

## Improving EFL Students' Narrative Writing and Creativity Using Storybird: A Classroom Action Research Study

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**ABSTRACT:** This study aimed to investigate the effectiveness of Storybird in improving junior high school students' writing skills and creativity in narrative text. The research employed Classroom Action Research involving 32 eighth-grade students at a junior high school in Purworejo, Indonesia. Data were collected through classroom observations and writing tests to monitor students' progress in narrative writing skills and creativity. The study was conducted in two cycles, each consisting of two meetings. Writing assessments were administered three times: a pre-cycle test, a test in Cycle I, and a test in Cycle II. The results revealed a substantial improvement in students' writing performance, with mean scores increasing from 56 in the pre-cycle to 65 in Cycle I, and further rising to 87 in Cycle II. In addition, students' creativity showed progressive enhancement across the cycles, shifting from low creativity in the pre-cycle to creative in Cycle I and highly creative in Cycle II. These findings indicate that the implementation of Storybird effectively enhances both writing skills and creativity in narrative text. The study implies that integrating digital storytelling applications into English language instruction can significantly support students' skill development and creative expression, particularly in writing.

**Keywords:** CAR, creativity, junior high shool, storybird, writing skill.

**ABSTRAK:** Penelitian ini bertujuan untuk menyelidiki efektivitas Storybird dalam meningkatkan kemampuan menulis teks naratif dan kreativitas siswa SMP. Penelitian Tindakan Kelas (PTK) digunakan dalam penelitian ini yang melibatkan 32 siswa kelas VIII di sebuah SMP di Purworejo, Indonesia. Data dikumpulkan melalui observasi kelas dan tes menulis untuk memantau kemajuan siswa dalam kemampuan menulis dan kreativitas. Penelitian ini dilakukan dalam dua siklus, masing-masing terdiri dari dua pertemuan. Penilaian menulis diberikan tiga kali: penilaian pra-siklus, penilaian Siklus I, dan penilaian Siklus II. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan menulis siswa, dengan nilai rata-rata meningkat dari 56 pada pra-siklus menjadi 65 pada Siklus I, dan selanjutnya meningkat menjadi 87 pada Siklus II. Selain itu, kreativitas siswa menunjukkan peningkatan progresif di sepanjang siklus, berawal dari "kreativitas rendah" pada pra-siklus menjadi "kreatif" pada Siklus I dan "sangat kreatif" pada Siklus II. Temuan ini menunjukkan bahwa implementasi Storybird secara efektif meningkatkan kemampuan menulis teks naratif dan kreativitas siswa. Studi ini menunjukkan bahwa mengintegrasikan aplikasi bercerita digital ke dalam pengajaran bahasa Inggris dapat secara

*signifikan mendukung pengembangan keterampilan bahasa terutama menulis dan kreatifitas siswa.*

**Katakunci:** kemampuan menulis, kreativitas, PTK, SMP, storybird.

## INTRODUCTION

Writing not only helps people become more proficient writers, but it also encourages contemplation on writing and regulation procedures, as well as critical and conceptual thinking. As one of the language skills, writing is facilitated by other language abilities or, writing cannot be split by them. Writing is a means of communication that people use to exchange ideas, convey information, and send messages to one another (Pentury et al., 2020). One of the communication abilities in English that people might utilize to convey their thoughts, emotions, and views in writing is writing.

Nurjanov et al. (2019) point out that writing is an effective learning method that may be used to communicate concepts, clarify judgments, and pick up new information. Through the writing process, a writer shares her feelings and thoughts with the readers. This is comparable to Hammer's assertion (2001) that writing is a kind of communication that enables the expression of thoughts or emotions (Celik, 2019; Jeremy Harmer, 2007). Therefore, it is necessary to encourage writing assignments, where student engagement has been particularly beneficial for writing as a formative process—that is, a work demanding a high degree of cognitive ability.

One of the fundamental 21st-century learning abilities that teachers must promote is the ability to write clearly and effectively (Graham, 2019). In addition to the new opportunities for learning and knowledge brought about by the introduction of new information and communication technologies in higher education in recent years. Teachers also need to consider the growing prevalence of digital written communication that connects us on a daily basis such as in forums, chats, blogs, wikis, social media, etc.

Writing may require the writers to use their knowledge and abilities to create texts and settings (Shidiq, 2023). Therefore, to provide readers with knowledge, the writers' thoughts need to be transformed. The authors can write about a wide range of subjects. The environment is one of the subjects that is supposedly in vogue for discussion. Writing proficiency and students' success in learning English as a foreign language are inextricably linked (Cahyono & Rahayu, 2020). The transformation of knowledge and the development of cognitive abilities in written form are the focus of writing.

Among four language skills, writing is the hardest, both for native speakers and foreign language learners (Al-Gharabally, 2015). Because the students must balance a number of criteria while writing, including content, organization, purpose, audience, vocabulary, and mechanical features. Learning to write is a far more complicated, demanding, and hard process. In order to create the final written output, students go through a recursive process of planning, ideation, and revision when learning to write. Anaktototy et al., (2023) demonstrated that learning writing in ESL/EFL situations might be hampered by linguistic,

psychological, cognitive, psychomotor, and pedagogical variables. The majority of ESL/EFL learners find it difficult to develop their writing abilities because of these factors, which can lead to demotivation, fear, and unfavourable attitudes toward writing skills training.

Writing in a language other than one's first or second language is inherently more difficult. Forming and organizing ideas, starting a piece of writing, refining it, choosing suitable terminology, and editing the content are all part of writing in a first language. All of these tasks are necessary while writing in a foreign language, in addition to mastering the language and using more critical thinking. A person used to think in his native tongue. Writing in a foreign language requires him to think in that language, which makes the translation from his mother tongue imprecise. As a result, ESL/EFL students frequently struggle with writing in the areas of grammar, coherence, paragraph structure, diction, and spelling. Shukri (2014) stated that writing is often the most difficult language skill to acquire while studying a first or second language. The multi-step writing process that results in quality work serves as an example of this. Choosing a topic, developing it using various techniques, prewriting the first and second drafts, editing the document, and writing the final draft are all steps in the writing process.

Text in English comes in a variety of genres. These include descriptive, recount, expository, and narrative texts etc. Narrative text is one type of text that must be learned by students. Narrative text is a text that tells a tale by explaining the evolution of action. Particular information on the story's progression from start to finish, the change from one event to the next, etc., is necessary for narrative texts. Because it is founded on the author's imagination, the text narrative seeks to captivate the reader.

Nonetheless, there may be certain challenges for both teachers and students during the teaching and learning process. The majority of students struggled with vocabulary, idioms, cultural understanding, and a lack of familiarity with second language theoretical procedures (Riadil, 2023). Students struggle when they write stories in English, whether they are based on fairy tales or personal experiences. Students experience a lack of vocabulary, less comprehension of syntax, less originality, and are unable to use appropriate diction in a phrase to build a writing composition. Students who study narrative and recall texts are tasked with creating stories using their own language and imagination. They can create fairy tales, fables, or stories with themes connected to their personal experiences.

Based on the results of the observation on March 2025, the teaching and learning process at Junior High School/SMP Negeri 6 Purworejo showed that teaching writing was challenging due to several issues the teacher encountered, including students' lack of vocabulary, such as when they were unfamiliar with words like "experience," "struggle," and "decided." The pupils' comprehension of sentence structure is lacking. The students encountered a challenge when it came to structuring the process language. The students' inability to understand the mechanics of writing was one of their other issues. The researchers asked the English teacher a number of questions on the English language learning process.

The interview's primary finding was that the majority of pupils had little interest in studying English. They consistently claimed to be unable to communicate in English. They believe that learning English is challenging.

They lacked of vocabulary, grammar, and pronunciation, and they were not very driven or engaged, which presented challenges for me as an English teacher. Thus, it has a significant effect on learning, especially in teaching writing, speaking, and reading. Lastly, the researchers concentrated further on bolstering their foundation by teaching them more speaking and reading techniques to enhance their grammar and vocabulary. Due to the limitations that emerged, writing is still not at its best.

It may be said that during the teaching and learning process, both the teacher and the pupils encountered a number of challenges. The students' lack of drive and lack of interest in studying English are the teacher's biggest challenges. Therefore, the student's challenge was a lack of speaking, reading, listening, grammar, and vocabulary. Since these pupils' challenges would make writing challenging for them, the teacher was unable to completely impart writing skills. Utilizing technology in the writing instruction process is one method to spark learners' interest in writing. There are a lot of mobile applications which are suitable for learning writing, among them is storybird app (Furqan et al. 2020).

There are some previous studies of using storybird for learning English. The Storybird application was utilized for teaching writing in university contexts. Among them were Aquariza (2018), described the use of Storybird as the digital literacy web in Guided Writing. Anita (2020) and Aquariza (2018) proposed storybird web 2.0 tool as an writing narrative; Furqan et al (2020) found the development of students' creative writing (Furqan et al., 2020). Köroğlu (2023) investigate whether free writing activity can be digitalized through a handy tool, which is Storybird (Köroğlu, 2023); Setyowati et al. (2022) described the implementation of teaching creative writing course in the sixth semester of University of PGRI Wiranegara Pasuruan; Chiang (2020) and Qolbina (2024) explored the experiences of EFL students in using Storybird in creative writing courses incorporating. Storybird, a Web 2.0 collaborative writing tool, into a freshman composition class (Chiang, 2020). The result showed that Storybird could give students motivation in writing and made students to be more creative.

Another use of storybird was applied in elementary school students in grade 5 for narrative essay writing skills of phase C (Lugina et al., 2024) and (Shamsulbahri & Aziz, 2020). Not only for writing, other previous researchers also applied storybird in reading such as in Lestari and Asari (2022), assessing the effectiveness of Storybird, a digital platform, in improving reading skills among eighth-grade students (Lestari et al., 2024). Nurdiani and Sofian Hadi (2025) investigated the effect of the Storybird application in improving students' reading comprehension of narrative text (Nurdiani & Hadi, 2025). Saning Tias et al (2024) investigated the efficacy of using Storybird, an online platform for creating and sharing visual stories (Tias et al., 2024) previous studies, storybird application was effective for improving writing as well as reading skills as well. It is also reported

that the application could improve students' creativity, motivation and self-efficacy. However, it also faced some obstacles in using the media.

Learning some benefits of using Storybird application, in this study the writers would like to highlight the use of the media for teaching writing, particularly for improving the students writing skill and creativity of grade eight junior high school through classroom action research. The novelty of the current study namely on the use of the application for teaching writing especially narrative text. Another is on how the use of the application can increase students' creativity. Brown Abeywickrama (2010) writing rubrics was used to assess writing skill, while Torrance Test of Creative Thinking (TTCT) was applied to assess learners' creativity (Alabbasi et al., 2022; Brown & Abeywickrama, 2010).

Thus, based on the aforementioned issues, the purpose of this study include (1) to investigate whether Storybird can improve students' writing skills in narrative text; (2) to determine whether Storybird can improve students' writing creativity. The researchers hoped that utilizing technology for education would empower students to write narratives. One instructional tool that supports a teacher in the teaching and learning process is media. The writers used Storybird media or digital story which is integrated in mobile app. By using this media, students are expected to be able to take positive advantage of their gadgets and enjoy the English class.

## RESEARCH METHOD

### Research Design

Classroom Action Research (CAR) is the research design. The research intends to solve the issues and enhance the process of teaching and learning. Burns (2005), cited in Amin et al. (2019) claims that the concepts of "teacher as researcher" and "reflective practice" are connected to action research (Ka'u, 2022). Action research entails using a critical, methodical, and self-reflective approach to better investigate our educational situation. In this context, being critical does not imply that we are seeing our practice negatively or disparagingly. It does not imply that our instruction is flawed or ineffectual. It tends toward an inquisitive approach in which the teacher poses queries and pinpoints a potential improvement area in order to generate fresh concepts and options. In action research, a teacher actively participates in their instructional situation while also serving as an investigator of it.

Finding a problem that the participants—who may be educators, students, administrators, or, if required, parents—think merits further study is one of the primary goals of action research. In order to help teachers make decisions about how to improve their own practices, classroom action research often entails the use of qualitative interpretative techniques of inquiry and data collecting by teachers, frequently with academic assistance. The "practical" emphasis is on the interpretations and actions that teachers and students are taking in the given scenario. To put it another way, classroom action research goes beyond just examining how interpretations could differ "in theory" or from an idealistic, utopian perspective (Kemmis et al., 1990 in Ka'u, 2022). Purba and Lubis (2022)

gave the task in action research is not completed at the conclusion of the investigation. The participants keep reviewing, assessing, and refining their practices.

When conducting the study, Kemmis and McTaggart's modified procedure in Purba and Lubis (2022) argue that action research occurs through a dynamic and complementary process, which consists of four essential 'moments': planning, acting, observing and reflecting. (1) Planning: The plan should anticipate and call for organized activities that result in better behaviours, (2) Acting: Professional practice-related actions. Actions include innovation or renewal that deviates from customary practice, (3) Observing: Every action must be seen so that the researcher can respond to questions about how conduct is controlled in the classroom, how to foster a varied learning environment so that every student has an equal chance to succeed, and other related topics, (4) Reflecting: recalling and analyzing a behavior precisely as it was noted during the observation.

## Participants

The eighth-grade students of SMP Negeri 6 Purworejo served as the research subjects. SMP Negeri 6 Purworejo, is located at Jl. Ksatrian No. 5/5A, Purworejo. There are six classes in the eighth grade. However, the researchers chose class VIII F as they have writing difficulty. There are 32 students, which consists of 19 boys and 13 girls. The class was chosen because among the six classes, class F had the lowest writing skills. Based on preliminary observation, the learners looked less enthusiastic and motivated in English class, particularly in writing English.

## Instruments

An instrument was used to gather information about students' involvement in learning activities, their performance in the learning exercises, and their application of the material. In order to enhance the students' writing skills, the writers employed the Storybird application, and this observation was carried out throughout the process of instruction and learning.

Writing tests which had been validated before, were administered to require the students to compose a narrative text using the application in accordance with the material in the syllabus, namely, a narrative text. Several topics relevant to the assigned theme were provided to the students in advance. Each student selected one topic and developed a paragraph in their own word. Before the writing activity, the instructor presented topics that were appropriate to the theme. The students were instructed to produce two or three paragraphs, with a total length of 150–200 words. The narrative texts addressed topics such as fables, short stories, and other related genres. Brown's writing scoring rubric was used to assess the writing skill. In addition, a rubric of assessing students' creativity was also used, which includes fluency, originality, elaboration, and flexibility (Albert & Runco, 1999, Cintamulya et al., 2023).

## Data Analysis

The data obtained from writing test result of formative assessments in pre-cycle, cycle 1 and cycle 2 were assessed with two rubrics. The first is to assess the students writing skill and the the second to assess the students' writing creativity. Brown's writing scoring criteria was applied which include content, organization, syntax, grammar and mechanic(Brown & Abeywikkrama, 2010). The second rubric from Torrance Test of Creative Thinking (TTCT) was applied to score the students' writing creativity which include fluency, flexibility, originality and elaboration. The result of the students' writing skill and writing creativity were analyzed by using descriptive statistics to determine mean, mode, median, etc. The data analyses were used to determine the improvement writing skill and creativity using Storybird. The result of the analysis were presented in tables and figures.

## RESULT AND DISCUSSION

### Students' writing skills

Using Storybird media can help eighth-grade students at SMP Negeri 6 Purworejo become more creative with their story texts. The purpose of conducting classroom action research utilising the Storybird application for teaching writing is to enhance both the learning process and the learning results of writing skill and creativity. The writing skill and creativity of the mentioned class earlier was really unsatisfying. Below is the result of the writing achievement of the pre-cycle.

**Table 1.** Writing skill of pre-cycle

| Value        | Achievement Level | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 80 – 100     | Excellent         | 0         | 0 %            |
| 66 – 79      | Good              | 4         | 12.5%          |
| 56 – 65      | Sufficient        | 15        | 46.8%          |
| 40 – 55      | Fairly low        | 11        | 34.3%          |
| <39          | Low               | 2         | 6.25%          |
| <b>Total</b> |                   | <b>32</b> |                |

Table 1 shows the low achievement of students' writing skill as the biggest percentage of students' writing skills lies at a sufficient level; however, there are some students in low and fairly low levels. The result of the descriptive statistic is presented below.

**Table 2.** Descriptive Statistics of writing skill in pre-cycle

|                    |         |                    |
|--------------------|---------|--------------------|
| N                  | Valid   | 32                 |
|                    | Missing | 5                  |
| Mean               |         | 55.6250            |
| Std. Error of Mean |         | 1.76990            |
| Median             |         | 58.5000            |
| Mode               |         | 60.00 <sup>a</sup> |
| Std. Deviation     |         | 10.01209           |

|          |         |
|----------|---------|
| Variance | 100.242 |
| Range    | 35.00   |
| Minimum  | 35.00   |
| Maximum  | 70.00   |
| Sum      | 1780.00 |

Based on the pre-cycle descriptive statistical data, it can be concluded that students' writing skills are in the low to moderate category and have not yet met the completion standard. The heterogeneous distribution of scores (from 35.00 to 70.00) and the average score (55.62) that is still below the Minimum Competency Criteria (KKM) indicate an urgent need for effective learning interventions. These pre-cycle results provide strong justification for the implementation of the research cycle, which aims to improve students' writing skills through the implementation of Storybird media.

After the intervention of using Storybird for teaching writing in the cycle 1 which consists of two meetings, the result of formative assessment is presented in table 3.

**Table 3.** Writing skill of cycle 1

| Value        | Level of Achievement | Frequency | Percentage (%) |
|--------------|----------------------|-----------|----------------|
| 80 – 100     | Excellent            | 0         | 0 %            |
| 66 – 79      | Good                 | 11        | 34.3%          |
| 56 – 65      | Sufficient           | 21        | 65.6%          |
| 40 – 55      | Fairly low           | 0         | 0%             |
| <39          | Low                  | 0         | 0%             |
| <b>Total</b> |                      | <b>32</b> |                |

The results of Cycle 1 indicate that the intervention implemented was effective in improving students' writing skills from the low to sufficient category but was not yet strong enough to facilitate the achievement of the highest scores and classical completion. Therefore, improvements and sharpening of actions are needed in Cycle 2, with a focus on strengthening aspects that can push students from the Sufficient level to the Good or Excellent level, in order to achieve the research's success target.

**Table 4.** Descriptive Statistics of writing skill of Cycle 1

|                    |    |         |
|--------------------|----|---------|
| N                  | 32 | 32      |
|                    | 5  | 5       |
| Mean               |    | 65.0313 |
| Std. Error of Mean |    | .61645  |
| Median             |    | 65.0000 |
| Mode               |    | 65.00   |
| Std. Deviation     |    | 3.48716 |
| Variance           |    | 12.160  |

|         |         |
|---------|---------|
| Range   | 13.00   |
| Minimum | 60.00   |
| Maximum | 73.00   |
| Sum     | 2081.00 |

Cycle 1 data confirmed that the learning activities were effective in improving the average score and class homogeneity, while also successfully increasing student scores from low to adequate levels. However, the percentage of students achieving the Good Level (34.3%) did not meet the classical mastery target. Therefore, the research needs to be continued to Cycle 2 with a focus on strengthening learning aspects that can shift the majority group (65.6%) from the Sufficient Level to the Good or Excellent Level, in order to achieve maximum research success indicators. With the intervention in cycle 2 for two meeting, the result of writing is presented in table 5.

Table 5. Writing skill of Cycle 2

| Value        | Achievement Level | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 80 – 100     | Excellent         | 32        | 100%           |
| 66 – 79      | Good              | 0         | 0%             |
| 56 – 65      | Sufficient        | 0         | 0%             |
| 40 – 55      | Fairly low        | 0         | 0%             |
| <39          | Low               | 0         | 0%             |
| <b>Total</b> |                   | <b>32</b> |                |

Table 5 shows the writing skills of Cycle 2. There is a sharp increase of the students' achievement as there are no students in other levels of achievement, except "excellent". It shows that the intervention was successful for teaching writing. The result of descriptive statistics is presented below.

Table 6. Descriptive Statistics of writing skill of Cycle 2

|                    |                |           |
|--------------------|----------------|-----------|
| <b>N</b>           | <b>Valid</b>   | <b>32</b> |
|                    | <b>Missing</b> | <b>5</b>  |
| Mean               |                | 87.3125   |
| Std. Error of Mean |                | .60315    |
| Median             |                | 85.0000   |
| Mode               |                | 84.00     |
| Std. Deviation     |                | 3.41191   |
| Variance           |                | 11.641    |
| Range              |                | 9.00      |
| Minimum            |                | 84.00     |
| Maximum            |                | 93.00     |
| Sum                |                | 2794.00   |

The results in Cycle 2 showed that 100% of students (SN=32) succeeded in achieving the Excellent Level (score 80–100). Impact of Action: All students who were previously dominant at the Sufficient and Good levels in Cycle 1, succeeded in rising to the highest score category. This proves that the learning actions implemented with Storybird are effective and valid in improving students' writing skills to reach the highest standard of completion that has been set.

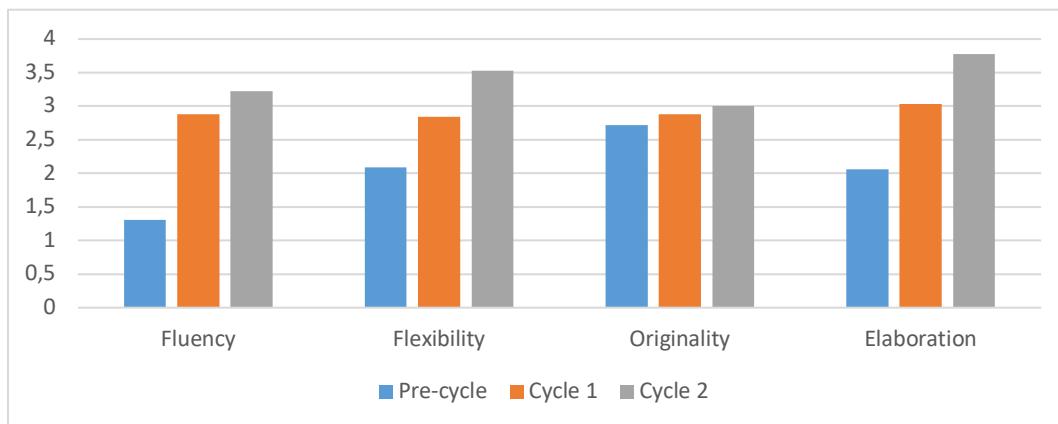
### Students' creativity in writing

To get the data on students' creativity in writing, the writers used the indicator of Torrance (1995) and Runco (2004), which includes fluency, flexibility, originality, and elaboration. These indicators were applied in students' writing result which were done in pre-cycle, cycle 1 and cycle 2. The finding is presented in table 7.

**Table 7.** Students' creativity in writing

| Creativity indicators | Cycle     |         |         |
|-----------------------|-----------|---------|---------|
|                       | Pre-cycle | Cycle 1 | Cycle 2 |
| Fluency               | 1.31      | 2.88    | 3.22    |
| Flexibility           | 2.09      | 2.84    | 3.53    |
| Originality           | 2.72      | 2.88    | 3       |
| Elaboration           | 2.06      | 3.03    | 3.78    |

Table 7 shows the increasing creativity obtained from pre-cycle, cycle 1, and cycle 2. It can be stated that the Storybird application could improve the students' creativity in writing. The results of the assessment of students' creativity in writing based on four main indicators (Fluency, Flexibility, Originality, and Elaboration) across three research stages. Overall, the data show a consistent and significant increase in scores across all indicators from Pre-Cycle to Cycle 2, demonstrating the effectiveness of the intervention in fostering students' creativity. The clearer finding is presented in figure 1.



**Figure 1.** Students' creativity in writing

Figure 1 shows the students' creativity in writing based on creativity rubrics. There is an increasing score of creativity viewed from each indicator. The highest increase is in "elaboration", whereas the increase of "originality" is less significant.

The finding on the creativity level is also presented based on achievement level viewed from the number of students. Based on Ranco's (2004) scoring Interpretation, scores 13–16 is Highly Creative, scores 9–12 is Creative, scores 5–8 is Less Creative, and scores 1–4 is Not Creative. The finding is presented in table 8.

Tabel 8. The level of students' creativity

| Value        | Level of Achievement | Number of students |           |           |
|--------------|----------------------|--------------------|-----------|-----------|
|              |                      | Pre-cycle          | Cycle 1   | Cycle 2   |
| 13 – 16      | High Creative        | 0                  | 6         | 27        |
| 9 – 12       | Creative             | 9                  | 24        | 5         |
| 5 – 8        | Less Creative        | 23                 | 2         | 0         |
| 1 – 4        | Not Creative         | 0                  | 0         | 0         |
| <b>Total</b> |                      | <b>32</b>          | <b>32</b> | <b>32</b> |

Based on the calculation of the data obtained, the students' creativity mean score in writing is 7.94 (less creative) in pre-cycle, 11.63 (Creative) in cycle 1, and 13.53 (High Creative) in cycle 2.

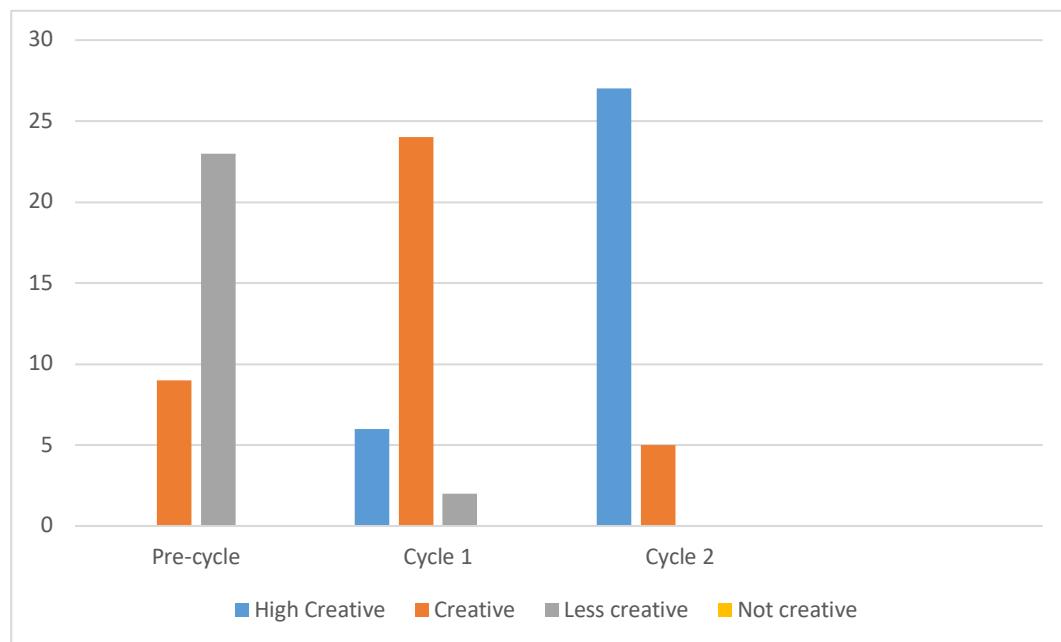


Figure 2. Level of students' creativity

To make the finding is seen clearer, a bar graph is presented below. It includes the finding from pre-cycle, cycle 1 and cycle 2. In the Pre-Cycle stage, the majority of students fell into the low creativity category, indicating serious problems in idea development and writing originality: Twenty-three students (71.9%) fell into the

Less Creative category (scores 5–8). Only nine students (28.1%) reached the Creative category (scores 9–12).

After the implementation of the first intervention (Cycle 1), significant improvement occurred: 24 students (75.0%) successfully moved up to the Creative category (scores 9–12). Most importantly, 6 students (18.7%) achieved the highest category, High Creative (scores 13–16). The number of students in the Less Creative category decreased dramatically to only 2 students (6.3%).

The corrective actions implemented in Cycle 2 successfully achieved the target success indicators: an absolute majority, 27 students (84.4%), achieved the High Creative category (scores 13–16). The remaining 5 students (15.6%) were in the Creative category. In Cycle 2, there were no more students in the Less Creative category. This shift in data demonstrates that the intervention had a very strong and sustainable impact, successfully transforming the majority of students from the Less Creative group to the High Creative group in two stages of action. This success directly validates the effectiveness of the intervention in developing creativity, a crucial element of good writing skills.

## Discussion

The first finding of this research is that Storybird helps in improving participants' proficiency in English narrative writing. There is an improvement in the result from cycle 1 to cycle 2. In pre-cycle, the mean was 56, in cycle 1, the mean was 65, and in cycle 2, the mean was 87. The results showed that the participants scored more consistently and higher in the assessment of cycle 1 and cycle 2 compared to pre-cycle. The results of this study indicate that the use of the Storybird application significantly enhances students' writing of narrative texts. It can be stated that the eighth-grade students of SMP Negeri 6 Purworejo demonstrated improvements in several key aspects of narrative writing. This finding is in line with the previous study of Lugina (2024 et al.), which showed significant differences in writing skill before and after treatment with Storybird. Further, the finding also supports the research result of Benzer and Karadag's (2019) study, which showed the increase in Creative Writing Skills after applying the Storybird application.

The second finding is about the creativity of writing narrative text which include fluency, flexibility, originality and elaboration. It shows the increasing score from the assessment result of pre-cycle to cycle 1, and another increasing result from cycle 1 to cycle 2. The increasing levels of creativity that is from "less creative" in pre-cycle, "creative" in cycle 1, and "very creative" in cycle 2. The students showed greater originality and imagination in developing storylines and characters. The visual prompts and interactive features of Storybird encouraged them to generate ideas beyond conventional classroom writing practices. The use of Storybird contributed to improvements in language accuracy, particularly in vocabulary choice, spelling, and punctuation. By integrating images with text, students' attention expands to their word selection and overall sentence structure. This finding is in line with Furqan et al. (2020)' finding. Storybird could make students more creative and more motivated to write. It also supports

Qolbina's (2024) finding that Storybird could improve creativity and critical thinking. The current study shows there is no obstacles in implementing Storybird in the classroom, however, there was obstacles in Qolbina (2024)' study. Overall, the findings confirm that Storybird media can effectively foster creativity and enhance narrative writing skills, making it a valuable tool for improving students' English writing competence.

## CONCLUSION

The present study confirms that the use of Storybird media significantly enhances students' narrative writing skills, particularly in the areas of vocabulary enrichment, spelling accuracy, and punctuation. Beyond linguistic improvement, the integration of Storybird fosters students' creativity, which covers fluency, flexibility, originality, and elaboration, which are essential components in developing effective writing competence. Furthermore, media increases learners' motivation and engagement, leading them to perceive writing in English as an enjoyable and less intimidating task. These findings underscore the importance of incorporating digital media into EFL instruction, suggesting that Storybird can serve as an effective pedagogical tool to support both language proficiency and creative expression in writing.

The implications of these results suggest that integrating digital applications like Storybird is a crucial pedagogical imperative in EFL teaching. Utilizing this medium has proven effective in simultaneously improving students' linguistic competence (vocabulary) and creativity. Therefore, curriculum implementation needs to be adjusted to incorporate mobile applications as a core component to transform English writing into a more motivating task. This requires professional development for teachers in managing technology to achieve standards of language competence and creative expression.

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