the outside world with interesting and extraordinary writing; this requires creative writing skills.

2.2 Creative writing in a foreign language

Writing has an important contribution to the development of other skills and is also a means of expressing one's feelings, thoughts, and information. Writing must be perceived and evaluated as a skill that includes understanding, thinking, developing, and producing skills. In this sense, a process-oriented approach must be developed in improving writing skills. Students are expected to obtain various achievements such as planning, developing their products gradually, supporting ideas, evaluating their writing in the writing process (Tok and Kandemir 2015)

In this case, the existence of creative writing has an impact on several achievements in writing skills. In learning foreign languages, writing is generally carried out either individually or in groups. The purpose of creative writing is that it can help the development of foreign language learning at all levels: grammar, vocabulary, and phonology. Creative writing involves various elements of creativity in writing. Creativity in the writing process offers four teachable skills that foster creativity, including: (1) fluency, (2) adaptability, (3) uniqueness, and (4) elaboration.

Research related to creative writing activities has shown several positive effects and impacts in learning foreign languages. For example, creative writing activities are considered to increase student creativity and reduce the level of anxiety toward students (Exploring the Relationships) (Qashoa 2014) and the pressure they feel in class (Sulfiana, Kurniawati and Nurwanti 2022). In other respects, creative writing also shows that the application of creative writing activities effectively improves students' writing achievement and positively influences their imagination.

According to Saluk and Pilav (2018), creative writing can improve foreign language learning and realize better writing skills if the topics are more diverse. Meanwhile, Murugiah (2013), Tok and Kandemir (2015) and Abed and Rehman (2022) state that creative writing can be effective depending on how a person arranges their creative writing in lessons. For example, Tok and Kandemir (2015) prove that the existence of research procedures shows that using creative writing activities effectively is a good approach to creative writing so that students can develop their writing dispositions. Abed and Rehman (2022) shows how most students state that their experience with creative writing is a fun and valuable activity for language learning and Murugiah (2013) shows that most students feel that learning a foreign language by creative writing can improve their writing skills.

Bal and Şahin (2021) describe the use of creative writing in second language learning. Creative writing is able to increase students' enthusiasm for the development of writing skills and supports student creativity, which is a fundamental aspect of education. To engage less motivated students, a series of creative writing assignments were implemented to improve foreign language learning writing skills. Wang (Wang 2021) shows that participants experience difficulties when they are limited to writing by only examining certain themes. Creative writing can support language learning in foreign language learning. Based on the findings that have been described, it is known that applying creative writing can be supportive and beneficial for foreign language learners if it is taught with

enthusiasm and variety. This article describes the use of creative writing in a second language course. In improving the ability of the first-year students of the German language education department they use creative writing methods. Students are asked to write poetry in a foreign language so that they can practice their writing skills and desire to learn (Orhan and Ceylan 2017).

2.3 Systemic literature

Systemic Literature Review (SLR) is better known as a systematic research method in the form of critical collection and evaluation activities regarding certain topics of interest (Triandini, Jayanatha, Indrawan Werla Putra and Iswara 2019). The research is then integrated and presented both narratively in the form of research summaries (Peñaloza, Martin, Laine and Rodríguez-Fornells 2022), product development such as integrative reviews (Chaplin and Ward 2022; McGreevy and Boland 2022), a collection of summaries of more detailed research directions such as scooping reviews (Mouthaan, Frenken, Piscicelli and Vaskelainen 2023; Mwakilama, Mboma and Kafumba-Ngongondo 2022), mapping review (Essex, Weldon, Markowski, Gurnett, Slee, Cleaver, Stiell and Jagodzinski 2022; Schippert, Grov, Dahl-Michelsen, Silvola, Sparboe-Nilsen, Danielsen, Lie and Bjørnnes 2023), and theory validation based on evidence (González-Palacios Torres, Barrios-Rodríguez, Muñoz-Bravo, Toledo, Dierssen and Jiménez-Moleón 2023; Qin, Chen, Jia and Yang 2023). As with other research methods, in SLR there is also a quantitative approach that uses statistics in interpreting research collections called meta-analysis, while SLR, which describes research results, is called meta-synthesis which consists of two approaches, namely meta-aggregation and meta-ethnography (Siswanto 2010).

The use of SLR as a research method is not limited to health sciences, like all the examples of each type of SLR above, but also social sciences such as environmental management (Heidari, Kolahi, Behraves, Ghorbanyon, Ehsanmansh, Hashemolhosini and Zanganeh 2018; Sunarti, Tjakraatmadja, Ghazali and Rahardyan 2021; Wang, Liu, Wang, Zhang, Wang, Zhang, Wang, Zheng and Matsushita 2020), social behavior (Li, Zhao, Ma, Shao and Zhang 2019; Ma, Koondhar, Liu, Wang and Kong 2020; Schwenk and Möser 2009), public policy (Wan, Shen and Yu 2014; Zhang, Lai, Hung, Wang and Wang 2019), business economics (Hu, Ahmad and Lu 2023; Nisa, Viverita and Chalid 2022), and the realm of technology (Carmona-Lavado, Gimenez-Fernandez, Vlasisavljevic and Cabello-Medina 2023; Mariani, Machado and Nambisan 2023; Yudidharma, Nathaniel, Gimli, Achmad and Kurniawan 2023). SLR also penetrates broadly into the field of education, especially in second language learning, both discussion of second language class activities (Kernagaran and Abdullah 2022), linguistics (Jusslin, Korpinen, Lilja, Martin, Lehtinen-Schnabel and Anttila 2022), non-linguistic factors (Zhai and Wibowo 2022), and technology developed to support second language learning (Reiber-Kuijpers, Krai and Meijer 2021; Zhai and Wibowo 2023).

3. Method

This research is a Systematic Literature Review (SLR) which is intended to identify, evaluate and interpret available research according to the formulation of the problem or research topic. This SLR was implemented based on the guidelines proposed by Kitchenham (2004) with three main steps namely planning, conducting and reporting. The detailed steps are as follows:

3.1 Planning

3.1.1 Drafting concept

The first step in the planning stage is the drafting concept. At this step, the researcher determines the topic to be studied, namely related to creative writing in a foreign language. Then the researcher determines the research questions that are appropriate to the topic, scope and context of the research, namely:

- RQ1. Why is creative writing needed in foreign language learning?
- RQ2. What is the solution to the problem of creative writing?
- RQ3. What are the advantages of using creative writing?

3.2 Conducting

3.2.1 Search process

The first step in the conducting stage is the process search or literature search required according to the problem formulation. This literature search or data collection is electronically based by utilizing the databases "e-resources", "google scholar" and "scient direct". The database provides articles and limits the research based on the object of research, author's name, article title, publisher subject and year of publication. At this stage the researcher collected as many articles as possible using the keyword "creative writing." The total number of articles successfully collected with these keywords was 879. Furthermore, the articles were sorted based on the research question into 243 articles and based on the search process the researcher found 78 articles related to the research question and the keyword "creative writing".

3.2.2 Inclusion and exclusion criteria

At this stage, the researchers determine the criteria from the data found to determine the feasibility of the data as a research data source or not. The inclusion and exclusion criteria in this study are:

Table 1. Inclusion and exclusion criteria

Criteria for inclusion/exclusion		
Factor	Inclusion Criteria	Exclusion Criteria
Context/scope		
Language	English, Indonesian	Not these three languages
Year	2013 – 2023	<2013 or >2023
Article quality	Scopus indexed international journal, international journal, national journal SINTA 2	National journal under SINTA 2
Publication type	Article (original) and review	Proceeding, novel, textbook, essay, etc.
Method	All methods	-

Based on the inclusion and exclusion criteria above, appropriate data were obtained and used as a data source for 25 of the 78 articles related to "creative writing." The other 53 articles did not meet the inclusion criteria, namely articles in languages other than English and Indonesian, publications before 2013, articles in national journals under SINTA 2, and articles in national and international conference proceedings.

3.2.3 Data analysis

The data collected and selected according to the inclusion criteria in the previous step, are analyzed using the NVivo software. This software is one type of Computer Assisted Qualitative Data Analysis Software (CAQDAS) where the qualitative data processing process is computer-based. Nvivo is also a qualitative data analysis software designed to help researchers organize, analyze, and extract information from non-numerical qualitative data such as text, audio, video, and images

With NVivo, it can help researchers organize data in the form of coding so that it can be classified properly (Priyatni, Suryani, Fachrunnisa, Supriyatno and Zakaria 2020). Researchers can code data based on themes or categories, find patterns and relationships through thematic analysis, and visualize the results of the analysis through graphs and maps. This tool also supports reference management and team collaboration, making it a comprehensive tool for research that requires an in-depth understanding of complex qualitative data.

As in this article, the researcher imported data in the form of journal articles into NVivo and then coded the text based on major themes such as "language object," "creative writing problems," and "strength and supporting." After the coding process, the resulting findings were presented in a diagram and table that further described them. Therefore, this software is suitable for analyzing data related to systematic literature review (SLR).

3.3 Reporting

3.3.1 Presenting data and making a conclusion

In this step, the researchers present the results of data analysis based on the research questions that have been determined. Presentation of the results of this data analysis is in the form of diagrams based on the results of coding from NVivo. Then the researchers describe the diagram based on the research question and compare the research results between the articles that have been analyzed and make conclusions. The systematic selection of articles is shown in the following prism:

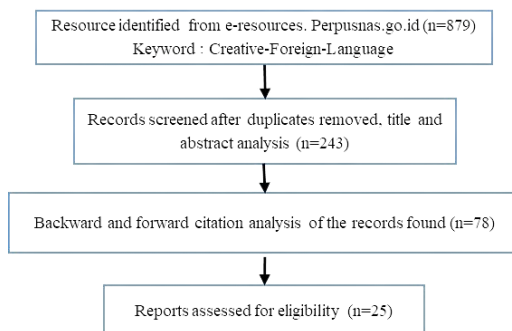


Figure 1. Prisma systematic literature review

4. Results and discussion

In presenting the data in this article, the findings of a systemic literature review using N vivo will be narrated in a logical order based on the proposed problem formulation. First, the language used as the object of study in 25 articles is the source of the data. Second, the problem of language learning is an obstacle to creative writing. Third, problem solving in the form of strategic approaches, media and teaching materials used in the creative writing process. Fourth, the benefits of creative writing.

4.1 Language becomes the object of study

As explained in the methodology that is the object of this SLR, there are 25 articles. Of these, the languages studied as objects include English, Chinese, German, and Arabic. This is as presented in the following figure:

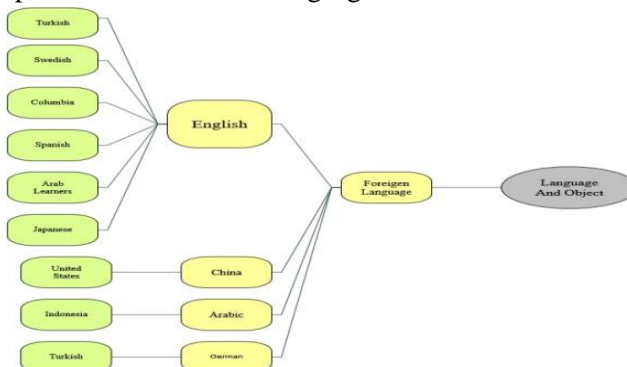


Figure 2. Language and object

Based on the picture above it can be understood that creative writing is more widely applied in English as a foreign language. Scientists who pay attention to English as an object of study are scattered in several educational institutions in Turkey, Spain, Colombia, Sweden, Arabia, and Japan. In addition, the data also show that creative writing is also applied in Chinese language learning which is studied by scientists from educational institutions in America, Arabic is studied in Indonesia and German as a foreign language is studied in institutions in Turkey. This distribution shows that the trend of creative writing studies in the last 10 years is still spread across a limited number of countries and has not made many languages the object of study.

The dominance of English, Chinese and Arabic as objects of creative writing study further strengthens the position of the three languages as the official languages used in the UN forum (United Nations Language Framework 2018). However, the domination of several languages needs to be reviewed in the context of the realization of global citizenship, which is the goal of the 2030 future educational framework. To realize these global citizens, intercultural and language studies are a necessity that must exist in language learning (Lütge, Merse and Rauschert 2023). Therefore, the study of language as an object does not only focus on the several foreign languages above but includes other foreign languages.

4.2 Problems in creative writing

Based on the data obtained from NVivo's analysis, some of the problems found in creative writing are linguistic and some are non-linguistic. Linguistic problems include weak vocabulary and grammatical mastery, while non-linguistic problems include demotivation and the environment or education delivery system.

Weak vocabulary is one of the problems in creative writing. Limited vocabulary will be a serious obstacle in the process of creative writing, writing may feel monotonous, less repetitive, and less interesting for readers and cannot bring readers to the level of critical thinking because, in expressing ideas and expressing the nuances desired, several things are needed, including a wide variety of vocabulary. This limited vocabulary can also have an impact on a lack of motivation in writing and a lack of confidence in putting ideas into writing. This problem can become a cycle that is difficult to break. Lack of motivation can hinder the development of vocabulary, and vice versa, lack of vocabulary can affect a person's motivation to write.

Mastery of grammar is also an important factor in creative writing skills. Good grammar allows the writer to communicate ideas and emotions clearly and effectively and with the appropriate writing style to create the desired mood. This is also to avoid a lack of cohesion in writing. Having a solid understanding of grammatical usage can also help in connecting logical ideas to a well-organized storyline or argument.

In addition to the linguistic problems above, the lack of motivation and learning environmental factors can also affect the strength in creative writing. The environment can also affect concentration, motivation, and inspiration in writing.

A boring or uninteresting environment can stifle creativity. If the environment in which one writes does not provide sufficient visual and emotional stimulation, it may be difficult to stimulate the imagination and generate new ideas.

Linguistic problems, both linguistic and non-linguistic, apart from those described above, are of much concern to researchers, both basic linguistic problems such as phonology which, if not resolved, will have a negative impact on their language acquisition process (Hamdan and Amayreh 2007), and language translation problems secondly, both regarding incompatibility and the many functions of connecting words in various languages (Hamdan and Fareh 1999), as well as non-linguistic factors such as individual and social problems which are complicated and influence each other (Sun 2019) as well as the problematic of language policy which is an important issue but under-researched (Hamdan and Kessar 2023) where, if these problems continue, it will hinder not only the learner's ability in creative writing, but in language acquisition as a whole.

What is very interesting to be used as material for discussion is the cycle and how the consequences of one problem become the root of another problem. Vocabulary and grammatical mastery which is the area of study of language as a system results in the cohesiveness of writing, linguistic variation, critical thinking and others, which are the area of study of language as discourse (Kumaravadivelu 2006). Likewise, non-linguistic problems influence each other, wherein a good environment will result in strong motivation, or vice versa. Even between linguistic and non-linguistic factors there can be factors that influence each other which cannot be known clearly, which one is the cause, and which one is the effect. The continuum of these problems is illustrated in the following table:

Table 2. Problems in creative writing

Creative writing learning problems	Linguistic	Language as a system	weak vocabularies grammatical mastery
		Language as a discourse	monotone repetitive not critical non-cohesive and efficient not context based
	Non-linguistic	Psychological	demotivation
		Social	learning environment

4.3 Problem solving

After the problems are classified, the following will also describe how these various problems are resolved. The data from the 25 articles which are sources of information show that there are several processes being carried out. First, solutions to media-based creative writing weaknesses such as poetry, pictures, mind maps and flashcards. Poetry is often used as a creative writing medium that guides foreign language learners to express emotions in written form. Poetry is the most widely

used medium in creative writing. In addition, in learning a foreign language, pictures are used as a medium to facilitate students to describe and explain what they see drawn as a basis for telling what they see. The Mind Map plays a role in mapping language learning to make it more detailed, and Flashcards are applied through card media containing vocabulary learning.

The second solution is through approaches and methods in supporting creative writing such as (1) Self-directed Learning which is oriented toward planning, monitoring, and evaluating in student independent learning. (2) Academic revising plays a role in analyzing the writing that has been made. (3) Thematic approach with an application that combines the learner's experience with foreign language learning. (4) SCAMPER is implemented in two steps, first the lecturer explains the stages of SCAMPER then secondly the lecturer prepares topics, themes or even paragraphs that will be developed later.

The current solution is technology-based learning. There are two applications offered as a solution, namely reverse context, which makes this application a dictionary to help student learning, and infographics, which provide information schemes in the form of visual images.

4.4 Advantages

To get the advantages from creative writing activities carried out, supporting factors are needed that can strengthen this treatment. Among the supporting factors found in the 25 articles on creative writing, are that language learners have skills in the field of technology, apart from that teacher motivation also supports the development of language learners, while, apart from motivation in the form of a personal approach, teachers can also provide students challenges in the form of assignments whose level of difficulty is above them, so that language learners can synthesize, and interrogate material from various sources. Personal experience, classrooms, instructors, peers, and expert sources that can intervene and influence learners are also supporting factors for achieving creative writing competence.

These supporting factors indirectly affect language learners, so that they obtain benefits that can be grouped into three things, namely increasing writing skills, increasing language competition such as grammar, vocabulary, even improving pronunciation, and growing motivation, and improving the self-quality of language learners.

Table 3. Advantages of creative writing

Type of Content	Term	References
Improved writing skills	Promoting their creativity in writing.	Kirkgoz (2014)
	Pupils expressed that they wanted to develop their writing skills for academic purposes.	El Rehman (2022)
	The results verify that infographics can be used as a helpful technique to promote better writing skills among Arab learners.	Hameed and Jabeen (2022)
	To enhance students' writing skills,	Alkhaldi (2023)
	exposure to different creative writing genres, learning about various genre techniques through lecturing, using stylistic elements in creative writing, engaging in work-shopping creative pieces, and writing critiques on peers' creative writing were activities that helped them learn how to write creatively in English	Reynolds et al. (2022)
	Haiku composition practices had a positive effect on the development of the academic writing skills of the TEFL majors involved in this research study	Santillán-Iñiguez and Rodas-Pacheco (2022)
Language Improvement (vocabulary, grammar, pronunciation)	Their mistakes decreased as grammar, vocabulary, spelling, and punctuation seemed to be developed with the help of acrostics and calligrams	El Rehman (2022)
	Pupils' creative writing affects grammar, vocabulary, spelling and punctuation when applying creative writing in ESL classrooms	
	Poetry is both a rich source of vocabulary and of syntactic structures which the learner of EFL can employ for language interactions	Alsyouf (2019)
	The teaching of poetry as a creative writing form in this context is substantially useful as it becomes a rich source of language that nourishes the memory of the EFL learner	
	The EFL learner as a result can acquire new words and expressions, and make reasonable steps toward mastering the language in an easy, pleasant way	
	This approach helps the learners enrich their mental store with new English vocabulary as they need to keep particular keywords from the original haiku in their mind to be used in the one, they compose later, and these particular words will practically remain in their long-term memory	
	Writing haiku encourages students' awareness of	

	the syllabic character of English pronunciation	Smith (2013)
	The vocabulary use in fiction writing appears to be more varied and of higher quality than academic writing produced by the same students	
Growing Motivation	This shows that creative writing motivates learners	Santillán-Iñiguez and Rodas-Pacheco (2022)
	Evidence of the importance of teaching approaches as different activities help target pupils that are less motivated, engaged, and interested	El Rehman (2022)
	Creative writing can be both an influential and effective English learning tool for its ability to prompt the students to adequately participate in the class activities, enjoyably use the language, and, in the process, improve it	Alsyouf (2019)
	The memorization of poetry is evidently a pleasant experience for the musical qualities it possesses	
	Writing cento poetry can be therefore an effortless way to learn language.	
	It can improve the students' motivation by increasing their participation, engagement and social interaction in the classroom.	
	Not only were our students practicing the structures we wanted them to, but they were also engaged and enthusiastic about the process.	Cameron Smith (2013)
In that way, students were able to prepare for lessons and relax in learning lessons while boosting their own critical and creative thinking	Paragas l and Francisco (2020)	
Improving the self-quality of language learners	Through exploring the poem, readers can discover important ideas for themselves	Kirkgoz (2014)
	I found this poem particularly useful in increasing students' imagination and promoting their creativity in writing	
	to integrate their multiple competence	Santillán-Iñiguez and Rodas-Pacheco (2022)
	The advantage of approaching these exercises as attempts to write poetry is that the students seem ready to combine a focus on form (in this case stress patterns) with attempts to create meaning and communicate ideas	Smith (2013)
	Expressive in conveying their thoughts, point of view, and feelings in their work. I also witnessed the joy of sharing	Manara (2015)

	This creative writing workshop is their courage and confidence to state their voice on some issues in their real life	
	Putting ideas as combinations of texts and images at the pre-writing stage that actually triggers their cognition	Hameed and Jabeen (2022)

The application of creative writing activities in foreign language learning can trigger an increase in students' writing competence. Improvements in writing can be in the form of novelties in the field of writing techniques and their results, such as the use of infographics, broader knowledge of text types and their components. Besides that, In increasing the competence of language learners, such as reducing errors in choosing vocabulary dictions, grammatical errors, they will even a wider new vocabulary from this process. In addition, the process of implementing creative writing activities can also foster students' interest and motivation in the field of writing and improve the personal qualities of students, such as increasing imagination, multi-competence, and feeling more enjoyable in foreign language writing.

5. Conclusion and recommendation

The results of the SLR for 25 articles analyzed with NVivo show some interesting findings. First, the number of languages used as objects of study for creative writing is still small compared to the number of languages in this world. Likewise, academics from various countries who have studied creative writing for 10 years have also not been evenly distributed. Based on the data found in this article, the study of creative thinking in a variety of language objects other than English is recommended for further study. Likewise, the attention of scientists in various countries must be increased because creative thinking has been determined to be one of the competencies that must be realized in the future education framework offered by the OEDC.

Second, the problems in creative writing involve various factors from the position of studying language as a system and at the same time language as discourse. This data point to the importance of balanced linguistic input between language as a system and language as discourse if what is targeted in learning is critical and creative thinking. In addition, psychological problems such as motivation and social problems such as environmental factors must also be considered in the process of learning to think creatively. Based on this data, it is recommended for further researchers to further explore aspects of Language as a discourse that is studied interdisciplinary and transdisciplinary. Because in essence, language learning cannot be separated from other scientific studies, as international standards for language learning such as ACTFL (American Council on the Teaching of Foreign Languages) stipulate connection as one of the principles of learning.

Third, solutions to overcome problems can use media, approaches or technology. Therefore, creative writing with the right media or the right approach

will reduce vocabulary and grammatical weaknesses, which will automatically have implications for the quality of the writing produced. Based on this data, what needs to be explored by further research is what stages must be carried out so that creative competence is realized, whether in maximizing the function of media, approach, technology, or others. With the longitudinal studies model, the stages of development of creative thinking competence will be clearly depicted.

Fourth, advantages are generated from creative writing in the form of increased writing competence, increased motivation, strengthened vocabulary and grammar, strengthened quality of self-management and so on because of a good learning process that is based on identifying problems before setting learning materials and approaches. In terms of benefits, further research can try to classify which benefits arise from creativity in the form of ideas, and which ones come from the process so that the output or outcome of creative writing can be mapped and predicted.

In addition, SLR is important to do in order to find research problems with certain topics, both macro and micro, so that research can find research gaps and directions for new findings (novelty) in subsequent research. The function of this SLR will be more optimal when the data taken is also optimal. One of the things that must be expanded from this research is the data reduction category which not only limits articles published in reputable international journals, but also other articles published anywhere that discuss creative writing.

Mamluatul Hasanah – Corresponding Author
Department of Arabic Language Education
Maulana Malik Ibrahim State Islamic University
0009-0008-7804-2944
hasanah@pba.uin-malang.ac.id

Sutaman Sutaman
Department of Arabic Language Education
Maulana Malik Ibrahim State Islamic University
0000-0003-3564-8926
sutaman@uin-malang.ac.id

Harir Mubarok
Department of English Language Education
Maulana Malik Ibrahim State Islamic University
0000-0002-6949-4286
harirmubarok@uin-malang.ac.id

Risna Rianti Sari
Department of Arabic Language Education
Maulana Malik Ibrahim State Islamic University
0000-0002-3563-0008
risnariantisari@uin-malang.ac.id

Alfiatus Syarofah
Department of Arabic Language Education
Maulana Malik Ibrahim State Islamic University
0000-0001-5161-7877
alfiatussyarofah@uin-malang.ac.id

Firman Nurul Fauzi
Department of Arabic Language Education
Maulana Malik Ibrahim State Islamic University
0009-0003-8078-3366
firmannurulfauzi@gmail.com

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