

Voices Behind the Pen: Exploring the Difficulties of Senior High School Students in Creative Writing in Cawayan West District

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ABSTRACT

This phenomenological study explored the lived experiences, difficulties, personal factors, and coping mechanisms of Senior High School students in Cawayan West District, Masbate Province, in relation to creative writing. Using a qualitative research design, data were gathered through semi-structured interviews with eight (8) purposively selected students and analyzed using thematic analysis. The findings revealed that students experienced creative writing as both challenging and enjoyable, contributing to the development of writing knowledge, creativity, and self-expression. However, they encountered significant difficulties in grammar, spelling, sentence construction, idea organization, and understanding literary concepts such as metaphor and simile. Environmental and socioeconomic

barriers, including physical exhaustion, hunger, and livelihood responsibilities, further hindered their learning. Personal factors such as interest, motivation, confidence, and environmental inspiration influenced their engagement and performance in writing tasks. Students employed various coping mechanisms, including seeking academic support from teachers and peers, utilizing online resources, independent learning, and self-regulated learning strategies such as recording and reviewing lessons. The study concluded that creative writing instruction should be holistic, integrating explicit instruction in foundational skills, scaffolded learning activities, and context-sensitive teaching approaches that consider students' lived realities. The insights drawn from students' experiences highlighted the importance of strengthening foundational writing skills, fostering creativity and self-expression, creating supportive learning environments, and promoting independent and self-regulated learning. The study recommends the implementation of Project LAeAG (Learning through Authentic Adventure and Audience-Based Goal Setting), a writing enhancement program that connects writing tasks to students' real-life experiences, to improve their writing proficiency, engagement, and confidence.

Keywords: *creative writing, writing difficulties, senior high school students, phenomenological study, coping mechanisms*

INTRODUCTION

Writing proficiency has long been recognized as a foundational skill that significantly shape learners. Academic success, critical thinking, and future opportunities. It serves as one of the the primary means through which students communicate knowledge, express understanding, and participate actively in academic and social contexts, through writing, learners are able to organize their thoughts, analyze information critically, and communicate ideas in a clear and purposeful manner. Strong writing skills are essential not only in language subjects but also across other disciplines such as science, mathematics, and

social studies, where students are expected to explain concepts, justify answers, and present arguments logically. Moreover, writing proficiency contributes to learners' confidence, independence, and readiness for higher education and future employment where communication skills are highly valued. In the modern world, where written communication dominates digital platforms, academic tasks, and professional interactions, the ability to write effectively has become increasingly important.

In particular, creative writing plays a vital role in developing learners' imagination, self-expression, and ability to produce original narratives, poems, and reflective compositions. It allows students to explore their personal experiences, emotions, beliefs, and perspectives while enhancing their creativity and linguistic competence. Through creative writing, learners develop the capacity to think imaginatively and construct meaningful stories that reflect both personal and social realities. This form of writing also nurtures emotional awareness and empathy, as students learn to connect experiences, create characters, and express ideas in engaging ways. Furthermore, creative writing promotes higher-order thinking skills such as analysis, synthesis, and evaluation because students are encouraged to organize ideas, establish coherence, and apply language creatively. As learners engage in writing activities, they slowly strengthen their vocabulary, grammar, organization, and overall communication abilities. Consequently, creative writing is not only an artistic activity but also an important educational tool that supports holistic learner development.

Globally, writing remains a complex skill that continues to challenge many learners despite its importance in education. Writing is considered one of the most demanding language skills because it requires the integration of multiple cognitive and linguistic processes, including planning, organizing, revising, and expressing ideas effectively. Students across different countries often struggle with expressing ideas creatively, particularly in tasks that require higher-order thinking such as narrative development, reflective writing, and analytical composition. Many learners experience difficulties in generating ideas, maintaining coherence, applying appropriate grammar and vocabulary, and structuring their composition logically. In addition, the increasing demand for academic writing and digital communication has intensified the need for strong writing competence among students worldwide. Educational researchers and institutions continue to recognize writing difficulties as a significant concern because poor writing proficiency may negatively affect learners' academic performance, self-confidence, and participation in classroom activities. These difficulties highlight the ongoing need for stronger instructional approaches that support both cognitive and expressive dimensions of writing development while encouraging creativity, engagement, and confidence among learners.

Writing proficiency is strongly emphasized in the Philippine education system as part of developing communicative competence among learners. The K to 12 Curriculum recognizes writing as an essential micro skill that learners must acquire in order to become effective communicators and critical thinkers. English instruction in the Philippines places significant emphasis on developing learners' abilities to compose essays, narratives, reflections, and other forms of written communication appropriate to academic and real-life situations. Writing activities are integrated across grade levels to help students gradually enhance their language proficiency, analytical thinking, and creativity. Despite these efforts, results from international assessments such as the Programme for International Student Assessment (PISA) 2022 revealed that Filipino learners continue to face challenges in reading and written comprehension tasks, which are closely linked to writing proficiency and critical thinking skills. These findings suggest persistent gaps in learners' ability to construct and interpret written texts effectively. Difficulties in comprehension often affect students' ability to organize thoughts, generate meaningful responses, and communicate ideas clearly in writing tasks. Moreover, many Filipino learners continue to struggle with grammar usage, sentence construction, coherence, and idea development, which may hinder their overall writing performance. These concerns indicate the need for improved instructional strategies and stronger literacy interventions that can enhance students' writing competence and creative expression.

Particularly in Cawayan West District, similar concerns have been observed among senior high school students. Teachers reported inconsistencies in students' performance in creative writing activities, including difficulties in generating original ideas, organizing thoughts, and producing coherent and engaging narratives. Some learners demonstrate enthusiasm and creativity during classroom discussion but struggle to transfer their ideas effectively into written form. Others encounter challenges in vocabulary use, grammar, sentence structure, and maintaining logical flow within their compositions. In many cases, students also experience hesitation and lack confidence when asked to write creatively, especially in tasks requiring imagination, reflection, and independent idea development. These observations align with national assessment results such as the National Achievement Test (NAT), which indicate that many learners in various regions, including parts of Bicol, still perform below expected proficiency levels in English. Such findings imply that difficulties in writing proficiency are not isolated concerns but are part of broader educational challenges experienced by many Filipino learners. Contributing factors may include limited exposure to varied writing activities, insufficient opportunities for guided practice, inadequate feedback mechanisms, and differences in learners' language backgrounds and experiences. Despite these challenges, many students continue to show interest and effort in improving their writing skills, reflecting their potential for development when given appropriate support, motivation, and meaningful learning experiences. This suggests that with effective teaching strategies and supportive learning environments, learners can gradually strengthen their creative writing abilities and overall language competence.

In response to these challenges, the Department of Education has implemented policies that strengthen writing instruction and literacy development. DepEd Order No. 21, s. 2019 emphasizes that enhancement of literacy instruction across all grade levels highlights writing as a key component of language development. The policy recognizes that literacy skills, including writing proficiency, are essential for learners to succeed academically and participate effectively in society. It encourages schools and teachers to adopt instructional practices that improve learners' comprehension, communication, and critical thinking abilities. Similarly, DepEd Order No. 42, s. 2017 promotes responsive teaching practices and learner-centered approaches, encouraging strategies that address diverse learner needs and improve communicative competence, including writing proficiency. This policy underscores the importance of differentiated instruction, meaningful classroom interaction, and contextualized experiences that support learners with varying abilities and backgrounds. In addition, the Department of Education continuously promotes programs and activities that encourage reading and writing engagement, recognizing that sustained practice and exposure are necessary in developing literacy skills. These policies reflect the government's commitment to improving the quality of education and addressing learning gaps among Filipino students through inclusive and responsive educational policy.

Related studies further explain the factors influencing students' writing development. Graham et al. (2023) emphasized that writing proficiency is a complex skill shaped by both instruction and cognitive processes that affect learners' ability to organize and express ideas creatively. Their study highlighted the importance of explicit instruction, continuous practice, and supportive learning environments in helping students improve their writing competence. Khasawneh (2021) also found that learners often experience difficulties in language-related tasks due to limitations in cognitive processing and expressive skills. Such limitations may affect students' ability to develop ideas, construct meaningful sentences, and sustain coherence within written compositions.

Additionally, Saddler and Asaro-Saddler (2022) highlighted that writing challenges are often linked to difficulties in planning, self-regulation, and idea generation, which are essential in creative writing. Students who struggle to organize ideas and monitor their writing processes may find it difficult to produce coherent and engaging outputs. Jones and Myhill (2021) stressed that effective writing development requires structured support, guided instruction, and meaningful feedback within a supportive learning environment. According to their findings, learners improve more effectively when teachers provide clear guidance, modeling, and opportunities for revision and reflection. Furthermore, UNESCO (2022)

underscored the importance of inclusive and supportive educational systems in addressing learning disparities and nurturing learners' creative potential. The organization emphasized that quality education should provide learners with opportunities to express themselves creatively while ensuring equitable access to literacy development programs. Collectively, these studies suggest that writing proficiency is influenced by multiple cognitive, instructional, and environmental factors that require comprehensive educational support.

Overall, these perspectives suggest that improving students' creative writing proficiency requires not only curriculum alignment and policy support but also sustained instructional strategies that develop both cognitive and expressive writing skills. Effective writing instruction should provide learners with meaningful opportunities to practice, explore ideas creatively and competence. Teachers play a significant role in guiding students through the writing process by creating supportive classroom environment that encourage participation, creativity, and critical thinking. Moreover, schools and educational institutions must continue strengthening literacy programs that promote learner engagement and address the diverse needs of students. Since writing proficiency is closely associated with academic achievement, communication competence, and future success, addressing learners' difficulties in creative writing remains an important educational concern. Therefore, there is a need to further examine the factors affecting students' creative writing proficiency and identify appropriate interventions that can support their continuous development as effective and creative writers.

Statement of the Problem

The study sought to answer the following questions:

1. What are the lived experiences of the Senior High School Students in Cawayan West District in relation to creative writing?
2. What difficulties do students encounter in expressing their ideas through creative writing?
3. What personal factors contribute to the challenges experienced by the students in creative writing?
4. How do the students cope with or respond to the difficulties they encounter in creative writing?
5. What insights can be drawn from the students' experiences to enhance the teaching and learning of creative writing among senior high school students in Cawayan West District?

Assumptions of the Study

Based on the problem statements of the study, the following assumptions were made to better understand the lived experiences of Senior High School students in Cawayan West District in relation to their creative writing skills:

1. The respondents have varied lived experiences in relation to creative writing, and these differences may influence how they perceive and engage in creative writing tasks.
2. The respondents encounter different levels and types of difficulties in creative writing, particularly in expressing ideas, generating content, and organizing narratives, which can be identified and described through their responses.
3. The respondents experience a range of personal factors such as motivation, interest in writing, confidence, and individual learning experiences that contribute to the challenges they face in creative writing.
4. The coping mechanisms and responses of the respondents vary as they deal with difficulties in creative writing, reflecting how they adapt to academic writing demands and challenges.
5. The insights gathered from the respondents' lived experiences can serve as a basis for developing interventions, teaching strategies, or enrichment activities that will enhance creative writing instruction among senior high school students in Cawayan West District.

Locale of the Study

The locale of the study was in the Cawayan West District, located in the Municipality of Cawayan in the Province of Masbate. This district comprised several public secondary schools that catered to senior high school students coming from diverse socio-economic backgrounds, many of whom resided in rural and coastal communities. The educational setting in this area reflected common challenges faced by provincial schools, such as limited access to learning resources, varying levels of parental support, and exposure to social issues that may have affected students' academic performance. Despite these constraints, schools in the district continued to provide learning opportunities and support systems aimed at helping students complete their secondary education.

Cawayan West District was considered an appropriate locale for this study as it presented a realistic context where issues related to writing proficiency and students' lived experiences could be examined. Observations within the district suggested that some learners encountered personal and environmental difficulties, including experiences of abuse, which may have influenced both their academic skills and motivation to pursue their goals. Through focusing on this specific locale, the study aimed to generate relevant and contextualized findings that could guide educators and stakeholders in developing targeted interventions to improve writing proficiency and strengthen students' persistence in pursuing their dreams.

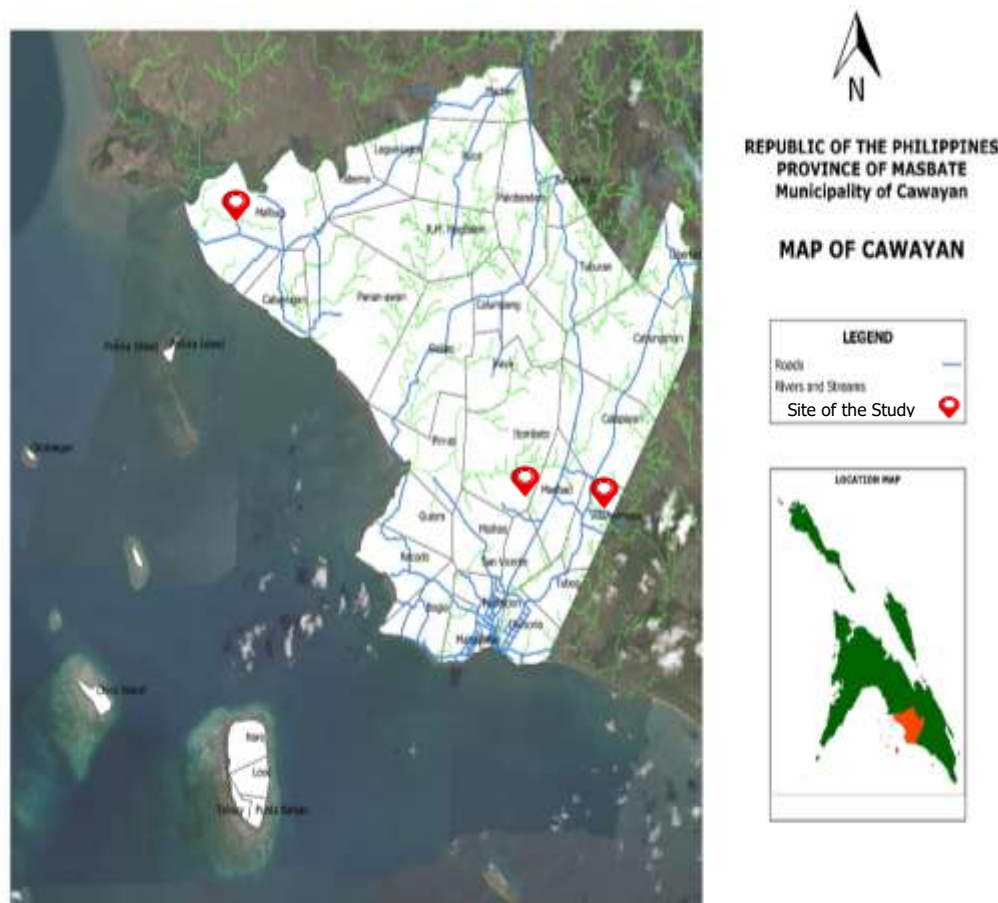


Figure 1. *Map of Cawayan, Masbate*

Literature Review

Foreign Literature

Grammar and mechanics are fundamental aspects of writing that significantly influence students' ability to communicate ideas effectively. According to Jamoom (2021), students in EFL contexts acknowledge the importance of improving their writing skills for both their academic pursuits and future careers. The study, which utilized a needs analysis approach among undergraduate students, revealed that learners consider writing proficiency essential. However, despite this awareness, the findings showed that students still need to enhance various writing components, including grammar, mechanics, vocabulary, content, and organization. Furthermore, the study emphasized that students possess limited knowledge of these essential aspects and experience a lack of sufficient writing practice both inside and outside the classroom. These limitations suggest that without proper exposure and consistent practice, students may struggle to develop strong writing skills, particularly in grammar and mechanics.

In a similar vein, Sartika and Asmara (2022) investigated the difficulties encountered by students in writing recount texts. Their descriptive qualitative study revealed that a significant number of students demonstrated very poor performance in key writing areas, especially grammar and mechanics. The results indicated that most students struggled with constructing grammatically correct sentences and applying proper writing conventions. Additionally, weaknesses were observed in content, organization, and vocabulary. The study further explained that these challenges stem from students' limited understanding of recount texts as well as insufficient writing practice. As a result, students find it difficult to express their ideas clearly and accurately, highlighting the critical role of grammar and mechanics in shaping effective written communication.

To address such difficulties, Meisani (2022) explored the effectiveness of writing workshops in improving students' writing skills, particularly in terms of grammar and mechanics. The study implemented a structured approach consisting of stages such as mini-lessons, writing activities, and sharing sessions. After revising the workshop format to include mini-lessons, sharing, and independent writing, the results showed noticeable improvement in students' writing performance. Moreover, students reported that collaborative learning allowed them to better understand the proper use of grammar and punctuation. These findings suggest that interactive and student-centered approaches, such as writing workshops, can significantly contribute to enhancing grammatical and mechanical accuracy in writing.

With the continuous advancement of technology, Deep and Chen (2025) highlighted the growing influence of artificial intelligence (AI) tools on writing instruction. Their study examined how AI-powered platforms, including Grammarly, ChatGPT, and QuillBot, provide immediate feedback on grammar, coherence, style, and overall writing quality. These tools enable students to improve their writing through personalized support and reduced cognitive load during the drafting and revising processes. However, the authors also raised concerns regarding the potential negative effects of overreliance on AI, such as reduced critical thinking skills and issues related to academic integrity. Despite these concerns, the study concluded that when used appropriately, AI tools can enhance writing fluency and support the development of grammar and mechanics.

Barrot (2022) also examined the role of digital tools, particularly Grammarly, in ESL and EFL writing contexts. The study described Grammarly as a computer-mediated corrective feedback tool capable of identifying errors in grammar, vocabulary, mechanics, and writing style. It further emphasized that such tools can serve as valuable resources for both teachers and students by providing immediate and detailed feedback. However, the study also acknowledged certain limitations of Grammarly, suggesting that further improvements are necessary to maximize its effectiveness in language learning. Nonetheless, the integration of such tools represents a significant step toward improving students' grammatical and mechanical accuracy in writing.

Supporting this perspective, Fitria (2022) conducted a study on the use of Grammarly as an online assessment tool to identify grammatical and mechanical errors in students' essays. The findings revealed that students commonly commit errors related to punctuation, spelling, subject-verb agreement, verb forms, pronoun usage, and sentence construction. The analysis of students' writing scores further demonstrated the prevalence of these issues, indicating that grammar and mechanics remain challenging areas for many learners. The study concluded that Grammarly can effectively assist teachers in evaluating students' writing while also helping learners become more aware of their errors and improve their writing skills independently.

Moreover, Purnamasari, Hidayat, and Kurniawati (2021) emphasized that writing proficiency involves multiple interconnected components, including content, organization, vocabulary, grammar, and mechanics. Their study on descriptive writing revealed that although some students achieved average to good performance in content and organization, a considerable number still struggled with grammar and mechanics. Additionally, the study identified several common difficulties faced by students, such as the inability to develop ideas, lack of subject knowledge, and challenges in using appropriate grammatical structures, particularly the simple present tense. These findings highlight the importance of strengthening grammar and mechanics as part of a comprehensive approach to writing instruction.

Chauhan (2022) further elaborated on the importance of mastering academic writing, emphasizing that grammar and mechanics are essential components of effective written communication. The study explained that writing is a recursive process that involves multiple stages, including idea generation, planning, drafting, revising, and editing. Throughout this process, writers must consider various elements such as content, organization, word choice, grammar, and mechanics. Additionally, adherence to academic writing conventions—such as clarity, conciseness, formality, and proper citation—is crucial. This underscores the idea that grammar and mechanics are not isolated skills but integral parts of the overall writing process.

In addition, Anderson and Thibodeaux (2024) proposed innovative approaches to teaching grammar and mechanics by integrating them into meaningful writing contexts. Their work highlighted the importance of short, daily grammar instruction within writing workshops, the use of mentor texts, and the implementation of visual aids and editing routines. These strategies are designed to help students identify common errors and apply grammatical rules more effectively in their writing. By focusing on practical application rather than rote memorization, this approach makes grammar and mechanics more accessible and engaging for learners.

Finally, Aini, Widayanti, and Winarto (2022) examined students' ability to write cause-and-effect essays and found that language use and mechanics were among the most common areas of difficulty. While students demonstrated relatively good overall writing ability, many still encountered problems in applying correct grammar and writing conventions. To overcome these challenges, students employed various strategies, such as using online resources, consulting dictionaries, and practicing writing more frequently. This indicates that continuous practice and access to supportive learning tools are essential for improving grammar and mechanics in writing.

Ceylan (2023) emphasizes that reading and writing are fundamental academic skills that must be nurtured from the earliest stages of education. These two skills share similar cognitive processes and contexts, which explains the strong positive relationship between reading proficiency and writing ability. The study specifically explored how students' reading performance and grade level influence the cohesion and coherence of their written outputs. Using a comparative descriptive quantitative design, the research analyzed the written work of 375 students, categorized as either poor or good readers across fourth, sixth, and eighth grades. Tools such as the Informal Reading Inventory, a story-structure video, and a silent film were used for data collection, while Mann-Whitney U and Kruskal-Wallis tests were applied for analysis.

The findings revealed that poor readers in both fourth and eighth grades demonstrated weaker use of cohesive devices compared to proficient readers. Moreover, while students with strong reading skills

showed consistent improvement in their use of cohesion as they advanced in grade level, poor readers exhibited little to no significant progress. In terms of coherence, poor readers consistently scored lower across all grade levels, although both groups showed gradual improvement over time. These results suggest that difficulties in achieving cohesion and coherence may stem from limited language proficiency, reliance on short and disconnected sentences, and insufficient use of linking devices. Overall, the study reinforces existing literature highlighting the critical role of reading ability in developing organized and coherent writing.

Similarly, Saeed, Karim, and Mughal (2021) underline the importance of coherence and cohesion as essential components of effective essay writing, despite being challenging to teach compared to grammar and mechanics. Their experimental study introduced the theme-rheme (thematic progression) approach as a strategy for improving textual organization. Forty graduate students were divided into experimental and control groups, with the former receiving instruction using thematic progression and the latter following traditional methods. Pre- and post-test results demonstrated that students exposed to the thematic progression approach significantly improved their writing quality, achieving substantially higher scores compared to the control group. This finding highlights the effectiveness of structured instructional strategies in enhancing coherence and cohesion in writing.

In the context of technological integration, Marzuki et al. (2023) investigated the role of artificial intelligence (AI) writing tools in improving students' writing, particularly in terms of content organization. Through a qualitative case study involving EFL teachers from Indonesian universities, the study identified a variety of AI tools used in classrooms, such as Quillbot, WordTune, Jenni, ChatGPT, Paperpal, Copy.ai, and Essay Writer. Teachers unanimously agreed that these tools positively influenced students' writing quality, especially in organizing ideas and structuring content. This suggests that AI can serve as a valuable support mechanism in developing coherence and organization in student writing.

A similar study by Widiati, Rusdin, and Indrawati (2023) supports these findings, also highlighting the positive impact of AI writing tools on students' ability to produce well-organized and coherent texts. Their research, which likewise employed a qualitative case study design, confirms that AI-assisted writing enhances both the structural and conceptual aspects of writing. These consistent findings across studies indicate that AI tools can play a significant role in addressing common organizational challenges in writing. Further advancing this perspective, Naismith, Mulcaire, and Burstein (2023) explored the application of large language models (LLMs), such as GPT-4, in automated writing evaluation (AWE). Their study focused on assessing discourse coherence and found that GPT-4 can generate evaluations comparable to those of human raters, complete with clear explanations. Notably, the model outperformed traditional natural language processing metrics in aligning with human judgments. This demonstrates the potential of AI not only as a writing aid but also as a reliable tool for evaluating coherence and organization in written texts.

Song and Song (2023) also examined the effects of AI-assisted instruction on EFL students' writing skills and motivation through a mixed-methods approach. Their findings revealed that students who engaged with AI tools showed significant improvements in various writing components, including organization and coherence, compared to those who received traditional instruction. Additionally, students reported increased motivation and engagement, although some expressed concerns about over-reliance on AI and issues related to contextual accuracy. These results highlight both the benefits and limitations of integrating AI into writing instruction.

On the other hand, Mustafa, Arbab, and El Sayed (2022) focused on the challenges faced by learners in higher education when writing in English. Their findings indicate that students struggle with limited vocabulary, grammatical range, comprehension of reading materials, and difficulties in summarizing and paraphrasing—factors that directly affect the coherence and organization of their writing. The study also identified effective strategies such as teacher feedback, extensive reading, use of

dictionaries, exposure to writing models, and multiple drafting processes, all of which contribute to improving writing quality.

Supporting this, Fadhly (2022) conducted a meta-synthesis of 25 studies to identify common challenges in EFL academic writing. The analysis revealed five key areas of difficulty, including linguistic limitations and issues related to organization and coherence. These findings reinforce the idea that coherence is not an isolated skill but is influenced by a combination of language proficiency, cultural context, feedback mechanisms, and learner motivation.

Expanding the discussion beyond written texts, Vanaken, Bijttebier, and Hermans (2021) explored the relationship between coherence in oral and written narratives. Their findings suggest that thematic coherence in oral narratives is linked to better mental health and social support, and that coherence may represent a stable characteristic across different forms of expression. Interestingly, oral narratives were found to be more coherent than written ones, indicating that students may struggle more with organizing ideas in written form, further emphasizing the need for targeted instruction in writing coherence.

Finally, Wang et al. (2022) examined the integration of spherical video-based virtual reality (SVVR) with automated writing evaluation systems to enhance EFL writing. Their quasi-experimental study found that combining immersive learning experiences with AI feedback significantly improved students' writing performance, including organization and coherence. Additionally, this approach increased students' motivation, confidence, and engagement while reducing writing anxiety. These findings suggest that innovative, technology-driven approaches can effectively address challenges in writing organization and coherence.

Maamuujav (2021) highlights that a rich and sophisticated vocabulary is a vital component of high-quality academic writing. However, for adolescent learners of English as a second language (L2), the use of academic vocabulary remains a significant challenge as they continue to develop their language proficiency. The study examined the lexical characteristics of students' analytical essays, focusing on lexical density, diversity, and sophistication as predictors of writing quality. Using computational tools such as Coh-Metrix and VocabProfiler, the analysis of 70 essays revealed that students generally demonstrated low lexical density, frequent word repetition indicating limited lexical diversity, and a reliance on basic vocabulary rather than academic terms. Notably, a substantial portion of academic words used by students was derived directly from source texts and prompts. Despite these limitations, the findings confirmed that the use of academic vocabulary significantly predicts writing quality, emphasizing the importance of vocabulary development in producing well-structured and effective written outputs.

Supporting this perspective, Nation (2022) proposes a systematic and principle-based approach to vocabulary instruction. The framework is grounded in the "four strands" of language learning: meaning-focused input, meaning-focused output, deliberate study, and fluency development. Each strand represents essential conditions for effective vocabulary acquisition and must be integrated into language instruction. Through balanced exposure, practice, and reinforcement, learners can gradually expand their vocabulary repertoire, which directly contributes to improved clarity, coherence, and organization in writing. This approach underscores that vocabulary development is not incidental but requires intentional and well-structured teaching strategies.

Similarly, Haryadi, Endah, and Dalimunthe (2021) investigated the relationship between vocabulary mastery, grammar proficiency, and students' writing skills in descriptive texts. Conducted among junior high school students, the study employed various statistical analyses and assessment tools to measure learners' competencies. The results demonstrated a significant relationship between vocabulary mastery and writing performance, indicating that students with a stronger vocabulary base were better able to express ideas clearly and effectively. Additionally, grammar mastery also contributed to writing quality, but vocabulary emerged as a key factor influencing students' ability to construct meaningful and descriptive texts. These findings reinforce the idea that vocabulary knowledge plays a central role in enhancing overall writing proficiency.

In the context of modern educational technologies, Waziana et al. (2024) explored the impact of AI chatbots on vocabulary development and writing skills among EFL learners. The study, which involved 100 undergraduate students from multiple universities, revealed that tools such as ChatGPT, Gemini, Perplexity, and other AI-based platforms significantly contributed to improving students' vocabulary range and syntactic variety. Participants reported that these tools facilitated learning by simplifying tasks, enhancing knowledge, and providing immediate language support. As a result, students experienced noticeable improvements in their writing quality, particularly in vocabulary usage and grammatical accuracy. This suggests that AI technologies can serve as effective tools in enriching learners' lexical resources and supporting their writing development.

Ma and Mei (2021) further emphasize the importance of innovative approaches to vocabulary learning through the use of corpora. Their review introduces corpus-based language pedagogy (CBLP), which integrates corpus linguistics into classroom instruction to enhance vocabulary acquisition. By exposing learners to authentic language use and enabling them to analyze real-life linguistic patterns, corpora help students develop a deeper understanding of word usage, collocations, and context. The study also outlines key design principles for implementing corpus-based lessons, highlighting the need for careful selection of materials and appropriate use of corpus tools. This approach contributes to improving students' vocabulary knowledge, which in turn enhances the precision and effectiveness of their writing.

In line with technological advancements, Marzuki et al. (2023) examined the role of AI writing tools in improving students' writing quality. Although the study primarily focused on content and organization, it also found that these tools indirectly support vocabulary development by suggesting appropriate word choices and enhancing language expression. Teachers observed that students who used AI tools were able to produce more refined and well-articulated texts, indicating an improvement in their lexical usage. This demonstrates that AI can play a supportive role not only in structuring ideas but also in expanding students' vocabulary repertoire.

Moreover, Ngo, Chen, and Lai (2024) conducted a meta-analysis to evaluate the effectiveness of automated writing evaluation (AWE) systems on students' writing performance. The findings revealed that AWE has a moderate to strong positive impact on writing, particularly in improving vocabulary usage. While its effect on grammar was less pronounced, AWE tools were found to be highly beneficial in helping students enhance their lexical choices and overall expression. The study also noted that longer exposure to AWE systems and collaborative learning environments further amplify these benefits. These results suggest that integrating AWE into writing instruction can effectively support vocabulary development and improve writing quality.

On the other hand, Taye and Mengesha (2024) identified vocabulary and grammar as major challenges faced by university students in developing writing proficiency. Their study revealed that although students were motivated and actively engaged in writing activities, many struggled with limited vocabulary and insufficient time for skill development. These challenges hindered their ability to express ideas clearly and coherently. The study recommends increased instructional time, regular assessment, and the integration of reading activities to strengthen students' vocabulary and overall writing competence.

Similarly, Febriani (2022) explored the difficulties encountered by students in essay writing and found that vocabulary limitations were among the most common issues, alongside grammar, cohesion, and idea development. The study also identified internal factors such as motivation and linguistic ability, as well as external factors like peer and teacher support, as contributors to these challenges. To overcome these difficulties, students engaged in strategies such as extensive reading, consistent writing practice, and seeking feedback from peers and instructors. These practices highlight the importance of continuous exposure and active use of vocabulary in improving writing skills.

Finally, Inderawati (2023) examined the use of Google Translate as a tool for enhancing vocabulary and writing skills among EFL students. The findings indicate that while the tool can help learners quickly access word meanings, synonyms, and pronunciation, thereby expanding their vocabulary, it also has

limitations. Over-reliance on such tools may lead to inaccurate sentence structures, reduced creativity, and decreased learner confidence. This suggests that while digital tools can support vocabulary development, they should be used strategically and in combination with other learning methods to ensure meaningful language acquisition.

Local Literature

Khalifa and Albadawy (2024) emphasize that content development is a central element of academic writing, requiring the clear presentation of ideas, logical organization, and evidence-based arguments. However, students often struggle with generating and managing complex ideas, as well as organizing large amounts of information into meaningful texts. With the growing integration of Artificial Intelligence (AI) in education, new opportunities have emerged to support content development in writing. Their systematic review identified several key areas where AI contributes significantly, including idea generation, content organization, literature synthesis, data analysis, and revision processes. Tools such as ChatGPT were found to assist learners in structuring their ideas and improving the overall depth and clarity of their written outputs. Despite these advantages, the study also highlights the importance of maintaining academic integrity and balancing AI assistance with critical thinking, suggesting that responsible use of AI is essential in developing authentic and meaningful written content.

Similarly, Marzuki et al. (2023) found that AI writing tools play a crucial role in enhancing students' ability to develop content effectively. Based on qualitative data from EFL teachers, the study revealed that tools such as Quillbot, WordTune, Jenni, ChatGPT, Paperpal, and Copy.ai help students generate ideas, expand their arguments, and organize their thoughts more coherently. Teachers observed noticeable improvements in the richness and organization of students' written work, indicating that AI can serve as a valuable support system in content development. This aligns with the broader theme that technological tools can facilitate the writing process by helping learners move beyond surface-level ideas toward more detailed and structured compositions.

In addition to AI tools, Dmitrenko et al. (2024) explored the use of visual content platforms, particularly Canva, in enhancing writing development among students. Their study demonstrated that integrating visual elements into writing tasks encourages students to express ideas more creatively and effectively. Canva's structured templates and interactive features allow learners to organize their thoughts visually before translating them into written form. Activities such as visual storytelling and collaborative projects were found to significantly improve students' ability to develop content, making their writing more engaging and meaningful. This suggests that combining visual and textual elements can strengthen students' ability to elaborate on ideas and produce well-developed compositions.

Furthermore, Sawaki et al. (2024) highlighted the importance of feedback in improving content development, particularly in summary writing. Their study introduced an online module that provided automated, detailed feedback focusing on main idea representation and paraphrasing. The results showed that students significantly improved their ability to capture essential ideas and avoid excessive copying from source texts. These improvements were sustained in subsequent writing tasks, indicating that targeted feedback plays a critical role in helping students refine their content and develop stronger writing skills. This finding underscores the value of continuous guidance and revision in achieving effective content development.

However, the increasing use of AI-generated content also raises concerns about originality and authenticity in writing. Elkhatat, Elsaid, and Almeer (2023) examined the effectiveness of AI detection tools in distinguishing between human-written and AI-generated texts. Their findings revealed inconsistencies in accurately identifying content, particularly with more advanced AI models. This suggests that as AI becomes more sophisticated, maintaining originality in content development becomes more challenging. The study highlights the need for improved detection tools and reinforces the importance of ethical writing practices to ensure that students actively engage in developing their own ideas.

Warschauer et al. (2023) further discuss the role of AI in writing education, particularly in second language learning contexts. While acknowledging concerns about over-reliance on AI, the study also recognizes its potential to support content development through idea generation, drafting, and revision. The authors propose a pedagogical framework that encourages students to critically engage with AI tools by understanding, accessing, prompting, corroborating, and incorporating AI-generated content. This approach ensures that students remain active participants in the writing process while benefiting from technological support.

In line with this, Jarrah, Wardat, and Fidalgo (2023) emphasize that while AI tools like ChatGPT can assist in developing content, their use must be guided by ethical considerations. Proper citation and acknowledgment of AI contributions are necessary to prevent plagiarism and maintain academic integrity. The study suggests that when used responsibly, AI can enhance content development by providing ideas and suggestions, but it should not replace the writer's original thinking and analysis.

Su, Lin, and Lai (2023) also highlight the potential of AI in supporting argumentative writing, particularly in developing content and structuring arguments. ChatGPT can assist students in generating outlines, refining arguments, and revising drafts, making it a useful tool for improving the depth and quality of written content. However, the study also notes that teachers must guide students in using AI effectively to ensure that learning remains meaningful and that students develop their own critical thinking skills.

On the other hand, Shidiq (2023) raises concerns about the potential negative impact of AI on students' creativity. While AI tools can generate high-quality text, excessive reliance on them may reduce students' originality and creative thinking. This highlights the need for balanced integration, where AI is used as a support tool rather than a substitute for independent idea generation. Encouraging students to actively engage in brainstorming and critical analysis remains essential in developing authentic content.

Lastly, Guo and Li (2024) examined the use of electronic portfolios in improving content development and overall writing performance. Their findings showed that students who engaged in portfolio-based writing demonstrated significant improvements in content, organization, and language use. The use of digital platforms allowed for continuous feedback, reflection, and revision, which are essential processes in developing well-structured and meaningful content. Additionally, students reported increased motivation and confidence in their writing abilities, indicating that supportive learning environments contribute to better content development.

Writing fluency has been widely examined in language education, particularly in relation to instructional approaches and cognitive processes that support learners' writing development. Several studies highlight the importance of instructional strategies and technological integration in improving students' writing fluency.

According to Pham (2021), collaborative writing has been extensively studied in terms of its impact on writing accuracy; however, its influence on writing fluency has received less attention. Additionally, prior research has not sufficiently explored structured frameworks for collaboratively composing argumentative essays. To address these gaps, Pham conducted a study involving 62 sophomore English-major students in a university in Ho Chi Minh City, Vietnam. The study compared two groups: a control group that composed essays individually after collaborative idea generation, and an experimental group that engaged in full collaborative writing. Data gathered from pretests, posttests, and interviews revealed that collaborative writing significantly improved students' writing fluency in both group and individual outputs. Furthermore, the study proposed an effective framework for implementing collaborative writing in instructional settings, making it highly relevant for enhancing students' fluency.

Similarly, Fathi and Rahimi (2022) investigated the effectiveness of the flipped classroom approach on EFL students' writing performance, focusing on complexity, accuracy, and fluency (CAF). Using a quasi-experimental design, they examined two groups of university students in Iran over one semester. The findings showed that students exposed to the flipped classroom model demonstrated significantly higher writing fluency and overall performance compared to those in traditional instruction. However,

improvements in writing complexity and accuracy were not statistically significant. These findings suggest that innovative instructional approaches, such as flipped learning, can play a crucial role in enhancing writing fluency.

Handwriting fluency has also been identified as a foundational factor influencing writing quality. Skar et al. (2022) conducted a large-scale study involving over 4,900 primary-grade students to examine the relationship between handwriting fluency and writing quality. The results indicated that handwriting fluency significantly contributed to writing quality, accounting for 7.4% of the variance even after controlling for other factors such as gender, grade level, and language background. The study further revealed that handwriting fluency improves across grade levels and tends to be higher among female students. These findings emphasize the importance of developing lower-level transcription skills to support overall writing fluency.

In addition, Bilge and Kalenderoğlu (2022) explored the interrelationships among language skills, including reading, writing, and speaking fluency, as well as vocabulary and reading comprehension. Their correlational study involving 94 fifth-grade students demonstrated that vocabulary plays a central role, showing the strongest correlations with other language skills. Writing fluency was found to be interconnected with other fluency dimensions, particularly in terms of speed and accuracy. This suggests that writing fluency does not develop in isolation but is influenced by broader language competencies.

Barrot and Gabinete (2021) further examined writing fluency within the framework of CAF by comparing ESL and EFL learners' written outputs. Using a large corpus of 1,870 essays, their findings revealed variations in writing fluency based on learners' linguistic backgrounds. The study also identified moderate to high correlations among complexity, accuracy, and fluency, indicating that these components are interrelated. These results highlight that writing fluency is shaped not only by instructional methods but also by learners' language exposure and proficiency.

The integration of technology, particularly artificial intelligence (AI), has also shown promising effects on writing fluency. Abdalkader (2022) investigated the impact of AI-based activities on preparatory students' writing fluency. The study utilized tools such as educational games and virtual reality applications to enhance students' engagement and practice. Results indicated a significant improvement in students' writing fluency, demonstrating the potential of AI-driven tools in language learning.

Supporting this, Rahmi et al. (2024) examined the effectiveness of an AI writing assistant, ParagraphAI, in improving EFL learners' writing skills. While the tool was effective in enhancing grammatical accuracy, coherence, and cohesion, it showed limitations in content development and idea clarity. This suggests that although AI can support certain aspects of writing fluency, it cannot fully replace learners' critical thinking and idea generation processes.

From an instructional perspective, Kim et al. (2021) conducted a meta-analysis of writing interventions among primary-grade students. Their findings revealed a moderate overall effect on writing outcomes, with smaller gains observed specifically in writing fluency compared to other dimensions such as quality and productivity. However, interventions focusing on self-regulation strategies, particularly Self-Regulated Strategy Development (SRSD), showed strong positive effects across writing outcomes. This indicates that strategic instruction can contribute to improving writing fluency, especially among struggling writers.

Moreover, Lopez-Escribano et al. (2022) emphasized the role of handwriting instruction in promoting writing fluency. Their meta-analysis of 31 studies involving over 2,000 students found that handwriting interventions significantly improved writing fluency, particularly when focusing on timed transcription, multicomponent instruction, and performance feedback. These findings reinforce the importance of strengthening foundational writing skills to support fluent text production.

Lastly, Criado, Garcés-Manzanera, and Plonsky (2022) explored the relationship between written corrective feedback (WCF) and writing fluency among young learners. Their study revealed that both feedback and self-editing approaches contributed to improvements in writing fluency, although self-editing

resulted in higher fluency levels in most measures. This highlights the importance of adopting a multidimensional approach to writing instruction, where learners actively engage in revising and refining their work.

Foreign Studies

Writing proficiency is influenced not only by instructional practices but also by a wide range of demographic and individual factors. Recent studies emphasize that learners' backgrounds, experiences, and personal characteristics significantly shape their writing performance and development.

Castillo and Reyes (2025) highlighted that standardized writing assessments across different countries consistently reveal disparities in writing proficiency among students based on sociodemographic variables. Their systematic review, which analyzed numerous studies from major academic databases, identified five key characteristics associated with writing performance: race or ethnicity, gender, disability status, second language learner status, and socioeconomic background. These findings underscore the importance of fairness in assessment practices, emphasizing that writing evaluations should not disadvantage any group of learners. The persistence of such disparities suggests the need for more inclusive and equitable approaches in both assessment and instruction to improve writing proficiency among diverse student populations.

In relation to the complexity of demographic variables, Fassett et al. (2022) discussed how demographic data are commonly collected in educational contexts, particularly in higher education. Their study emphasized that variables such as race, gender, sexual orientation, and disability status are often used to categorize learners, yet these categories may oversimplify students' identities. The authors recommended more precise and respectful approaches to collecting and interpreting demographic data, highlighting the importance of acknowledging students' lived experiences. This perspective is relevant to writing proficiency, as understanding learners' backgrounds can help educators design more responsive and effective writing instruction.

Similarly, Svyntozelska et al. (2025) examined how socioeconomic and demographic factors affect interpersonal communication, particularly among individuals with chronic conditions. Their findings revealed that individuals from minority groups, those with lower literacy levels, and those with limited language proficiency often experience communication challenges. Although the study focused on healthcare settings, its implications extend to writing proficiency, as effective communication—whether spoken or written—is influenced by similar demographic factors, including education level and language competence.

Ruttanasirivilailert et al. (2025) further explored the role of demographic variables in language proficiency within professional contexts. Their study on Thai banking employees found that factors such as work experience, exposure to international communication, and demographic background contributed to differences in English writing proficiency. Participants reported difficulties in grammar, vocabulary, and sentence structure, which affected their ability to communicate effectively in professional writing tasks such as email correspondence. These findings highlight the importance of targeted writing instruction that considers learners' backgrounds and professional needs.

In the context of academic writing, Swathi et al. (2025) investigated the factors influencing business letter writing skills among undergraduate students. The study revealed that gaps in writing proficiency were largely due to limited exposure to authentic writing tasks, insufficient feedback, and reliance on traditional teaching methods. Additionally, differences in students' academic levels and backgrounds contributed to variations in writing competence. The authors emphasized the need for context-specific instruction and practical writing activities to improve students' proficiency, particularly in professional communication settings.

Kerman et al. (2023) provided further insights into how student characteristics influence learning outcomes through their review of online peer feedback in higher education. Their framework identified

demographic characteristics, academic background, and psychological traits as key factors affecting students' engagement and performance in writing tasks. The study also highlighted the role of learning environments and instructional design in shaping writing outcomes. These findings suggest that writing proficiency is not solely determined by individual ability but is also influenced by contextual and environmental factors.

Expanding on this perspective, Kostromitina et al. (2025) examined the broader factors contributing to the academic success of international students. While language proficiency remains a critical factor, the study found that other variables—such as gender, personality, prior educational experiences, and social integration—also play significant roles. These findings indicate that writing proficiency, particularly in a second language, is shaped by a combination of linguistic, cognitive, and social factors, reinforcing the need for a holistic approach to writing instruction.

Salde et al. (2025) identified multiple barriers that hinder the development of writing proficiency among English learners. Their systematic review revealed that factors such as writing anxiety, low self-efficacy, limited vocabulary, and rigid instructional practices negatively affect students' writing performance. Additionally, demographic variables such as age, educational background, and socioeconomic status were found to influence the extent of these challenges. The study emphasized the importance of integrating effective teaching strategies, emotional support, and technological tools to address these barriers and enhance writing proficiency.

Lichao et al. (2025) focused on the role of linguistic awareness in writing competence among second language learners. Their findings indicated that students' understanding of language structures, such as cohesive devices and sentence patterns, was positively correlated with writing quality. However, learners often struggled to apply this knowledge in practice, leading to errors and reduced fluency. These challenges highlight the interaction between cognitive and demographic factors, such as educational background and language exposure, in shaping writing proficiency.

Furthermore, Guo et al. (2025) examined the relationship between writing anxiety and writing performance. Their review found that anxiety significantly affects learners' ability to produce effective written texts, often leading to lower performance. The study also noted that research in this area frequently lacks detailed demographic data, limiting the understanding of how factors such as age, gender, and proficiency level influence writing anxiety. The authors recommended more comprehensive research designs to better capture the complex relationship between demographic factors and writing proficiency.

Writing proficiency is a multidimensional construct that encompasses various linguistic, cognitive, and affective components. Numerous studies emphasize that effective writing is not a single skill but rather a combination of interrelated elements such as syntactic complexity, accuracy, fluency, organization, and cognitive processing abilities.

Ouyang et al. (2022) highlighted the importance of syntactic complexity as a core component of writing proficiency. Their study integrated traditional measures of syntactic complexity with dependency distance measures to better assess second language (L2) writing development. Using a corpus of 400 compositions, the researchers found that while traditional length-based measures could partially distinguish proficiency levels, dependency distance measures were more effective in differentiating beginner, intermediate, and advanced learners. These findings suggest that deeper linguistic structures and processing mechanisms play a crucial role in evaluating writing proficiency, particularly in identifying developmental progress across proficiency levels.

In relation to cognitive factors, Vasylets and Marin (2021) examined the role of working memory in L2 writing performance. Their findings revealed that working memory contributes differently depending on learners' proficiency levels. For lower-level learners, working memory was associated with improved accuracy, whereas for more advanced learners, it was linked to greater lexical sophistication. This indicates that cognitive resources support different aspects of writing proficiency as learners progress, highlighting the dynamic nature of writing development.

Supporting this perspective, Kim and Graham (2022) explored how various component skills contribute to written composition. Their study demonstrated that higher-order cognitive skills, such as inference, perspective-taking, and monitoring, are differentially related to writing dimensions including quality, productivity, and correctness. Additionally, reading comprehension was found to significantly influence writing quality, although it had limited impact on productivity and correctness. These results reinforce the idea that writing proficiency is shaped by multiple interacting components, including language, cognition, and literacy skills.

Technological advancements have also influenced the development of writing proficiency. Wiboolyasarin et al. (2024) investigated the impact of collaborative writing combined with artificial intelligence (AI) feedback on L2 learners. Their findings showed that structured collaborative activities, enhanced by AI-supported revision and editing, significantly improved students' writing performance. This suggests that writing proficiency can be strengthened through a combination of social interaction and technological support, particularly in refining specific writing components such as organization and accuracy.

However, Hz et al. (2023) raised concerns regarding the growing reliance on AI writing tools. Their study explored the perspectives of test administrators on the potential impact of AI on writing skills and proficiency assessments. While AI tools can assist in text production and refinement, there is concern that excessive dependence on these technologies may weaken learners' independent writing abilities and critical thinking skills. This highlights the need for balanced integration of technology in developing writing proficiency.

Li (2023) provided a comprehensive synthesis of research on the relationship between working memory and L2 writing. The findings indicated that while working memory may not strongly predict overall writing proficiency, it significantly influences specific components such as complexity, accuracy, and fluency. Furthermore, its role varies depending on factors such as task type, instructional context, and learners' proficiency levels. This reinforces the notion that writing proficiency is influenced by both cognitive processes and contextual variables.

Zhao (2025) further examined the role of artificial intelligence in enhancing writing proficiency, particularly through Natural Language Processing (NLP) tools. The study found that AI-driven tools can effectively improve language precision, grammar, vocabulary use, and sentence structure. Learners who engaged with AI-supported writing activities demonstrated greater improvements in writing proficiency compared to those who did not. These findings suggest that AI can play a significant role in developing specific components of writing, particularly in terms of linguistic accuracy and coherence.

Emotional factors also contribute significantly to writing proficiency. Li et al. (2023) investigated the effects of emotions such as anxiety, enjoyment, and boredom on writing achievement. Their findings revealed that boredom had the strongest negative impact on writing performance, while enjoyment positively influenced writing outcomes. Interestingly, writing anxiety showed minimal direct effect. These results highlight the importance of addressing students' emotional experiences in writing instruction, as affective factors can either facilitate or hinder the development of writing proficiency.

In terms of structural components, Asmayanti and Hajaruddin (2021) focused on organization and content as key elements of writing proficiency. Their study demonstrated that the use of personal photographs as instructional materials significantly improved students' ability to organize ideas and develop content in descriptive writing. This suggests that meaningful and context-based instructional strategies can enhance essential components of writing proficiency.

Furthermore, Taye and Mengesha (2024) identified grammar and vocabulary as major challenges affecting students' writing proficiency. Their large-scale study involving university students revealed that while learners were motivated and engaged in writing activities, they struggled with linguistic accuracy and had limited time for writing practice. These challenges indicate that foundational language skills remain

critical components of writing proficiency and must be continuously developed through effective instruction and practice.

Local Studies

Persistence and resilience are fundamental qualities that enable students to overcome academic and personal challenges, maintain engagement, and achieve long-term success in their educational journey. Research consistently shows that these qualities are influenced by a complex interplay of individual, social, and institutional factors, which shape students' capacity to persist and thrive despite adversity.

Cegledi et al. (2022) investigated the relationship between social background, gender, and student persistence. Using a large survey of 2,199 students in Central and Eastern Europe, the study applied cluster analysis to identify resilient students—those from disadvantaged backgrounds who performed well academically. Findings revealed that resilient students did not always demonstrate the highest levels of persistence, as structural and social constraints—such as unequal access to resources and opportunities—limited their potential. Nevertheless, female students consistently exhibited higher persistence, highlighting the influence of gender on resilience in academic contexts. This study underscores that while resilience can mitigate social disadvantages, systemic factors continue to shape students' persistence.

Similarly, Hernandez and Mondisa (2021) examined resilience, grit, and persistence among first-year engineering undergraduates, emphasizing the role of these attributes in navigating the challenges of STEM education. Using surveys of 167 students, the study found differences in self-perceived resilience and grit based on race, sex, and citizenship, though persistence did not show statistically significant variation. These findings suggest that resilience and grit extend beyond academics, affecting students' overall capacity to face challenges, while persistence may depend more heavily on broader contextual and institutional support. The study highlights the importance of fostering resilience and grit through tailored institutional mechanisms to support student retention in demanding academic fields.

Chye et al. (2024) explored resilience within health professions students, a population often exposed to high levels of stress and anxiety. Through semi-structured interviews with 28 students in Medicine, Dentistry, Pharmacy, and Nutrition, five major factors contributing to resilience were identified: life experiences, socioeconomic conditions, personal attributes, support resources, and role modeling. The study emphasized the crucial role of universities in promoting resilience through soft skills development, mentorship, and extracurricular activities. Such initiatives enable students to manage academic pressures effectively and develop emotional fortitude, thereby enhancing their long-term persistence and professional readiness.

Socioeconomic status (SES) also plays a significant role in shaping resilience and persistence. Thorsen et al. (2021) investigated the interplay between perseverance, interest in school subjects, and academic achievement among students in Swedish compulsory schools. Using structural equation modeling, the study found that resilient students relied on both sustained effort and genuine interest in their studies to achieve academic success, whereas non-resilient students' performance depended primarily on initial interest. These findings highlight the importance of internal motivational factors alongside perseverance as determinants of academic resilience.

In the context of nursing education, Fortes et al. (2022) applied a Social Determinants of Education (SDE) framework to assess how background social factors, lifestyle, and emotional intelligence influence student integration and persistence. Studying 400 nursing students over three years, the researchers found that social determinants, lifestyle, and emotional intelligence accounted for significant variance in students' academic integration, which in turn predicted persistence and the development of professional values. Qualitative analyses further identified themes such as life balance, academic relationships, and career orientation as central to student success. These results indicate that both personal attributes and institutional support systems are critical for fostering resilience and sustaining persistence.

Soft skills have also emerged as pivotal factors in resilience and persistence. Ferraco et al. (2023) examined the interrelations of adaptability, curiosity, and perseverance in a sample of 585 students aged 10–18. Using network analysis, the study revealed that these skills positively influenced academic achievement and life satisfaction. Adaptability was closely linked to emotional wellbeing, perseverance supported cognitive and behavioral aspects of learning, and curiosity bridged emotional and behavioral factors. This suggests that the development of targeted soft skills can strengthen resilience, enhance persistence, and promote overall student success.

In the realm of language learning, Fathi et al. (2024) explored the effects of growth mindset, self-efficacy, and L2 grit on foreign language achievement among 379 intermediate English learners. Structural equation modeling revealed that both self-efficacy and L2 grit directly predicted achievement, with growth mindset exerting an indirect effect through grit. These findings highlight that fostering internal beliefs, self-regulation, and perseverance are crucial for sustaining engagement and persistence in challenging academic tasks.

Guo et al. (2025) further examined the role of teacher support in promoting student resilience and engagement. Surveying 414 college students, the study found that teacher emotional support positively influenced learning engagement, with academic self-efficacy and resilience acting as sequential mediators. These results, grounded in Self-Determination Theory, underscore that supportive teacher-student relationships not only enhance academic confidence but also strengthen students' persistence and ability to engage actively in learning.

Similarly, Wang (2021) emphasized the interrelationship between grit, resilience, and self-regulated learning (SRL) in foreign language education. Gritty and resilient learners were found to be more engaged in classroom activities and better equipped to manage academic challenges. SRL practices further strengthened students' capacity to persist, demonstrating the synergistic effect of cognitive, emotional, and behavioral strategies in sustaining engagement and achievement.

Finally, Gabi and Sharpe (2021) highlighted the multifaceted nature of persistence in higher education. Through a mixed-methods design, the study identified personal optimism, academic engagement, and positive social relationships as key drivers of student persistence. Crucially, institutional support was shown to interact with individual factors, emphasizing that persistence is not solely an individual attribute but a product of the dynamic interaction between students and their learning environment.

Taken together, the reviewed literature demonstrates that students' persistence and resilience are shaped by a combination of personal traits, cognitive and emotional factors, social support systems, and institutional environments. Key individual factors include grit, self-efficacy, growth mindset, perseverance, and soft skills such as adaptability and curiosity. External influences—such as socioeconomic background, teacher support, mentoring, and structured academic programs—further contribute to students' ability to navigate challenges. These findings collectively suggest that fostering persistence and resilience requires an integrated approach that addresses personal development, learning engagement, and institutional support, ultimately equipping students to overcome adversity and succeed in their academic and professional pursuits.

Academic performance is shaped by a complex interplay of individual characteristics, learning behaviors, environmental factors, and emerging technologies. Understanding how different elements of a student's profile influence learning outcomes is critical for developing effective educational strategies that foster both achievement and engagement.

Lonka et al. (2021) examined how university students' epistemic beliefs—personal theories about knowledge and learning—relate to their conceptions of learning, demographics, and academic achievement. Using a sample of 1,515 students across five faculties, the study employed latent profile analysis to identify three distinct epistemic profiles: Pragmatic (49%), Reflective-Collaborative (26%), and Fact-Oriented (25%). The Reflective-Collaborative group, which prioritized the construction of knowledge, included a

higher proportion of females, mature students, and future teachers, and achieved the highest academic outcomes. In contrast, Fact-Oriented students, predominantly in engineering and science disciplines, emphasized knowledge intake, while Pragmatic students focused on the practical application of knowledge. These findings illustrate that epistemic profiles not only shape how students approach learning but are also closely linked to academic performance, demonstrating that students' beliefs about knowledge influence their achievement trajectories.

Similarly, learning styles have been shown to impact academic outcomes. Jafre et al. (2022) investigated the relationship between learning styles and overall academic performance using the Learning Styles Survey (LSS) among 317 students. The study found a significant relationship between learning preferences and academic achievement, revealing that while high, moderate, and low achievers often share similar learning style preferences, these preferences consistently affect performance across different subjects. The results underscore that tailoring instructional approaches to students' learning styles may enhance academic success and provide valuable insight for designing adaptive teaching strategies.

The role of behavioral and contextual factors is also critical. Khan (2021) applied data mining and regression modeling to explore how variables such as study time, attendance, parental education, and prior academic failures affect student performance. Analysis of a comprehensive dataset revealed that only study time and attendance significantly influenced academic outcomes. These results highlight the importance of self-regulated study behaviors and consistent engagement in predicting academic success and provide a framework for instructors to proactively support at-risk students through data-informed interventions.

Institutional factors, including teacher well-being, also affect student achievement. Madigan and Kim (2021) conducted a systematic review examining the impact of teacher burnout on students, analyzing data from 14 studies encompassing over 50,000 students. Findings suggest that teacher burnout negatively influences students' academic performance and motivation, although its effect on student well-being remains unclear. This emphasizes the interdependent nature of the educational environment, where teacher health and engagement directly contribute to students' learning experiences and outcomes.

Advancements in educational technology further shape student performance. Shahzad et al. (2024) investigated the effects of artificial intelligence (AI) and social media on academic achievement and mental well-being among 401 Chinese university students. Using structural equation modeling, the study found that both AI and social media positively influenced performance and well-being, with smart learning functioning as a mediator to enhance these effects. This suggests that the integration of intelligent technologies into learning environments can bolster both cognitive and affective outcomes, offering innovative pathways to support student success.

Personalized adaptive learning has similarly demonstrated the potential to improve academic performance and engagement. Plooy et al. (2024) conducted a scoping review of 69 studies exploring adaptive learning strategies in higher education. Their findings reveal that platforms such as McGraw-Hill Connect LearnSmart and Moodle effectively tailor instruction based on pre-knowledge assessments, leading to improved academic outcomes in 59% of the studies and increased engagement in 36%. These results highlight the efficacy of adaptive learning in accommodating diverse student profiles, optimizing individualized learning pathways, and enhancing both achievement and engagement.

The influence of achievement emotions on academic performance has also been widely documented. Camacho-Morles et al. (2021) conducted a meta-analysis of 68 studies examining how emotions related to achievement—such as enjoyment, anger, frustration, and boredom—affect learning outcomes. Results indicate that enjoyment is positively correlated with performance, whereas anger and boredom are negatively associated. Frustration showed negligible impact. Moderator analyses revealed stronger effects among secondary school students and when emotions were measured using domain-specific tools, such as the Achievement Emotions Questionnaire for Mathematics. These findings underscore the role of affective factors in shaping student engagement, motivation, and ultimately, academic success.

Intervention programs aimed at enhancing writing development and supporting student learning have increasingly leveraged technology, pedagogical strategies, and motivational frameworks to improve both academic skills and student engagement. Recent studies highlight how artificial intelligence, assistive tools, and theory-driven interventions contribute to skill development, motivation, and self-regulated learning in diverse educational contexts.

Mahapatra (2021) explored the impact of ChatGPT as a formative feedback tool on the writing skills of undergraduate English as a Second Language (ESL) students. Recognizing the positive effects of AI-driven automated writing evaluation tools on academic writing, this mixed-methods intervention study examined the potential of ChatGPT to provide more personalized and effective feedback. Data were collected through three structured writing tests and corresponding focus group discussions with students. The findings indicate a significant improvement in students' academic writing skills, with participants reporting high satisfaction and perceived usefulness of ChatGPT as a feedback tool. The study emphasizes the value of dialogic feedback and suggests that, with proper training, generative AI can serve as a scalable and reliable method to support large classes in enhancing writing competency. The research encourages future investigations into its effectiveness across different writing genres and micro-level aspects of writing, signaling AI's growing role in higher education interventions.

Similarly, Song (2023) evaluated the influence of AI-assisted language learning on the writing performance and motivation of Chinese EFL students. Using a mixed-methods approach, fifty students were randomly assigned to experimental (ChatGPT-supported instruction) or control (traditional instruction) groups. Pre- and post-tests of writing proficiency revealed significant improvements in the experimental group, particularly in organization, coherence, grammar, and vocabulary. Concurrently, qualitative interviews revealed that students perceived AI-assisted instruction as motivating and innovative, though concerns about contextual accuracy and potential over-reliance were noted. These findings underscore the transformative potential of AI in educational settings, not only improving skill acquisition but also positively influencing learners' motivation and engagement. The study highlights the need for continuous adaptation and development of AI tools to sustain long-term benefits in student learning.

Beyond AI interventions, assistive technology has been used to support students with reading and writing difficulties. Svensson et al. (2021) examined the effects of tablet-based assistive technologies—including text-to-speech and speech-to-text applications—on students with severe reading disabilities. In a sample of 149 participants, the intervention group received 24 sessions of technology-supported training while the control group continued with conventional instruction. Although both groups demonstrated improvements comparable to normed expectations, no statistically significant differences were found immediately post-intervention or at one-year follow-up. Nevertheless, the study indicates that assistive technology may provide meaningful support for students with severe difficulties, particularly by enhancing motivation and engagement in schoolwork. These findings suggest that while direct performance gains may vary, the supportive and motivational role of technology is crucial in sustaining student effort and participation in literacy tasks.

Theoretical frameworks, particularly Self-Determination Theory (SDT), also inform interventions aimed at improving student outcomes. Guay (2021) reviewed studies applying SDT to understand student motivation, highlighting that satisfaction of the psychological needs for competence, autonomy, and relatedness fosters intrinsic motivation and autonomous extrinsic motivation. Interventions designed to train teachers or parents to support these needs effectively improve students' motivational outcomes, promoting better adjustment and academic engagement. Such findings emphasize the importance of creating learning environments and support systems that cultivate autonomy and competence, which in turn facilitate sustained academic effort and persistence in learning.

In addition, self-regulated learning strategies such as academic help-seeking are strongly influenced by students' perceptions of social context. Won et al. (2021) investigated how college students' sense of belonging predicts their academic help-seeking behaviors. In a sample of 307 students, structural equation

modeling revealed that a strong sense of belonging significantly enhanced adaptive help-seeking strategies, even when controlling for motivation. Self-efficacy for self-regulated learning positively predicted proactive help-seeking, whereas perceptions of utility value negatively predicted expedient or minimal-effort strategies. These results indicate that fostering supportive social environments and enhancing students' self-efficacy can strengthen adaptive learning behaviors, ultimately contributing to improved academic performance and engagement.

Synthesis of the State-of-the-Art

The reviewed literature on writing proficiency, persistence, resilience, and academic performance underscores the multidimensional and interconnected nature of student learning, emphasizing the interplay of cognitive, linguistic, emotional, social, and technological factors. In EFL and ESL contexts, effective writing relies on mastery of grammar, mechanics, vocabulary, organization, coherence, and content development. Jamoom (2021) and Sartika and Asmara (2022) highlighted persistent difficulties in grammar, mechanics, and sentence construction, while Meisani (2022) demonstrated that structured writing workshops improve accuracy through collaborative learning. AI-assisted tools such as ChatGPT, Grammarly, QuillBot, and other platforms were shown by Deep and Chen (2025), Barrot (2022), Fitria (2022), and Waziana et al. (2024) to provide immediate feedback, enhance vocabulary, and support organization and coherence (Marzuki et al., 2023; Widiati, Rusdin, & Indrawati, 2023; Song & Song, 2023), though overreliance may limit critical thinking (Inderawati, 2023; Elkhatat, Elsaid, & Almeer, 2023). Studies on content development (Khalifa & Albadawy, 2024; Su, Lin, & Lai, 2023) and writing fluency (Pham, 2021; Fathi & Rahimi, 2022) emphasized that idea generation, logical structuring, and sustained practice, supported by AI and visual tools such as Canva (Dmitrenko et al., 2024), enhance student confidence, creativity, and performance. Instructional strategies, including flipped classrooms, SRSD, and guided feedback, were shown to foster fluency and engagement (Kim et al., 2021; Criado, Garcés-Manzanera, & Plonsky, 2022).

Local studies on persistence and resilience revealed that personal traits such as grit, self-efficacy, growth mindset, and soft skills (Ferraco et al., 2023; Fathi et al., 2024; Wang, 2021) interact with social and institutional supports—including teacher mentoring, emotional support, and structured academic programs—to influence engagement and long-term success (Cegledi et al., 2022; Hernandez & Mondisa, 2021; Chye et al., 2024; Guo et al., 2025; Gabi & Sharpe, 2021). Socioeconomic background, lifestyle, and emotional intelligence were also found to affect academic integration and persistence (Fortes et al., 2022; Thorsen et al., 2021). Student profiles, encompassing epistemic beliefs, learning styles, study behaviors, and achievement emotions, were shown to shape academic performance, with reflective-collaborative learners and engaged students performing better (Lonka et al., 2021; Jafre et al., 2022; Khan, 2021; Camacho-Morles et al., 2021). Technological interventions, including AI, adaptive learning platforms, and social media, further enhance engagement and achievement, highlighting the importance of personalized, context-sensitive support (Shahzad et al., 2024; Plooy et al., 2024).

Collectively, both local and foreign studies converge on the understanding that writing proficiency and academic success are influenced by an integrated network of individual capabilities, instructional practices, social support, and technological tools. Foundational linguistic skills, such as grammar, vocabulary, and mechanics, provide the basis for higher-order competencies like content development, organization, coherence, and fluency (Taye & Mengesha, 2024; Maamuujav, 2021; Haryadi, Endah, & Dalimunthe, 2021). Simultaneously, resilience, self-efficacy, and soft skills enhance persistence and engagement, enabling students to navigate challenges and sustain learning effort (Hernandez & Mondisa, 2021; Ferraco et al., 2023; Guo et al., 2025). Technology, particularly AI-assisted tools, serves as both a facilitator of skill development and a motivational support, though ethical and mindful use is crucial to avoid dependency (Marzuki et al., 2023; Waziana et al., 2024; Elkhatat, Elsaid, & Almeer, 2023). Overall, these studies collectively highlight that effective instruction must be holistic, combining cognitive,

linguistic, emotional, and technological strategies with social and institutional support to foster comprehensive writing proficiency, academic persistence, and student success.

Gaps Bridged by the Study

Despite extensive research on writing proficiency, persistence, and academic performance, several gaps remain that the present study seeks to address. While previous studies have thoroughly examined the roles of grammar, mechanics, vocabulary, organization, coherence, content development, and writing fluency (Jamoom, 2021; Khalifa & Albadawy, 2024; Pham, 2021), there is limited empirical evidence on how these components interact simultaneously within EFL contexts when supported by AI-assisted tools and structured instructional strategies. Existing literature highlights the benefits of AI technologies like ChatGPT, Grammarly, and QuillBot in providing immediate feedback and enhancing writing skills (Marzuki et al., 2023; Deep & Chen, 2025; Barrot, 2022), yet concerns about overreliance and ethical use remain underexplored, particularly in relation to students' development of independent critical thinking and content originality (Elkhatat, Elsaid, & Almeer, 2023; Shidiq, 2023). Additionally, while local and foreign studies recognize the influence of cognitive, linguistic, emotional, demographic, and social factors on writing and academic persistence (Castillo & Reyes, 2025; Fathi et al., 2024; Hernandez & Mondisa, 2021), there is a scarcity of integrated investigations that examine how these variables collectively shape students' overall writing performance, engagement, and motivation. Furthermore, although interventions such as collaborative writing, flipped classrooms, SRSD, and adaptive learning platforms have been shown to support fluency, coherence, and motivation (Kim et al., 2021; Fathi & Rahimi, 2022; Plooy et al., 2024), few studies systematically assess the combined effect of these pedagogical strategies with AI tools on EFL learners' holistic writing development. This study aims to bridge these gaps by exploring the integrated impact of technological support, instructional strategies, and personal factors on students' writing proficiency, content development, fluency, and academic engagement, providing a more comprehensive understanding of effective practices for EFL learners.

Conceptual Paradigm of the Study

The Input–Process–Output (IPO) model presented in Figure 2 illustrates the conceptual framework of the study, showing the systematic flow of how data are gathered, analyzed, and transformed into meaningful outcomes.

The input phase consists of the lived experiences of Senior High School Students in Cawayan West District in relation to creative writing, including the difficulties or challenges they encounter in expressing ideas, the personal factors that contribute to these challenges, and the coping mechanisms they employ. These inputs serve as the primary qualitative data sources that provide a rich and in-depth understanding of students' experiences in creative writing.

The process phase involves the collection of data through a semi-structured interview guide administered to the selected participants of the study. The responses gathered from the interviews are then subjected to thematic analysis to identify recurring patterns, themes, and meaningful insights related to students' creative writing experiences.

The output phase of the study contains the program that being crafted. The Project LAeAG (Learning through Authentic Adventure and Audience–Based Goal Setting) is a writing enhancement program designed to improve the writing proficiency of Senior High School (SHS) students through meaningful and experience-based activities. The program encourages students to create essays, stories, and other written outputs inspired by their own travel experiences and personal encounters. Through this approach, students place themselves as the main character in their narratives, allowing them to express authentic emotions, ideas, and reflections. By connecting real-life experiences with writing tasks, project LAeAG develops students' creativity, critical thinking, self-expression, and confidence in writing.

Together, the IPO model demonstrates the logical progression of the study from exploring lived experiences to generating actionable educational interventions

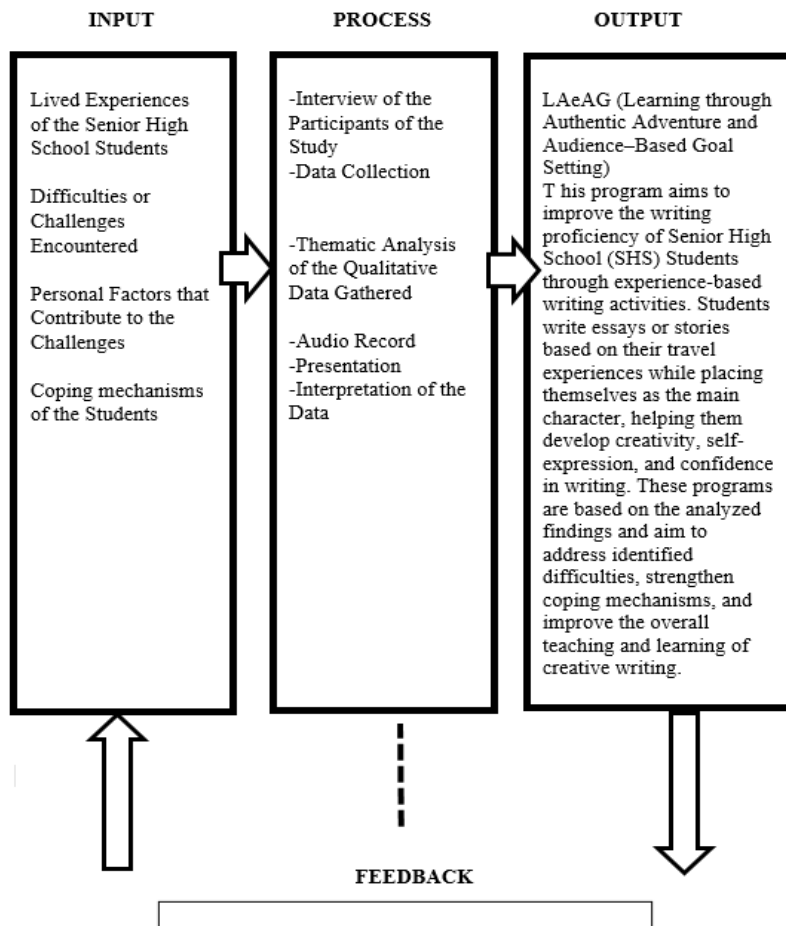


Figure 2. *Conceptual Paradigm*

METHODS

Research Design

The study utilized a qualitative research design, which refers to a research approach that focuses on exploring and understanding human experiences, meanings, and perspectives in their natural settings. It emphasizes the collection of non-numerical data such as words, narratives, and descriptions to gain in-depth insights into a particular phenomenon. This design is particularly useful for examining complex social realities that cannot be easily measured through statistical tools.

In addition, the study employed a phenomenological approach to explore and understand the lived experiences of Senior High School Students in Cawayan West District in relation to their creative writing. This design was appropriate as it focused on capturing and describing the essence of participants' experiences, particularly their difficulties, perceptions, and meanings they ascribed to creative writing. Through this approach, the study sought to gain an in-depth understanding of how students experienced creative writing in their academic context.

Moreover, the phenomenological design allowed the researcher to explore participants' subjective realities without manipulating variables or quantifying responses. Data were gathered through a semi-structured interview guide, enabling participants to freely express their thoughts, experiences, and

challenges in creative writing. The responses were then analyzed using thematic analysis, where significant statements were coded, categorized, and grouped into emerging themes. This process helped uncover patterns and meanings that reflected the essence of students' lived experiences. The findings served as a basis for developing insights and intervention programs aimed at enhancing creative writing instruction and supporting students' learning needs.

Sampling Technique

The study utilized convenience sampling in selecting the participants. A total of eight (8) Senior High School students from Cawayan West District were chosen based on their availability, accessibility, and willingness to participate in the study. Sampling refers to the process of selecting a subset of individuals or participants from a larger population in order to represent and gather data about that population. It is an essential part of research because it allows researchers to obtain relevant information without needing to include every member of the population.

This sampling technique was appropriate for qualitative research, particularly in a phenomenological approach, as it allowed the researcher to gather in-depth information from participants who were readily available and capable of sharing their lived experiences in creative writing. Moreover, convenience sampling enabled the researcher to efficiently collect rich and detailed data within the given time and resource constraints. The study was conducted toward the end of the academic year, during which many students had already begun disengaging from academic responsibilities and had entered vacation mode. This situation made it difficult to secure consistent participation. In addition, the researcher did not have access to the exact home addresses of the students, making it challenging to conduct home visits. As a result, reaching participants through more systematic sampling methods was not feasible.

Furthermore, safety and accessibility concerns influenced the selection of participants. The area where the students resided had been known to be prone to armed conflict. There had been a prior incident involving an encounter between rebel groups and Philippine military troops, which resulted in casualties. Due to these risks, traveling to certain locations posed potential safety threats to the researcher. Therefore, selecting participants who were easily accessible in safer areas was considered the most practical approach.

Since the study aimed to explore and understand the participants' experiences rather than to generalize findings to a larger population, the selected respondents were considered sufficient to provide meaningful insights. The data gathered from the interviews offered valuable perspectives on the difficulties, personal factors, and coping mechanisms of students in creative writing, which served as a basis for developing appropriate instructional interventions.

Participants of the Study

The participants of the study were Senior High School students from Cawayan West District who were purposively selected to provide insights into their lived experiences in relation to creative writing. For ethical considerations and confidentiality, the participants were coded as SHS P1 to SHS P8 to ensure anonymity while still allowing their responses to be systematically analyzed and presented in the study. These students were considered appropriate participants as they were actively engaged in academic writing tasks that required creativity, critical thinking, and self-expression.

Their exposure to creative writing activities in the classroom enabled them to share relevant experiences, including the challenges they encountered and the strategies they used in expressing their ideas. A total of eight (8) respondents participated in the study, providing in-depth and meaningful responses through the interview process. Their participation offered diverse perspectives that contributed to a deeper understanding of the difficulties, personal factors, and coping mechanisms associated with creative writing. The insights gathered from these students served as valuable data in identifying common themes and patterns, which were essential in developing recommendations to enhance the teaching and learning of creative writing among senior high school students.

Research Instrument

The researcher used a researcher made guide to gather the necessary data for the study. An interview guide was a set of open-ended questions designed to explore participant' experiences, perceptions, and insights in a flexible and in-depth manner. This instrument was appropriate for the study as it allowed the participants to freely express their lived experiences in relation to creative writing, including the difficulties they encountered, the personal factors that influenced these challenges, and the ways they coped with the. The use of open-ended questions provided rich and detailed qualitative data that could not be captured through structured questionnaires.

The interview guide was composed of key questions aligned with the objective of the study, focusing on students' experiences in creative writing, the challenges they face in expressing their ideas, and the strategies they used to overcome these difficulties. Follow-up questions are also utilized to further clarify and deepen the participants' responses. Through this method, the researcher was able to gather comprehensive and meaningful data, which were then analyzed to identify emerging themes and patterns. These findings served as the basis for developing insights and recommendations to enhance the teaching and learning of creative writing among senior high school students.

The questionnaire use in this study was not formally validated by external educational experts, such as master teachers. This is considered a limitation because expert validation could have strengthened the content validity and ensured that all items fully reflected the intended constructs. However, steps were still taken to support the instrument's validity and reliability. The questionnaire items were carefully developed based on related literature and aligned with the research objective to ensure content relevance. It was also reviewed for clarity and appropriateness before administration.

Data Analysis

The study used thematic analysis as the primary method for analyzing the qualitative data gathered from the interviews. Thematic analysis was a systematic approach used to identify, analyze, and interpret patterns or themes within qualitative data. This method was appropriate for the study as it allowed the researcher to examine the participants' lived experiences in creative writing and to extract meaningful insights from their responses. Through this process, significant statements and recurring ideas related to students' difficulties, personal factors, and coping mechanisms in creative writing were carefully identified and organized.

Moreover, the thematic analysis involved several steps, including familiarization with the data, coding of responses, categorization of similar ideas, and the development of overarching themes. The researcher carefully reviewed and interpreted the data to ensure that the themes accurately represented the participants' experiences. This process enabled the researcher to present a clear and structured understanding of the common patterns found in the data. The themes generated served as the basis for drawing conclusions and formulating recommendations to improve the teaching and learning of creative writing among senior high school students.

Data Gathering Procedures

The data were gathered through interviews conducted with the participants of the study. Before the interview started, the researcher asked for the participants' permission to record their responses to ensure accuracy and completeness of the information collected. During interview, the participants were encouraged to openly share their lived experiences, challenges encountered, personal factors, and coping mechanisms related to their learning in creative writing. After all the data were gathered, the recorded responses were carefully transcribed into written form. The researchers then conducted coding and categorization of the responses to identify common ideas, patterns, and significant statements, which helped in generating themes for the study. Finally, the collected data were organized, recorded, and analyzed thoroughly to ensure accurate interpretation and reliable results.

Ethical Considerations

The researcher ensures ethical protocols by initially informing all respondents and requesting their consent using a letter to participate in the research before distributing. The researcher emphasized that participation in the study will be voluntary, and respondents were under no obligation to answer the questionnaires if they chose not to. Privacy was of utmost importance, and the confidentiality of each respondent's information is the primary concern. The researchers ensure that all the personal data that is collected in this study will be gathered and treated with confidentiality. Since the researchers will strictly follow the ethical standards of conducting research, this study is entirely for research and academic purposes only.

The researcher should not be engaged in any manipulation of the respondents' opinions, ensuring that the answers to the provided questions in this study reflect the true and unbiased views of the participants. Furthermore, the integrity of the researchers is paramount; they have established strict ethical guidelines to prevent any possibility of bribery that could alter the results. This commitment to ethical standards guarantees that the findings of the study are trustworthy and credible.

RESULTS AND DISCUSSION

Lived Experiences of the Students

This portion of the study states the lived experiences of the Senior High School Students of Cawayan West District in relation to creative writing. Based from the data gathered, the following themes are developed:

Development of Writing Knowledge and Skills

The students' experiences in creative writing highlight the development of fundamental writing competencies, particularly in grammar, spelling, and the use of literary devices. Through various writing tasks such as poems, stories, and autobiographies, learners were able to acquire technical knowledge and improve their writing proficiency over time.

With regards to the responses of the participants the dominant theme consistently revealed that creative writing significantly developed their writing knowledge and skills, particularly in grammar, sentence construction, organization of ideas, and the use of literary devices. Through structured writing tasks such as poems, stories, and autobiographies, students were able to gradually strengthen both their technical accuracy and creative expression.

Their responses show that writing is not merely a mechanical academic requirement but a developing skill shaped through practice and exposure. For instance, SHS P1 shared that, *Nakabalo ko ug daghan sama sa figure of speech simile ug metaphor, nakabalo pud ko ug unsaon paghimo ug poem ug autobiographies. Sa tanan na improved ang akong writing skills.* Then SHS P2 emphasized that, *Sa creative writing na subject nakabalo ko unsaon paghimo ug stories ug poem, kung baga nilawak ang akong creativity.* Also SHS P6 highlighted that, *Nakatabang ang subject sa ako-a ug unsaon paghimo ug mga sentences na tama ug ni improved pud ang akong writing skills.* Lastly SHS P8 expressed that, *Sa kini na subject nakabalo ko ug unsaon pag organize sa akong ideas na makahimo ug mayo na stories ug nakabalo pud ko sa mga literary devices ug grammar.* Which means that based on their responses their learning in creative writing implies that their experiences suggest that creative writing provides a holistic learning environment where students develop fluency, coherence, and creativity in writing.

Students need to learn and develop these writing skills because they are essential competencies required in the Senior High School curriculum and are also foundational for academic success and effective communication in real-life situations. Writing is not only a classroom requirement but a lifelong skill that enables individuals to express thoughts clearly, organize information logically, and communicate meaningfully in both personal and professional contexts. Through creative writing, students are able to

translate abstract ideas into structured compositions, which enhances their critical thinking and communication skills. Moreover, these skills prepare learners for higher education, where analytical and expressive writing are highly valued, and for future careers that require clear and effective documentation, reporting, and communication.

The findings are supported by related literature and studies, which emphasize the effectiveness of creative writing in developing both technical and creative writing abilities. Buyun Khulel (2022). The study highlighted that integrating project-based learning, process writing, and Instagram effectively enhanced students' writing skills. The students demonstrated noticeable improvement in their writing performance, with their average scores exceeding the required passing standard. All participants showed progress in their writing compared to their initial assessment, and the majority successfully achieved the minimum passing mark.. Likewise, Carmona et al. highlighted that phonological and prosodic training contributes significantly to the development of students' writing skills. The study emphasized that explicit and supplemental meta-phonological instruction plays an important role in improving writing performance, particularly among children with reading and writing difficulties. The findings further suggest that incorporating these evidence-based instructional strategies into writing instruction can support learners in developing stronger writing abilities and overcoming literacy-related challenges.

The implication of these findings is that creative writing should be recognized as a core component of the curriculum rather than an optional or supplementary activity. It plays a crucial role in bridging creativity and technical skill development, allowing students to become more engaged and motivated in learning. When students are given opportunities to express themselves creatively, they are more likely to internalize writing rules and apply them effectively in different contexts. This also implies that teachers play a vital role in guiding students through meaningful writing activities, providing feedback, and using appropriate instructional strategies to enhance learning outcomes. Ultimately, creative writing fosters both academic achievement and personal expression.

In conclusion, the participants' responses demonstrate that creative writing significantly contributes to the development of essential writing knowledge and skills. Supported by related studies, the findings confirm that it improves grammar, organization, creativity, and overall writing competence. Therefore, integrating creative writing into classroom instruction is an effective approach to developing well-rounded learners who are capable of writing clearly, creatively, and confidently in both academic and real-world contexts.

Enhanced Creativity and Self – Expression

Creative writing served as a platform for students to express their thoughts, emotions, and personal experiences. It also contributed to the development of their imagination and creativity, allowing them to construct meaningful and engaging narratives.

The leading theme based on the responses from the participants shows that creative writing serves as a meaningful outlet for self-expression while simultaneously nurturing imagination and creativity. Their experiences consistently highlight that writing becomes more engaging when students are given opportunities to express their own ideas freely and creatively. SHS P1 shared that, *Ang akong gana sa pagsuwat kay na enhanced, ug ang akong na express ang akong ideas*. Then SHS P8 emphasized that, *Kini na subject kay nakatabang siya sa ako-a na ma develop ang akong imagination, ug ma express ang akong ideas creatively*. Also SHS P2 described that, *Sa una ang akong imagination kay limitado lang, but, nakabalo ko ug unsaon paghimo ug stories ug poems*. Similarly, SHS P6 shared that, *Dili sayun pero nakatabang siya na ma-improved ang akong writing skills*. Based from their collective responses it indicate that creative writing does not only develop technical writing skills but also transforms students' mindset, making writing a more personal, expressive, and meaningful learning experience.

Students need to learn creative writing because it equips them with essential skills that extend beyond classroom requirements and are valuable in real-life communication, academic performance, and personal expression. Based on their lived experiences, students were able to engage with and apply lessons such as

figures of speech (simile and metaphor), poetry writing, story writing, autobiography writing, grammar, sentence construction, and organization of ideas. These lessons demonstrate that creative writing is not simply an academic task but a practical learning process that enhances their ability to communicate effectively. Learning these skills allows students to become more expressive, organized, and confident writers who can adapt their writing abilities to different academic and personal contexts.

Figures of speech such as simile and metaphor are important because they enable students to make their writing more vivid, expressive, and meaningful. The participants' experiences show that learners initially struggled with understanding and applying these literary devices, but through instruction and practice, they gradually learned how to use them effectively. This skill is practically significant because it allows students to transform simple ideas into more imaginative expressions, making their writing more engaging and improving their understanding of literature. It also enhances their ability to communicate ideas creatively, which is essential in both academic writing and literary appreciation.

Lessons in poetry and story writing are important because they help students organize their thoughts in a structured yet creative manner. SHS P2's experience illustrates how their imagination expanded as they learned to construct poems and stories, showing that guided writing activities support both creativity and logical thinking. These lessons teach students how to develop ideas coherently while still maintaining originality and expression. Practically, these skills are useful in writing essays, narratives, and other academic outputs that require clarity, structure, and creativity. Thus, creative writing helps learners balance imagination with organization in their written work.

Autobiographical writing is important because it allows learners to reflect on their personal experiences and express them in a meaningful and structured way. Through this process, students are able to turn their life stories into written narratives, which strengthens their self-awareness and communication skills. This skill is especially useful in academic and professional contexts where reflective writing, personal statements, journals, and application letters are required. By engaging in autobiographical writing, students learn how to express themselves honestly and effectively, making their writing more authentic and reflective of their identity.

The findings also imply that creative writing fosters not only technical skill development but also emotional expression, imagination, and personal growth. This is supported by Sudirman (2025) highlighted that creative writing serves as an effective educational approach for enhancing students' creativity and encouraging self-expression. The study emphasized that engaging learners in creative writing activities allows them to communicate their thoughts, emotions, and personal experiences while fostering critical thinking and cognitive development. Furthermore, the review underscored that process-oriented and reflective writing practices support both intellectual and emotional growth, creating an inclusive learning environment that values students' unique perspectives. Likewise De Carvalho (2022) highlighted that collaborative creative writing provides students with meaningful opportunities to express their thoughts, emotions, and personal experiences through fictional characters and relationships. The study emphasized that creative writing encourages learners to explore their creativity by developing imaginative narratives that reflect their perspectives, emotions, and social experiences. It further demonstrated that this approach enables students, including those with special educational needs and disabilities, to communicate their ideas in a supportive and engaging environment. These findings suggest that creative writing is an effective strategy for fostering students' creativity, strengthening self-expression, and providing valuable insights into their lived experiences. These findings suggest that creative writing not only develops writing competence but also nurtures creativity, self-expression, and meaningful student engagement. These studies align with the participants' experiences, showing that when students are encouraged to write freely, they become more confident in expressing their thoughts and ideas, leading to stronger creativity and emotional articulation.

The implication of these findings is that creative writing should be integrated into educational practices not only to develop technical writing skills but also to support students' emotional and cognitive

development. By providing opportunities for self-expression, creative writing helps students build confidence, improve self-awareness, and communicate their thoughts and feelings more effectively. It also enhances imagination and critical thinking, which are essential for problem-solving and innovation in both academic and real-world contexts. Therefore, creative writing serves as a holistic learning approach that supports both intellectual and personal development.

In conclusion, the participants' responses demonstrate that creative writing is a powerful tool for enhancing creativity, self-expression, and writing competence. Supported by related literature, the findings confirm that it helps students develop imagination, confidence, and effective communication skills. Therefore, creative writing plays a vital role in both academic learning and personal development, enabling students to become more expressive, reflective, and competent writers in various contexts.

Challenging yet enjoyable learning experience

Although students found creative writing to be difficult, they also described it as enjoyable and meaningful. The challenges they encountered, such as understanding lessons and completing tasks, contributed to their learning and growth, especially with the guidance of their teacher.

The primary theme based on the responses of the participants reveals that creative writing is experienced as both challenging and enjoyable, creating a balanced learning environment that promotes growth and development. SHS P1 shared that, *Bisan pa man ug lisod ang pagkat-on sa mga topics pero malipayon gihapon ko while learning*. Then SHS P8 acknowledged that, *Lisod siya na subject pero malipay ra man ka while learning, unya nag-improved pud ang akong writing skills*. Also SHS P2 highlighted that, *Naintra kos mga baba ug scores, unya gisultian ko ni sir but, ako na lang to ge received na as positive para next time na kahibaw nako na dapat mag pursue na kailangan kayanon ged*. Similarly SHS P6 emphasized that, *Dili sayun pero nakatabang siya na ma improved ang akong writing skills*. Taken together, these responses connote that struggle is not a barrier to learning but rather an essential component of skill development, especially when supported by appropriate teacher guidance and encouragement.

Students need to learn these creative writing lessons even if they are challenging because difficulty itself plays an important role in meaningful learning and long-term skill development. Their experiences show that creative writing pushes them beyond their comfort zones, allowing them to gradually improve grammar, sentence construction, organization of ideas, and creative expression. Although students encounter difficulties in writing tasks, these challenges serve as opportunities for growth rather than obstacles. By engaging with demanding writing activities, learners are able to strengthen their abilities and develop a deeper understanding of how effective writing is constructed and refined over time.

They also need to learn creative writing because its enjoyable aspect helps sustain motivation despite the challenges they face. Based on their lived experiences, students still feel engaged and satisfied when completing writing tasks even when these are difficult. This sense of enjoyment encourages them to continue practicing, which is essential since writing skills improve through consistent exposure and repetition. The combination of challenge and enjoyment creates a learning environment where students remain motivated to persist, explore ideas, and gradually enhance their writing abilities through continuous effort and engagement.

Another reason is that challenges in creative writing help learners reflect on their mistakes and improve their outputs through revision and feedback. The participants' experiences show that low scores or difficulties in writing tasks do not discourage them permanently; instead, these experiences motivate them to identify errors, revise their work, and produce better outputs in future tasks. This demonstrates that writing development is a gradual process that requires continuous practice, reflection, and improvement rather than immediate mastery.

The implication of these findings is that difficulty in learning should not be eliminated but rather managed through supportive and effective teaching strategies. Pardede (2024) emphasized that creative writing provides significant cognitive, affective, and pedagogical benefits that contribute to students' overall writing development. The study revealed that students perceive creative writing as an engaging approach

that allows them to explore ideas, express their thoughts and emotions, and develop their creativity through meaningful writing experiences. Furthermore, creative writing encourages active participation and increases learners' motivation by providing opportunities for personal expression and imaginative thinking. These findings support the idea that creative writing serves as an effective strategy for enhancing students' creativity, self-expression, and engagement in the writing process. Similarly, Chun-Chun Yeh (2017) highlighted that creative writing in an EFL writing class provides students with opportunities to freely express their ideas and develop their imaginative abilities. The study revealed that engaging in creative writing activities encouraged students to explore personal experiences, generate original ideas, and experiment with different forms of expression. Through autonomous and flexible writing practices, students gradually developed their own writing approaches while enhancing their motivation, independence, and awareness of their audience. These findings support that creative writing serves as an effective approach for nurturing students' creativity and self-expression by allowing them to communicate their thoughts and experiences in meaningful and imaginative ways. When students are guided properly, challenges can enhance resilience, critical thinking, and perseverance. Creative writing, in the context, becomes a powerful tool not only for skill development but also for shaping positive learning attitudes. It also highlights the importance of teacher support in transforming potentially discouraging experiences into meaningful opportunities for growth.

In conclusion, the participants' responses demonstrate that creative writing, despite being challenging, is perceived as an enjoyable and valuable learning experience. Supported by related studies, these findings confirm that challenges when paired with proper guidance can foster resilience, motivation, and continuous improvement. Therefore, a supportive learning environment is essential in helping students the value of difficulty as part of their academic and personal development. Despite difficulties, students perceived creative writing as an enjoyable and valuable subject that contributed to their growth, highlighting the importance of supportive teaching and learning environments.

Barriers to learning due Physical and Socioeconomic Challenges

SHS P7 response highlights how external factors such as fatigue, hunger and personal responsibilities can negatively affect students' learning experiences in creative writing. Unlike other participants who described the subject as enjoyable despite its challenges, her experience reflects significant barriers that hinder the concentration and comprehension.

In line with the responses of the participants the dominant theme highlights that external physical and socioeconomic challenges greatly affect students' learning experiences in creative writing. SHS P7 shared that, *Makatulog ko usahay while ga discuss ka sir, kay ammmmh..... First period baya ang atoang subject sa morning tapos gikan pa baya ko nangisda sa tibuok gabi-e pag-abot nako sa balay mag-ilis rako largo ug school uniform sunod maglakaw padulong sa skwelahan. Usahay dili pud masulod sa akong utok ged ang imong gipang-storya sir kay sa kagutom na bitaw wala baya kos basig kape man lang pag-ara nako sa school*. His response demonstrates that the issue is not a lack of interest in the subject but the impact of unmet basic needs and demanding life circumstances. This emphasizes that students' academic experiences are deeply connected to their lived realities and personal struggles.

The participant's response further shows that creative writing remains meaningful even when students face difficult conditions. Despite her fatigue and hunger, SHS P7 still continues to attend classes and engage with learning activities, which reflects determination and persistence in education. In addition, the subject continues to provide opportunities for developing writing skills, organizing ideas, and expressing thoughts creatively. Creative writing activities such as composing poems, stories, and autobiographies allow learners to remain academically involved even when they experience distractions and hardships. These experiences support the idea that learning continues despite unfavorable circumstances and that education still plays an important role in students' personal and academic growth.

Students still need to learn creative writing not only because it is part of the learning competencies required in senior high school, but also because the subject helps them develop important academic, personal, and life skill despite the challenges they experience. Continuous exposure to writing lessons enables learners to improve sentence construction, idea organization, communication, and self-expression even when they are not in ideal learning conditions. Creative writing also provides students with opportunities to express emotion, reflect on personal experiences, and share their thoughts creatively, which can help them cope with stress and difficult situations. In addition, the subject develops critical thinking, imagination, and confidence in expressing ideas, skills that are valuable not only in school but also in future careers and daily life. For students like SHS P7, learning creative writing remains important because education serves as a pathway toward personal growth and better opportunities despite socioeconomic hardships.

The findings align with existing literature and studies that emphasize the importance of meeting students' basic needs in order for effective learning to occur. According to Abraham Maslow's Hierarchy of Needs (1943), physiological needs such as food and rest must first be satisfied before individuals can focus on higher-level tasks like learning and self-development. This supports SHS P7's experience, where hunger and fatigue limited her ability to understand classroom discussions. Similarly, Hubert, Bonnardel, and Frey (2025) highlighted that regular creative writing practice can significantly contribute to the development of students' creativity and expressive abilities. The study emphasized that engaging learners in creative writing activities strengthens creative thinking skills, particularly in generating ideas, imagination, and verbal expression. Through consistent writing practice, students were able to explore their thoughts more freely and develop their ability to communicate ideas in unique and meaningful ways. The findings suggest that creative writing is an effective educational approach for nurturing creativity and supporting students' self-expression, demonstrating that creative skills can be developed through structured writing experiences in school settings. These studies strengthen the idea that academic performance is closely influenced by students' physical and socioeconomic conditions rather than by intellectual ability alone.

The findings imply that educators and schools must recognize that learning difficulties are often rooted in students' socioeconomic realities rather than purely academic weaknesses. This means that effective education requires not only quality instruction but also empathy, understanding, and holistic support systems. Schools may need to provide assistance such as feeding programs, flexible deadlines, counseling, or additional academic support to help students who struggle with physical exhaustion and financial difficulties. Teacher awareness is also important in creating an inclusive and compassionate learning environment where students feel supported despite their hardships. Addressing these barriers is significant because it ensures that all learners are given equal opportunities to succeed academically and participate meaningfully in their education.

In conclusion, the response of SHS P7 demonstrates that physical exhaustion, hunger, and socioeconomic responsibilities can significantly hinder students' learning experiences in creative writing. Although the subject remains valuable in developing creativity, communication, and academic skills, external challenges greatly affect students' concentration and participation in class. Supported by Maslow's theory and related studies, the findings confirm that unmet physiological and socioeconomic needs directly influence academic performance. Therefore, schools and educators must adopt supportive and inclusive approaches that address students' real-life conditions to ensure that learners can fully benefit from their educational experiences despite the hardships they face.

Difficulties Encountered by the Students in

Expressing their Ideas through Creative Writing

This portion of the study presents the difficulties encountered by the students in terms of expressing their ideas through creative writing.

Difficulties in Grammar, Spelling, and Language Use

A major challenge experienced by students in creative writing is the proper use of grammar, spelling, and sentence construction. These language-related difficulties hinder their ability to effectively communicate ideas, especially when writing in English.

Based on the responses of the participants the major theme highlights that difficulties in grammar, spelling, and sentence construction remain major barriers in students' creative writing development. The participants consistently revealed that although they have ideas and creativity, they struggle to express them effectively because of weak foundational language skills. SHS P1 shared that, *Nabal-an nako na lisod jud magsuwat ug tama na spelling ug grammarnaglisod pod ko ug construct ug mga sentences*. Then SHS P2 acknowledge that, *Ang pagsuwat jud sa tama na grammar kay ang grabi na challenging sa akooa.....ang uban pod nako na buhat kay mga mali ang spelling ug grammar ug punctuation*. Also SHS P6 expressed that, *Ang ako jud kahinaan kay ang paghimo ug tama na sentences especially sa poem ug stories*. In addition, SHS P7 shared that, *Dili ko kabalo mo express sa akong ideas sa tama na grammar*. These responses show that students' creativity is often restricted not by lack of imagination, but by challenges in using language accurately and effectively in written form. Also, these responses indicate that technical writing difficulties significantly affect students' ability to fully express creativity and communicate meaningfully.

The participants need to learn creative writing and language mechanics not only because these are part of the senior high school learning competencies, but also because they are already expected to have better knowledge and proper usage of grammar, spelling, sentence construction, and language in academic writing and communication. As senior high school students, they are expected to produce clearer, more organized, and grammatically correct outputs that reflect their level of education. Learning these skills is important because grammar and sentence construction serve as the foundation of effective communication. Students also need to improve spelling, punctuation, and writing accuracy to ensure that their ideas are understandable and meet academic standards. Furthermore, understanding grammar rules such as subject-verb agreement allows learners to construct meaningful and logical sentences. Creative writing also helps students express thoughts, emotions, and experiences more confidently while strengthening creativity and critical thinking. Developing these skills is necessary because weaknesses in language use may limit both students' academic performance and their confidence in expressing ideas effectively.

The findings are supported by related literature and studies emphasizing the importance of foundational language skills in writing development. According to Alkhalidi (2023) highlighted that creative writing is an essential skill that supports students' language development, creative thinking, and ability to express ideas effectively. The study emphasized that integrating technological tools into creative writing activities can enhance students' writing performance, vocabulary development, and imagination. Through technology-supported writing experiences, learners were provided with opportunities to explore ideas creatively and develop more meaningful forms of expression. The findings suggest that creative writing, when supported by appropriate instructional strategies, can strengthen students' creativity, encourage self-expression, and improve their overall writing abilities.. Similarly, Octavia (2025) highlighted that creative writing serves as an important learning platform for developing students' writing abilities and encouraging personal expression. The study revealed that students encounter various challenges in creative writing, particularly in linguistic and cognitive aspects, which may affect their ability to generate and organize ideas effectively. However, the findings also emphasize the importance of appropriate instructional strategies in supporting students' creative development. By addressing these challenges, creative writing activities can provide learners with opportunities to explore their imagination, express their thoughts, and enhance their creativity. This suggests that effective guidance and teaching approaches are essential in maximizing the potential of creative writing as a tool for improving students' self-expression and creative thinking skills. Their study emphasized that targeted instruction, regular practice, and continuous feedback are necessary in helping students improve writing accuracy and confidence. These studies confirm that language-related

difficulties are common among learners and that effective support in grammar and writing mechanics is essential for better writing performance and creative expression.

The findings imply that creative writing instruction should not only focus on creativity and content development but should also include strong and continuous support in grammar, spelling, punctuation, and sentence structure. Teachers play an important role in guiding students through explicit and contextualized instruction in language mechanics while integrating these skills into meaningful writing activities. This is significant because students who lack foundational language skills may become discouraged, lose confidence, and struggle to participate fully in writing tasks. Strengthening these areas can help students communicate more effectively, improve academic performance, and become more confident in expressing their thoughts and creativity. Moreover, providing proper support in language development prepares senior high school students for higher academic demands and future professional communication.

In conclusion, the participants' responses demonstrate that grammar, spelling, and language use remain significant barriers in creative writing development. Although students have ideas and creativity, weak foundational language skills limit their ability to express themselves clearly and confidently. Supported by related studies, the findings confirm that mastery of grammar, sentence construction, and writing mechanics is essential in improving writing performance and self-confidence. Therefore, creative writing instruction must include explicit and continuous support in language mechanics to help students overcome these difficulties. Since grammar and effective language use are part of the expected competencies of senior high school learners, strengthening these skills is necessary for students to become more competent, accurate, and confident writers.

Challenges in Idea Organization and Expression

Students also struggled with organizing their thoughts and expressing ideas clearly. Even when they had many ideas in mind, transforming them into structured and meaningful written outputs proved difficult.

Based on the responses of the participants the primary theme highlights that the main difficulty of the participants is not the lack of ideas, but the challenge of organizing and expressing those ideas into clear and meaningful written outputs. SHS P8 shared that, *Daghan kog ideas pero naglisod ko ug arrange ana into proper story*. Also SHS P7 expressed that, *Naa koy daghan na ideas pero dili ko kabalo mo pasunod-sunod ug isuwat siya sa tama na pamaagi*. Then SHS P5 acknowledged that, *Naka agi ko na ma mental blocked ko....unya dili nako ma express ang akong na imagine*. And SHS P3 added that, *Naglisod pud ko ug sabot ug suwat kay tugod sa kadaghan nag topics na na discuss*. Lastly SHS P2 described that, *Kabalo ko na gusto ko magsuwat, pero naglisod ko ug unsaon nako pag express*. These responses implies that the challenge in creative writing lies more in the organization and expression of thoughts rather than in idea generation itself. Also, these responses indicate that students need guidance not only in developing ideas but also in organizing, processing, and expressing them effectively in written form.

The participants need to learn idea organization and expression not only because these are part of the learning competencies in senior high school, but also because they are already expected to have better skills in organizing thoughts, expressing ideas clearly, and communicating effectively through writing. As senior high school students, they are expected to produce organized essays, reaction papers, research outputs, and other academic tasks that require logical sequencing and coherent expression of ideas. Learning creative writing helps students strengthen their ability to arrange thoughts properly, express emotions and opinions clearly, and communicate ideas with confidence. In addition, these skills are important for future careers because effective communication is necessary in professional settings, job interviews, workplace interactions, presentations, and real-life situations. Creative writing also develops critical thinking, creativity, and problem-solving skills, which help learners become more confident and capable communicators both inside and outside the classroom.

The findings are supported by related literature and studies emphasizing the importance of guided writing instruction and idea organization in improving writing performance. According to Ahmed highlighted that developing writing skills is essential for EFL learners to effectively communicate their ideas and achieve academic success. The study revealed that students experience challenges in areas such as grammar, vocabulary, organization of ideas, and language accuracy, which may limit their ability to express their thoughts clearly through writing. The findings emphasized the importance of providing appropriate writing instruction and continuous writing practice to help learners overcome these difficulties. By strengthening students' writing abilities, creative writing activities can provide opportunities for learners to organize their ideas, express their perspectives, and develop confidence in communicating their thoughts. These findings support the view that effective writing instruction contributes to enhancing students' creativity and self-expression. This supports the participants' experiences, as they struggle not with generating ideas but with structuring and expressing them clearly. Similarly, Mayasari, Sudarsono, and Yuliana (2019) highlighted that the use of graphic organizers can effectively support students in developing their writing performance, particularly in organizing and structuring their ideas. The study emphasized that graphic organizers provide learners with a visual framework that helps them generate, connect, and arrange their thoughts before producing written texts. Through this strategy, students are given greater confidence in expressing their ideas clearly and creatively. The findings suggest that effective idea organization plays an important role in enhancing students' writing abilities, as it allows learners to explore their thoughts, develop meaningful content, and strengthen their creativity and self-expression in writing. These studies confirm that idea organization and expression are essential skills that need continuous practice and explicit instruction.

The findings imply that teachers should focus not only on the final written output but also on the writing process itself. Instructional strategies such as brainstorming, outlining, guided writing, drafting, and revision activities are important in helping students organize ideas more effectively and reduce confusion during writing tasks. This is significant because students who struggle with organizing and expressing thoughts may lose confidence and become discouraged in writing activities despite having creativity and ideas. Providing scaffolding and step-by-step guidance can help learners gradually improve their communication and composition skills. Strengthening these abilities is also important because clear organization and effective expression are essential not only for academic success but also for future careers and real-life communication where students are expected to present ideas logically and confidently.

In conclusion, the participants' responses demonstrate that difficulties in idea organization and expression significantly affect the clarity and quality of students' written outputs. Although learners possess creativity and imagination, they struggle to transform ideas into structured and meaningful writing. Supported by related studies, the findings confirm that students need explicit instruction and guided practice in organizing, developing, and expressing ideas effectively. Therefore, process-based and supportive writing strategies are necessary to help students become more confident and skilled writers. Since idea organization and effective communication are part of the expected competencies of senior high school learners, strengthening these skills is essential not only for academic performance but also for future careers and successful communication in real-life situations.

Limited Understanding of Literacy Concepts

Another common difficulty among students is their limited understanding of literary devices and creative writing concepts. This lack of familiarity affects their ability to apply these elements effectively in their outputs.

With regards to the responses of the participants the leading theme highlights that students experience significant difficulty in understanding and applying literary devices and concepts in creative writing. The participants' responses show that limited knowledge of literary elements such as metaphor, simile, imagery, and figures of speech greatly affects the depth, creativity, and quality of their written

outputs. SHS P1 expressed that, *Dili kaayo ko kasabot atong figure of speech katong simile*. Then SHS P3 acknowledge that, *Wala ko kasabot sa metaphor ug simile... labi na jud ang literary devices*. Also SHS P4 shared that, *Ang imagery ug figure of speech kay dili kayo ko pamilyar*. Similarly, SHS P5 added that, *Naglisod ko ug unsaon pag insert sa literary devices ug unsaon pod sya pag express sa English*. And SHS P6 admitted that, *naglisod ko ug unsaon paggamit ang literary devices sa pagsuwat*. These responses suggest that students are not yet fully equipped with the conceptual knowledge necessary to enrich their writing and express ideas creatively. As a result, their confidence in writing decreases, especially when they are expected to use literary elements properly in academic tasks. Also, these responses indicate that students need stronger support both in understanding literary concepts and in applying them effectively despite challenging circumstances.

The participants need to learn literary concepts and creative writing skills not only because these are part of the senior high school learning competencies, but also because they are already expected to have better understanding and application of literary devices, idea development, and written expression. As senior high school students, they are expected to create more meaningful, organized, and stylistically enriched written outputs in essays, stories, scripts, and other academic tasks. Learning literary concepts such as metaphor, simile, imagery, and figures of speech is important because these elements improve creativity, communication, and self-expression. In addition, these skills are beneficial for future careers, especially if students pursue professions related to media, communication, teaching, literature, or film production. If time comes that they create films, stories, or scripts, understanding literary concepts will help them produce more creative, emotionally engaging, and meaningful works. Furthermore, learning creative writing develops critical thinking, imagination, adaptability, and effective communication skills that students can apply in real-life situations, workplace interactions, and professional communication in the future.

The findings are supported by related literature and studies emphasizing the importance of explicit instruction, guided practice, and contextualized learning in developing writing and literary understanding. According Kim et al. (2025) highlighted that the integration of generative artificial intelligence (GenAI) in academic writing can provide valuable support in improving students' writing performance, particularly in content development, organization, and expression of ideas. The study emphasized that students who actively engaged with GenAI demonstrated a more collaborative writing process by using the technology for planning, evaluating, and refining their written outputs. Through meaningful interaction with AI-assisted writing tools, learners were able to develop their ideas more effectively and enhance their ability to communicate thoughts clearly. These findings suggest that technology-supported writing approaches can encourage students' creativity, strengthen idea generation, and promote self-expression by providing. Likewise, Wang (2025) highlighted that generative artificial intelligence (AI) can serve as a valuable support tool in the writing process by helping students generate ideas, organize information, and improve different aspects of their written work. The study emphasized that AI-assisted writing enables learners to explore possibilities, refine their thoughts, and develop more coherent written outputs while maintaining their own authentic voice. Furthermore, the findings revealed that students used AI tools to support brainstorming, planning, and revising, which contributed to a more reflective and creative writing process. These findings suggest that technology-assisted writing approaches can enhance students' creativity and self-expression by providing opportunities for idea exploration, personal reflection, and the development of meaningful written communication. The findings imply that teachers should go beyond simply introducing literary terms and instead provide explicit, structured, and contextualized instruction that allows students to fully understand and apply literary concepts in meaningful ways. Strategies such as modeling literary devices, guided writing, brainstorming, outlining, and continuous feedback can help students bridge the gap between understanding and application. At the same time, educators must also consider students' real-life situations and environmental challenges when designing writing activities. This is significant because students who lack conceptual understanding and supportive learning conditions may struggle to

fully express creativity and communicate ideas effectively. Providing scaffolding, flexible learning strategies, and compassionate support can help students become more confident, adaptable, and expressive writers despite difficult circumstances. Strengthening these skills is important not only for academic success but also for future careers where communication, creativity, and storytelling are valuable abilities.

In conclusion, the participants' responses demonstrate that limited understanding of literary devices, combined with environmental and contextual barriers, significantly affects students' ability to organize, express, and enrich ideas in creative writing. Although learners possess imagination and willingness to write, difficulties in understanding literary concepts and challenging life conditions limit the clarity, creativity, and quality of their written outputs. Supported by related studies, the findings confirm that students need explicit instruction, guided practice, and supportive learning approaches to strengthen both literary understanding and writing performance. Therefore, improving instructional strategies in teaching literary concepts and considering students' real-life contexts are essential in helping learners become more confident, creative, and effective writers. Since literary understanding and written expression are part of the expected competencies of senior high school students, strengthening these skills is necessary not only for academic achievement but also for future careers and real-life communication, including opportunities in fields such as storytelling, media, and film production.

Environmental and Contextual Barriers to Writing

Students also struggled with organizing their thoughts and expressing ideas clearly, especially when faced with distracting and demanding environments. Even when they had ideas in mind, transforming them into structured and meaningful written outputs become more difficult due to external conditions.

The major response from the participants reveals that difficulties in creative writing are not only cognitive but are also deeply influenced by environmental and contextual conditions. SHS P7 emphasized that, *Usad pud na lisod na na-experience nako sir sa imong subject kay dili sa sulod sa skwelahan kung dili sa tunga sa kadagatan, kana bitaw sir ug magpa assignment ka like katong poem, authobiography kay himuon nako na siya sir sa tunga sa kadagatan samtang naghuwat ko sa oras na muingon na akong mga kauban na magsugod nata ug pangisda kay tulog na ang mga isda alas 12 na, lisod siya sir kay magdala rako ug notebook unya ang akong flashlight kana ra akong selpon*. This response that implies that writing performance is shaped not only by skill but also by the real-life context in which learning occurs. Also, these response reinforce that writing difficulties arise from both internal challenges in thinking and external conditions that affect focus and expression.

Students need to learn creative writing despite environmental and contextual barriers because writing is a core competency that must be developed continuously regardless of learning conditions. Their experiences show that writing development is essential in helping them perform academic tasks even in difficult and limiting environments that affect their focus, thinking, and expression. SHS P7's experience clearly illustrates that writing is not only a mental activity but also one that is heavily influenced by the environment where learning takes place, yet students are still expected to complete academic requirements effectively. One reason is that learners need to develop the ability to write under challenging and non-conducive environments. SHS P7 described completing writing tasks in the middle of the sea under limited lighting and physical exhaustion, showing that real-life situations do not always provide ideal learning conditions. Despite this, students are still required to produce written outputs, which means they must learn to adapt their writing skills to different and difficult circumstances.

Another reason is that learners need to strengthen focus and concentration despite physical and environmental distractions. The participants' experiences highlight conditions such as fatigue, hunger, and time pressure, which make it difficult to concentrate on writing tasks. Therefore, students need to develop strategies that help them maintain focus and continue organizing ideas even when external and physical challenges interfere with their learning process.

Also learners need to develop adaptability and resilience in writing tasks. SHS P7's experience shows that students are required to complete writing activities while also fulfilling personal responsibilities such as fishing work. This indicates that writing skills are not only academic requirements but also practical competencies that must be applied flexibly across different real-life situations. Finally, learners need to develop strong writing skills because environmental conditions may hinder performance, but competency in writing allows them to overcome these limitations. Even under exhaustion and lack of proper workspace, students can still complete tasks when they have developed sufficient writing strategies and skills. This highlights the importance of continuous learning and practice to strengthen their ability to write effectively regardless of circumstances.

This aligns with the study of Syamsiah and Bintang (2025) highlighted that EFL students encounter various challenges in English paragraph writing, particularly in vocabulary development, grammar use, idea generation, and organization of thoughts. The study emphasized that these linguistic and cognitive barriers may affect students' ability to communicate their ideas effectively through written texts. However, the findings also suggest the importance of providing integrated writing instruction that encourages active language production and supports learners in developing their writing abilities. By improving students' capacity to generate and organize ideas, writing activities can create opportunities for learners to express their thoughts more confidently and creatively. These findings support the view that effective writing instruction can enhance students' creativity and self-expression by helping them transform their ideas into meaningful written outputs.. Similarly, Anaktototy et al. (2023) highlighted that effective writing development among tertiary students involves not only linguistic competence but also cognitive processes and motivation. The study emphasized that students' ability to produce meaningful written outputs is influenced by their capacity to generate, organize, and present ideas effectively. It further revealed that adequate guidance, learning opportunities, and motivation are essential in helping students overcome writing difficulties and improve their writing performance. These findings suggest that strengthening students' cognitive engagement and confidence in writing can provide greater opportunities for creative thinking and personal expression. Thus, writing instruction that supports idea development and meaningful communication can enhance students' creativity and self-expression through written works.

The implication of these findings is that educators must adopt flexible, context-sensitive teaching strategies that consider students' real-life situations. This may include providing extended deadlines, alternative outputs, or additional guidance for learners facing difficult environments. It also implies the importance of using scaffolding strategies such as outlines, guided prompts, and step-by-step instructions to help students organize their ideas even under less-than-ideal conditions. Recognizing these contextual barriers allows teachers to design more inclusive and equitable learning experiences that support all learners.

In conclusion, the participants' responses demonstrate that environmental and contextual factors such as working conditions, physical fatigue, and limited resources significantly affect students' ability to organize and express ideas in writing. Supported by related studies, the findings confirm that writing difficulties are not solely due to lack of skill but are also shaped by external circumstances. Therefore, students really need to continue learning creative writing because it is part of essential competencies, and their learning must persist even in difficult environments and contextual barriers. With appropriate instructional support and continuous practice, students can overcome these challenges and improve the clarity and quality of their written outputs.

Personal Factors that Contribute to the Challenges Experienced by the Students in Creative Writing

This portion of the study presents the data gathered in relation to the personal factors that contribute to the challenges experienced by the students in creative writing.

Interest and Motivation in Writing

Students' personal interest and motivation significantly influenced their engagement in creative writing. Some students already had a natural inclination toward writing, while others developed interest over time through classroom activities.

Considering the response of the participants, the primary theme highlights that students' interest and motivation play a major role in shaping their engagement and development in creative writing. The participants' responses show that learners become more active and confident in writing when activities connect to their personal interests, experiences, and emotions. SHS P1 expressed that, *Basin pa katong bata pako, ganahan na ged ko magsuwat-suwat*. Then SHS P3 shared that, *Ang pagsuwat kay hobby ged nako, labi na ged ug kanang wala koy lingaw*. Also SHS P5 admitted that, *Ma-enjoy man ko magsuwat ug stories labi na ug diaries kay mao man ang akong interest*. And SHS P6 acknowledge that, *Magsuwat kog letters sa akong friends nakatabang siya sa pag improved sa akong writing skills*. SHS P4 added that, *Usahay ganahan ko magsuwat, basin pag dili kayo ko salig sa akong kaugalingon*. These responses collectively suggest that motivation in writing is not always fixed because it can either exist naturally or gradually develop through exposure, practice, encouragement, and positive classroom experiences. Also, these responses show that students have different ways of developing interest and motivation in writing, depending on their experiences, personality, and learning environment.

The participants need to learn creative writing not only because it is part of the learning competencies in senior high school, but also because they are expected to develop better skills in idea organization, expression, and communication. As senior high school students, they are expected to organize thoughts clearly, express ideas confidently, and produce meaningful written outputs in academic and real-life situations. Creative writing helps students improve communication skills, creativity, self-expression, and confidence in sharing ideas. In addition, every learner has different interests, motivations, and ways of engaging in writing, which makes it important for students to explore and discover writing approaches that work best for them. Learning creative writing also helps students express emotions, experiences, and opinions more effectively while improving critical thinking and imagination. These skills are valuable not only in academics but also in future careers and real-life communication, where clear organization of ideas and effective expression are important in interacting with others, presenting thoughts, and building relationships.

The findings are supported by related literature and studies emphasizing the role of motivation and supportive learning environments in writing development. According to Alzubi and Nazim (2024) highlighted that allowing students to choose their own writing topics can strengthen their intrinsic motivation and improve their writing performance. The study emphasized that topic-based interest encourages learners to engage more actively in the writing process, enabling them to develop ideas, expand vocabulary, and make meaningful choices in expressing their thoughts. By providing students with freedom and ownership over their writing topics, learners are given opportunities to explore personal experiences, perspectives, and creative ideas. These findings support the idea that creative writing activities that promote autonomy and personal relevance can enhance students' creativity and self-expression while improving their overall writing abilities. Similarly, Barua (2022) highlighted that goal-setting strategies play a significant role in enhancing second language learners' motivation and writing proficiency. The study emphasized that establishing personal learning goals strengthens students' intrinsic motivation, enabling them to engage more actively in the writing process and gradually develop more effective written communication skills. It further suggested that personalized, goal-driven instruction encourages learners to build on their individual interests and learning needs, fostering greater confidence in expressing their ideas. These findings support the view that motivating students through purposeful writing goals can enhance creativity and self-expression by encouraging learners to communicate their thoughts in meaningful and authentic ways. Their study revealed that students become more confident and willing to participate in creative writing when they feel that their ideas and experiences are valued. These findings confirm that

interest and motivation are essential factors in helping students improve writing performance, confidence, and participation.

The findings imply that teachers should actively foster students' interest and motivation in writing by creating engaging, meaningful, and learner-centered activities. Providing opportunities for self-expression through journals, diaries, letters, stories, and personal narratives can help students connect writing with their own experiences and interests. This is significant because motivated students are more likely to participate actively, practice consistently, and improve their writing abilities over time. Teachers should also provide encouragement, positive reinforcement, and supportive feedback to help learners overcome self-doubt and build confidence in writing. Recognizing that students have different interests, motivations, and learning styles is important in creating an inclusive learning environment where every learner can develop writing skills according to their strengths and experiences. Strengthening students' motivation in writing not only improves academic performance but also helps them become more confident communicators in real-life situations.

In conclusion, the participants' responses demonstrate that interest and motivation are important factors in students' engagement and growth in creative writing. Some learners naturally enjoy writing, while others gradually develop interest through meaningful experiences and supportive activities. Supported by related studies, the findings confirm that motivated students are more likely to participate actively, practice writing consistently, and improve their communication and creative expression skills. Therefore, fostering a motivating and supportive learning environment is essential in helping students become more confident, expressive, and engaged writers. Since idea organization and expression are part of the expected competencies of senior high school students, developing these skills is necessary not only for academic success but also for effective communication and personal growth in future real-life situations and careers.

Writing as a Means of Emotional Expression

Creative writing served as an avenue for students to express their emotions, thoughts, and personal experiences. Many students viewed writing as a safe and effective way to communicate feelings they may not easily express verbally.

In line with the responses of the participants the most significant theme highlights that creative writing serves as an important medium for emotional expression and self-awareness among students. The participants consistently described writing as more than an academic requirement because it allows them to communicate feelings, thoughts, and experiences that are difficult to express verbally. SHS P1 expressed that, *Ang pagsuwat kay makatabng jud pag express sa akong feelings, labi na jud sa authobiography*. Then SHS P6 shared that, *Ang pagsuwat ug letters kay usad sa pamaagi na ma-express nako akong na feel*. Also SHS P8 emphasized that, *Ang pagsuwat kay usad siya sa pamaagi na ma express nako akong ideas ug emotions*. And SHS P7 added that, *Ang pagsuwat kay makatabang siya pag-express saakong feelings ug murag mo lig-on pod akong confidence*. Lastly SHS P3 admitted that, *Ma-express nako ang akong feelings sa pamaagi sa pagsuwat, labi na ged ug ako rang usa*. These responses implies that creative writing functions as both a communication tool and a personal emotional outlet that supports self-expression and psychological relief. Also these collective responses show that learners have different ways of expressing emotions through writing depending on their experiences, personality, and comfort in communication. Together, their experiences highlight that writing is not only a cognitive activity but also an emotional and personal process that helps students better understand themselves and their feelings.

The participants need to learn creative writing not only because it is part of the senior high school learning competencies, but also because they are already expected to better understand how to express emotions, thoughts, and experiences effectively through writing. As senior high school students, they are expected to develop stronger communication, self-expression, and reflective thinking skills that are important both in academics and in real-life situations. Creative writing helps learners communicate emotions that may be difficult to express verbally while also improving confidence, vocabulary, and idea organization. In addition, each individual has different ways of expressing emotions through writing, which

makes creative writing important in helping students discover their own voice and style of communication. Writing activities such as autobiographies, journals, diaries, letters, and personal narratives also help students process experiences, reflect on emotions, and strengthen self-awareness. These skills are valuable not only for academic tasks but also for future relationships, social communication, and careers where emotional intelligence and effective communication are important.

The findings are supported by related literature and studies emphasizing the emotional and developmental benefits of creative writing. According to Shafiee Rad and Jafarpour (2023) highlighted that fostering positive psychological factors, such as well-being, grit, emotion regulation, and resilience, can significantly improve second language learners' writing skills. The study emphasized that interventions promoting positive emotions increased students' engagement and confidence in the writing process, enabling them to express their ideas more effectively. By creating a supportive emotional environment, learners became more willing to participate in writing activities and develop their written communication skills. These findings suggest that strengthening learners' emotional well-being and resilience can support creative writing by encouraging greater creativity, confidence, and self-expression in written tasks. This supports the participants' experiences, as they described writing as a meaningful outlet for expressing feelings and understanding themselves better. Similarly, Ruini and Mortara (2022) highlighted that writing serves as a valuable medium for expressing personal thoughts, emotions, and experiences, contributing to both personal growth and psychological well-being. The review emphasized that various writing techniques, particularly expressive writing, encourage individuals to reflect on their experiences, gain deeper self-awareness, and communicate their feelings in meaningful ways. It further noted that writing can be integrated into different interventions to foster positive psychological outcomes, including gratitude, forgiveness, and resilience. These findings support the idea that writing activities can enhance creativity and self-expression by providing learners with opportunities to explore their emotions, develop original ideas, and express themselves authentically through written language.. Their study emphasized that writing tasks such as journals, autobiographies, and reflective narratives help learners articulate emotions more effectively and improve emotional regulation. These studies confirm that creative writing supports not only writing development but also emotional growth, confidence, and self-understanding among learners.

The findings imply that creative writing should be recognized not only as an academic activity but also as an important tool for emotional development and self-expression. Teachers should integrate reflective and expressive writing tasks such as journals, diaries, autobiographies, letters, and personal narratives into classroom instruction to help students' process emotions and experiences meaningfully. This is significant because students who are given opportunities to express themselves through writing may become more confident, emotionally aware, and engaged in learning. Providing a safe, supportive, and non-judgmental environment for writing can also encourage learners to communicate their thoughts more openly and honestly. Recognizing that students have different ways of expressing emotions through writing is important in promoting inclusivity, emotional well-being, and healthy self-expression inside and outside the classroom.

In conclusion, the participants' responses demonstrate that creative writing serves as an effective medium for emotional expression, reflection, and self-awareness. Writing allows learners to communicate feelings, process experiences, and express thoughts that may be difficult to share verbally. Supported by related studies, the findings confirm that expressive writing activities contribute not only to academic development but also to emotional growth, confidence, and communication skills. Therefore, integrating reflective and personal writing activities into classroom instruction is essential in helping students become more expressive, emotionally aware, and confident writers. Since emotional expression through writing is part of the expected competencies of senior high school students, strengthening these skills is necessary not only for academic success but also for personal well-being, social interaction, and effective communication in real-life situations.

Confidence and Attitude towards Writing

Students' confidence levels and attitudes toward writing influenced their performance and willingness to participate in creative writing tasks. While some experienced self-doubt and lack of confidence, others gradually improved through encouragement and practice.

With regards to the responses of the participants the prevailing theme highlights that confidence and attitude greatly influence students' engagement and performance in creative writing. The participants' responses show that learners who experience self-doubt, fear of mistakes, and overthinking often struggle to express ideas freely in writing. SHS P8 shared that, *Dili kaayo ko confident unya usahay mag-overthink ko ug magsuwat ko usahay*. Then SHS P4 expressed that, *dili kaayo ko confident sa pagsuwat labi na sa akong grammar ug spelling*. Also SHS P7 revealed that, *Ang akong confidence kay na improved labi na ug ingnan me nimo sir na okay lang magkamali sa pagsuwat*. Afterwards SHS P5 admitted that, *Na enjoy ra man ko sa pagsuwat, basig naghinay-hinay ug improved akong writing skills*. Lastly SHS P3 acknowledge that, *Nagsuwat ko dili tungod kay mayo ko musuwat, nagsuwat ko kay tungod gusto nako*. These responses suggest that students' confidence is not fixed because it can improve through encouragement, supportive instruction, and positive learning experiences. Also, these collective responses show that students develop confidence differently depending on the support, encouragement, motivation, and environment they experience while learning creative writing.

The participants need to learn creative writing not only because it is part of the learning competencies in senior high school, but also because they are expected to develop positive attitudes toward writing and become more confident in expressing ideas. As senior high school students, they are expected to participate actively in academic writing tasks and communicate thoughts clearly despite making mistakes during the learning process. Learning creative writing helps students reduce fear of errors, strengthen self-confidence, and develop resilience in expressing themselves through writing. In addition, students should surround themselves with supportive peers and encouraging environments because positive peer relationships and constructive feedback can help build confidence and motivation in writing. Creative writing also allows learners to improve communication skills, self-expression, creativity, and emotional awareness while developing a growth mindset that values progress over perfection. These skills are important not only for academic success but also for future careers and real-life communication where confidence and positive attitudes are essential in interacting with others and sharing ideas effectively.

The findings are supported by related literature and studies emphasizing the importance of supportive learning environments and positive reinforcement in writing development. According to UNESCO (2023), supportive and safe learning environments help reduce learners' anxiety and improve confidence in literacy-related tasks, including writing, because students are encouraged to participate without fear of negative judgment. This supports the participants' experiences, particularly SHS P7, whose confidence improved through teacher reassurance and encouragement. Similarly, Haryanti (2022) highlighted that students' writing achievement is influenced not only by their writing skills but also by psychological and cognitive factors, including writing attitude, writing anxiety, and language awareness. The study emphasized that language awareness plays a significant role in improving students' writing performance by helping them develop and organize their ideas more effectively. It also suggested that fostering positive attitudes toward writing can indirectly contribute to better writing achievement through increased language awareness. These findings support the view that creating a supportive writing environment can encourage students to express their ideas more confidently, thereby promoting creativity and self-expression in the writing process. Their study emphasized that students perform better when they view writing as a process of learning and improvement rather than solely as graded evaluation. These studies confirm that confidence, motivation, and supportive social environments are essential in helping students become more engaged and capable writers.

The findings imply that teachers should actively create supportive, encouraging, and non-threatening classroom environments where students feel safe expressing ideas and making mistakes. This

is significant because fear of criticism and low self-confidence can discourage students from participating fully in writing activities despite having ideas to share. Teachers should provide constructive feedback, recognize effort and improvement, and encourage collaboration among supportive peers to help students build confidence gradually. In addition, writing activities should focus not only on correctness but also on creativity, self-expression, and personal growth. Promoting positive attitudes toward writing and surrounding students with supportive classmates can strengthen motivation, reduce anxiety, and improve long-term engagement in writing tasks. These approaches are important because confident learners are more likely to communicate effectively, participate actively, and continue improving their writing skills both in school and in real-life situations.

In conclusion, the participants' responses demonstrate that confidence and attitude significantly affect students' performance and engagement in creative writing. Feelings of self-doubt, fear of mistakes, and overthinking can limit participation and self-expression, while encouragement, supportive peers, and positive reinforcement can help learners become more confident writers. Supported by related studies, the findings confirm that supportive learning environments, constructive feedback, and positive attitudes are essential in improving students' confidence and motivation in writing. Therefore, fostering encouragement, reducing fear of mistakes, and promoting supportive peer relationships are important strategies in helping students become more engaged, confident, and expressive writers. Since positive attitudes and confidence in writing are part of the expected competencies of senior high school students, strengthening these qualities is necessary not only for academic achievement but also for effective communication and personal growth in future real-life situations.

Environmental Inspiration and Creativity in Writing

Students' creativity in writing was influenced by their personal experiences and the environments in which they were immersed. Natural surroundings and lived experiences served as strong sources of inspiration, helping students generate ideas and enhance their imagination when engaging in creative writing tasks.

In line with the responses of the participants the central theme highlights that environmental context plays a significant role in shaping students' creativity, imagination, and idea generation in creative writing. SHS P7 expressed that, *Usad na personal factors sir kay bilang usad ka bata na nidako sa kilid sa dagat unya ang kuhaanan ug kwarta kay ang dagat, mas dali ko maka isip ug mayo or creative akong imagination kung naa ko tunga sa dagat, labi na kanang ngit-ngit kayo ang palibut sa dagat, unya usahay pod kay kusog kayo ang bundak sa uwan, dili naman ko mahadlok ana kay anad naman ko, tapos usahay pod angayan ug maka-isip kog mayo labi na ang Makita sa kadagatan kay ang buwan ug mga bitu-on, dira ko na time maka-isip ug maayo.* This implies that creativity is not only an internal cognitive ability but is also strongly influenced by lived experiences and environmental exposure. The participant's response demonstrates that students can create richer and more authentic outputs when they connect writing with environments that are personally meaningful to them. Also, this response also suggest that familiarity with one's environment contributes to originality and authenticity in writing because ideas are drawn from real-life situations and personal experiences. Together, these responses show that students can become more expressive and imaginative writers when they are encouraged to connect their writing with their surroundings and lived realities.

The participants need to learn creative writing not only because it is part of the learning competencies in senior high school, but also because they are expected to better express thoughts, imagination, and personal experiences through writing. As senior high school students, they are expected to develop communication, organization, creativity, and self-expression skills that are necessary both in academics and in real-life situations. Creative writing helps learners transform environmental experiences and daily observations into meaningful written outputs. In addition, the environment plays a vital role in expressing thoughts and imagination because inspiration can come even from simple objects or difficult

situations surrounding learners. Through writing, students learn how to turn experiences, emotions, and observations into creative and reflective narratives. These skills are important because they help learners become more imaginative, expressive, and observant individuals. Furthermore, creative writing strengthens originality, critical thinking, and communication skills that students can apply in future careers, personal relationships, and everyday life situations.

The findings are supported by related theories and studies emphasizing the importance of environmental inspiration and contextualized learning in creative writing. According to Howard Gardner's Theory of Multiple Intelligences, individuals possess different forms of intelligence, including naturalistic intelligence, which allows learners to draw inspiration and meaning from nature and their surroundings. This supports SHS P7's experience, where the sea, rain, and natural environment stimulated creativity and imaginative thinking. Similarly, Kristiantari, Widiana, and Artawan (2023) highlighted that a rural nature-inspired contextual approach can effectively enhance students' poetry writing abilities and creative thinking skills. The study emphasized that connecting writing activities with meaningful real-life experiences encourages students to generate original ideas and express their thoughts more confidently through poetry. By drawing inspiration from their natural surroundings, learners became more motivated to write and were able to communicate their feelings and imagination in creative ways. These findings support the view that creative writing activities, particularly those grounded in authentic and meaningful contexts, foster students' creativity and self-expression while strengthening their overall writing skills. Their study highlighted that contextualized learning, where students use real-life experiences and surroundings as inspiration, improves both the quality and authenticity of creative writing outputs. These findings confirm that environmental experiences significantly contribute to students' creativity, motivation, and writing development.

The findings imply that creative writing instruction should not be limited only to traditional classroom activities because students' environments and lived experiences can greatly enhance creativity and expression. Teachers should provide flexible and context-based writing activities such as nature reflections, personal storytelling, experiential writing, and observation-based tasks to encourage learners to connect writing with their surroundings. This is significant because students may become more engaged, motivated, and expressive when they write about experiences and environments that are meaningful to them. Recognizing the influence of environmental inspiration also allows educators to appreciate the diverse ways students develop creativity and imagination. Encouraging students to observe even simple objects or situations around them can help them realize that inspiration for meaningful writing can emerge even during difficult circumstances. These approaches support authentic self-expression and help learners produce richer and more personally grounded written outputs.

In conclusion, the participants' responses demonstrate that environmental inspiration plays an important role in enhancing students' creativity, imagination, and idea generation in writing. Natural surroundings and lived experiences help learners think more deeply, reflect meaningfully, and express ideas more authentically in written form. Supported by related studies and theories, the findings confirm that contextualized and experience-based learning improves creativity, engagement, and the quality of students' writing outputs. Therefore, incorporating flexible and environment-based approaches in creative writing instruction is essential in helping students become more creative, expressive, and reflective writers. Since expressing thoughts and imagination through writing is part of the expected competencies of senior high school students, strengthening these skills is important not only for academic success but also for personal growth, creativity, and effective communication in real-life situations.

Coping Mechanisms of the Students

This portion of the study presents how the students cope with or respond to the difficulties they encounter in creative writing.

Seeking Academic Support from Teachers and Peers

Students commonly relied on interpersonal support systems such as teachers and classmates to cope with difficulties in creative writing. Direct interaction allowed them to clarify confusing concepts and receive immediate feedback.

Based from the responses of the participants the major theme demonstrated that seeking help from teachers and peers is the main and strongest coping mechanism that enhances their understanding and learning in creative writing. This major response is supported by several related learner experiences. Firstly, students cope with academic challenges by seeking direct guidance from teachers, especially when dealing with complex topics such as grammar and literary devices. SHS P2 expressed that, *Akong pangutan-on ka sir one-on-one para masabtan namo ang grammar ug katong mga literary devices*. Then SHS P4 emphasized that, *Una mangutana ko sa among klasmets, ug naglibog gihapon ko, mangutana na jud ko sa imoha sir ug bakante imo oras*. Also SHS P7 admitted that, *Pagkahuman sa klase, mangutana ko sa among klasmets unya usahay ug dili ka busy sir ikaw akong pangutan-on*. Similarly SHS P8 added that, *Mangutana ko sa akong klasmets labi na ug vacant time, unya ug need na ged sa imoha ko mo ask sir kanang dili jud nako masabtan ug ang tubag sa akong klasmets*. These collective responses connote that the coping mechanism of seeking help is directly connected to fulfilling academic competencies and improving writing performance. It also highlights that students grow more confident and capable when supported through collaborative learning.

This major response is supported by related studies that emphasize the importance of teacher and peer support in learning development. Zhang (2024) highlighted that teacher academic support plays a vital role in strengthening students' motivation and engagement in second language writing. The study emphasized that supportive teacher guidance fosters students' confidence in their writing abilities and encourages them to actively seek and use feedback to improve their written work. Similarly, Liu and Wei (2024) highlighted that peer feedback is an effective instructional strategy for improving students' academic writing by supporting their cognitive, affective, social, behavioral, and metacognitive development. The review emphasized that engaging in peer feedback encourages students to reflect on their writing, exchange ideas, and revise their work based on constructive suggestions. This collaborative process enhances learners' confidence and motivation while allowing them to communicate their perspectives more effectively. These findings suggest that integrating peer feedback into writing instruction can foster creativity and self-expression by providing students with opportunities to refine their ideas, explore diverse viewpoints, and develop their writing through meaningful interaction with their peers. Their findings reinforce the idea that collaborative learning environments enhance academic performance, which directly aligns with the participants' experiences. These studies confirm that the major response—seeking help as a coping mechanism—is an effective and research-supported strategy in Creative Writing.

The implication of these findings is that teachers should actively promote a classroom environment that strengthens collaboration and open communication. Since the major response shows that students depend on both peers and teachers, instructional practices should encourage structured peer activities such as group writing, peer review, and collaborative discussions. Teachers should also remain approachable and provide consistent opportunities for one-on-one consultation to address individual difficulties. These strategies ensure that students can effectively access support whenever they encounter challenges in writing. Strengthening these support systems will reduce confusion, improve writing performance, and enhance students' confidence in expressing ideas.

In conclusion, the respondents' responses demonstrate that seeking academic support from teachers and peers is the central coping mechanism in Creative Writing, strongly supported by peer collaboration, teacher guidance, and active questioning. These supporting responses reinforce the major idea that learning is most effective when students engage in collaborative and guided processes. Supported by related studies, these findings confirm that teacher and peer assistance significantly enhance understanding, confidence, and writing performance. Therefore, since Creative Writing is part of the Senior High School learning

competencies, it is essential for students to learn it with proper guidance and support, as this not only improves their academic performance but also strengthens their writing skills and confidence as learners.

Utilization of Online Resources and Multimedia

Students also maximized digital platforms and online resources to support their learning. Multimedia tools provided accessible and engaging ways to understand lessons, especially in grammar and writing techniques.

Considering the responses of the participants the leading theme shows that utilization of online resources and multimedia platforms serves as a key coping mechanism in supporting students' learning in Creative Writing. The participants revealed that when they encounter difficulties in grammar, sentence construction, and writing techniques, they rely on digital platforms such as YouTube, TikTok, Facebook, and other online tutorials to continue learning independently. This indicates that online resources are not only supplementary tools but also essential learning strategies that help students overcome confusion and improve their writing skills. The responses emphasize that learners actively engage in self-directed learning, using accessible and familiar platforms to strengthen their understanding of writing concepts.

This main response is supported by several related experiences of the participants. Primary, students use online platforms such as YouTube, TikTok, and Facebook tutorials as immediate alternatives when classroom instruction is not fully understood. SHS P1 expressed that, *Mag search ko sa online, unya usahay kay sa tiktok ko manood*. Then SHS P3 shared that, *Manood ko ug tutorials sa youtube, tiktok, ug facebook*. Also SHS P5 acknowledge that, *Mutan-aw ko ug tiktok videos, unya mangutana pud jud ko sa akong sister usahay*. Similarly, SHS P6 admitted that, *Sa pagtan-aw ug tutorials nakatabang sya na makasuwat ko ug tama*. These supporting responses indicate that students do not depend solely on teachers but actively explore multiple digital and social learning sources to cope with academic difficulties and improve their Creative Writing skills.

The participants need to learn Creative Writing because it is part of the Senior High School learning competencies and is essential for developing effective communication and writing skills. At the same time, they need to learn how to maximize online platforms and multimedia resources to further improve their writing abilities. This includes visiting tutorials on grammar, spelling, sentence construction, and subject-verb agreement available on platforms such as Facebook, TikTok, and YouTube. Through these resources, students are able to reinforce classroom learning, clarify difficult concepts, and practice writing skills at their own pace. This shows that learning Creative Writing is not limited to classroom instruction but is strengthened through the integration of digital tools that support continuous improvement in writing.

The findings are supported by related literature and studies that emphasize the effectiveness of multimedia and online learning tools. Santika, Charisma, and Sugesti (2023) highlighted that digital resources serve as effective supporting media in teaching narrative writing by providing technology-based materials that enrich the learning process. The study emphasized that the integration of digital tools, such as videos, websites, e-books, and presentations, creates a more engaging writing environment and supports students in developing narrative texts. Similarly, Santika (2024) highlighted that digital resources provide valuable support in teaching narrative writing by making learning more engaging, interactive, and accessible. The study emphasized that technology-based resources help teachers present lessons effectively, expand students' access to learning materials, and create enjoyable classroom experiences through varied instructional activities. . Their study highlights that learners are more engaged with short, visual, and interactive content, which makes complex writing concepts easier to understand. These studies support the participants' experiences, showing that digital platforms are effective tools for improving writing skills and promoting independent learning.

The implication of these findings is that teachers should recognize and integrate students' use of online resources and multimedia platforms into classroom instruction. Instead of viewing social media as distractions, educators can guide students in using these platforms responsibly for academic learning. Teachers may recommend reliable tutorials, incorporate multimedia materials into lessons, and design

activities that encourage students to explore grammar, spelling, and writing techniques through digital content. This blended learning approach can enhance student engagement, improve comprehension, and bridge learning gaps in Creative Writing. It also promotes independent learning, allowing students to take initiative in improving their writing skills beyond the classroom.

In conclusion, the participants' responses demonstrate that online resources and multimedia platforms are effective tools in supporting Creative Writing development. The findings show that students actively use digital tutorials and multimedia content to cope with learning difficulties and improve their writing skills. Supported by related studies, these results confirm that technology-enhanced learning improves engagement, understanding, and writing proficiency. Therefore, since Creative Writing is part of the Senior High School learning competencies, students need to learn it alongside proper guidance and the effective use of online platforms. Integrating multimedia resources into learning is essential in developing more independent, motivated, and skilled student writers.

Independent Learning and Practice Strategies

Aside from external support, students also developed personal strategies such as self-study and continuous practice to overcome their challenges. These independent efforts reflect their initiative to improve their writing abilities.

With regards to the responses of the participants the main theme shows that independent learning and self-directed practice serve as a coping mechanism that helps learners develop self-reliance, persistence, and continuous improvement in Creative Writing. The participants revealed that when they encounter difficulties in writing, they do not solely depend on external assistance but instead engage in personal study, repeated practice, and self-driven strategies to enhance their skills. This indicates that Creative Writing development is strongly influenced by the learners' ability to regulate their own learning, reflect on their progress, and consistently work on improving their writing outputs even outside classroom instruction.

This main response is supported by several related experiences of the participants. SHS P3 shared that, *Magtuon jud ko ug gabie para dili na kayo ko malisdan sir*. Then SHS 6 emphasized that, *Magpraktis ko ug suwat sa pamaagi sa pagtan-aw ug video tutorials unya i-apply nako sa pagsuwat*. Also SHS 5 acknowledge that, *Akong ma build ang pagsabot sa pamaagi sa akong curiosity ug practice*. Lastly, SHS 8 mentioned that, *Suwayan nako na mag learn ug ako-a ra sa pag review sa akong mga nasuwat*. These collective responses demonstrate that learners actively engage in various forms of independent learning to cope with challenges and improve their writing performance.

The participants need to learn Creative Writing because it is part of the Senior High School learning competencies and is essential for developing communication, creativity, and writing proficiency. At the same time, they need to learn how to improve their writing through consistent practice and independent learning within themselves. They should also learn to assess their own work critically to identify strengths and weaknesses in their writing. Through regular practice, self-reflection, and continuous effort, learners are able to enhance their grammar, sentence construction, and overall writing quality. This shows that improvement in Creative Writing is not only achieved through instruction but also through personal responsibility and active engagement in self-directed learning.

The findings are supported by related literature and studies that highlight the importance of self-regulated learning in academic development. Panadero (2022) explains that students with strong self-regulation and initiative are more successful because they actively set goals, monitor their progress, and adjust their learning strategies, resulting in improved academic performance. Then, Shen and Tao (2025) highlighted that metacognitive strategies and AI-based writing self-efficacy play important roles in improving students' writing experiences by reducing writing anxiety in AI-assisted learning environments. The study emphasized that learners who effectively planned, monitored, and evaluated their writing while confidently using AI tools experienced lower levels of writing anxiety. Increased confidence in AI-assisted writing also encouraged students to participate more actively in the writing process and express their ideas

with greater ease. These findings suggest that combining metacognitive strategies with AI-supported writing can create a supportive environment that enhances students' confidence, creativity, and self-expression by enabling them to develop and communicate their ideas more effectively. Similarly, Lin (2023) highlighted that ChatGPT can serve as a supportive learning tool that promotes self-directed learning by assisting learners in setting goals, accessing resources, organizing learning plans, and reflecting on their progress. The study emphasized that AI-supported learning environments can provide learners with personalized assistance and opportunities to explore ideas independently. In the context of writing, such support can encourage students to generate, develop, and refine their thoughts while gaining confidence in expressing their ideas. These findings suggest that AI-assisted learning tools can contribute to enhancing creativity and self-expression by providing learners with resources and guidance that support meaningful and reflective writing processes.. Their study emphasizes that independent learning complements classroom instruction and strengthens students' ability to apply knowledge effectively. These studies support the participants' experiences, showing that self-directed learning and consistent practice are essential for developing writing competence.

The implication of these findings is that educators should actively encourage and support self-directed learning among students. Teachers can guide learners in developing effective study habits, provide opportunities for independent practice, and promote self-assessment activities such as journaling, peer-free writing exercises, and revision tasks. Encouraging students to reflect on their own writing allows them to identify errors, track their progress, and take responsibility for their improvement. This approach not only strengthens writing skills but also builds independence, discipline, and motivation among learners. Promoting self-regulated learning ensures that students become more active participants in their own academic development.

In conclusion, the participants' responses demonstrate that independent learning, consistent practice, and self-assessment are essential coping mechanisms in improving Creative Writing skills. The findings show that learners enhance their writing abilities through personal effort, curiosity, reflection, and continuous practice. Supported by related studies, these results confirm that self-regulation and independent learning significantly improve writing performance and confidence. Therefore, since Creative Writing is part of the Senior High School learning competencies, students need to learn it alongside developing strong independent learning habits. Cultivating self-directed learning is crucial in producing capable, motivated, and self-reliant student writers who continuously strive for improvement.

Use of Self-Regulated Learning Strategies

Students developed independent strategies to cope with difficulties in understanding lessons in creative writing. These strategies allowed them to review discussions at their own pace and adapt their learning despite challenging schedules and environments.

In line with the responses of the participants the primary theme shows that the use of self-regulated learning strategies serves as a coping mechanism that helps learners develop independence, adaptability, and continuous learning in Creative Writing despite difficult schedules and challenging environments. SHS P7 shared that, *Usad ged sir na effective na coping mechanism nako sir kay gina record nako ang mga tingog nimo while nagdiscuss ka sir, tapos sa muabot na ang gabi-e na mangisda nami sir, didto ko mag review ug balik-balikon nako ug play ang record kana bitaw sir na murag kauban ka nako na mangisda. Weird sya sir pero mao jud na ang effective sa akua kay wala naman koy time mag-review sa balay, sa tunga nalang sa kadagatan.* The response connotes that Creative Writing learning is strengthened when students actively regulate their own study habits, allowing them to continue improving their writing skills even outside formal classroom settings.

This main response is supported by several related experiences of the participants. Primary , SHS P7 shared that they record the teacher's discussion and replay it while working at sea, showing that learners cope with limited access to formal learning by using recorded lessons for review. Next, the same participant explained that they study or review lessons while waiting for fishing activities, indicating effective time

management and flexible learning strategies. Then, repeated listening to recorded discussions helps strengthen comprehension by allowing learners to revisit grammar, writing techniques, and ideas multiple times. These supporting responses show that students actively apply self-regulated learning strategies to overcome environmental and time constraints while continuing to develop their Creative Writing skills.

The participants need to learn Creative Writing because it is part of the Senior High School learning competencies and is essential for developing communication and writing proficiency. At the same time, they need to develop self-regulated learning strategies as a coping mechanism in writing in order to become more improved writers. Through independent planning, monitoring, and reviewing of their own work, learners are able to strengthen their comprehension, improve their writing output, and become more responsible for their learning progress. This shows that improvement in Creative Writing does not only depend on classroom instruction but also on the learner's ability to manage their own learning effectively, especially when facing time constraints and challenging environments.

The findings are supported by related literature and studies that emphasize the importance of self-regulated learning in academic success. Zimmerman's theory of self-regulated learning explains that strategies such as self-monitoring, goal setting, and self-review significantly enhance students' academic performance by promoting independence and deeper understanding. Similarly, Hwang (2023) highlighted that writing development is influenced by students' self-efficacy, self-regulated learning strategies, and perceptions of writing feedback. The study emphasized that constructive feedback helps learners develop confidence, improve their writing processes, and become more independent in managing their writing tasks. Through self-regulated writing practices, students are encouraged to plan, monitor, and evaluate their ideas, which supports the production of more meaningful written outputs. Their study concluded that these adaptive strategies enhance learning continuity and help students succeed despite environmental challenges. These studies support the participants' experiences, showing that self-regulated learning is an effective coping mechanism in developing writing skills.

The implication of these findings is that teachers should actively encourage and guide students in developing self-regulated learning strategies. Educators can provide recorded lessons, guided notes, and structured review materials to support learners who have limited study time or challenging environments. Teachers should also train students on how to plan their learning, monitor their progress, and evaluate their outputs to strengthen autonomy and academic resilience. By integrating self-regulated learning practices into instruction, students become more capable of managing their own learning and improving their writing skills independently, even outside the classroom.

In conclusion, the participants' responses demonstrate that self-regulated learning strategies are an effective coping mechanism in Creative Writing. The findings show that learners improve their comprehension, retention, and writing skills by actively managing their own learning processes through review, repetition, and time management. Supported by related studies, these results confirm that self-regulated learning enhances independence and academic performance. Therefore, since Creative Writing is part of the Senior High School learning competencies, students need to learn it alongside developing strong self-regulated learning strategies to become more adaptable, resourceful, and successful writers despite academic and environmental challenges.

Insights that can be Drawn from the Students

Experience to Enhance Teaching and Learning of Creative Writing

The students' lived experiences in Creative Writing reveal that effective instruction should be understood as a developmental and progressive process rather than a one-time skill acquisition. Writing is not merely the production of correct sentences or finished texts; instead, it is a continuous process that integrates knowledge acquisition, creativity, emotional expression, and the gradual refinement of skills. This perspectives positions Creative Writing as both a cognitive and expressive activity, where learners gradually build competence through exposure, practice, feedback, and reflection. It also highlights that

students do not develop writing proficiency instantly; rather they move through stages of uncertainty, experimentation, correction, and improvement, all of which are essential in shaping their growth as writers.

A central and highlight significant insight is the strong need to strengthen foundational writing skills such as grammar, spelling, sentence construction, vocabulary use, and idea organization. Many learners experience difficulty in these areas, which directly affects their ability to communicate ideas clearly and effectively. When foundational skills are weak, students often struggle not because they lack ideas, but because they lack linguistic tools to express them coherently. This creates frustration must go beyond assigning creative outputs and must intentionally incorporate explicit instruction in language mechanics. Teaching grammar rules, sentence patterns, paragraph structure, and correct spelling should not be isolated lessons but integrated into writing activities.

Moreover, learners also need structured exposure to literary devices and writing forms such as poetry, scripts, autobiographies, narratives, and reflective essays. These forms require different techniques and level of creativity, and students' benefits from being guided step-by-step in understanding how each text type is constructed. To support this, teachers should employ scaffolded learning strategies that gradually build students' independence. Step-by-step writing tasks, guided practice, modeling of sample outputs, use of graphic organizers, and structured outlines are essential tools in helping learners organize their thoughts before writing. Continuous feedback further strengthens this process by allowing students recognize their error, understand corrections, and apply improvements in subsequent tasks. Over time, these strategies help learners' internalize writing conventions and develop confidence in their abilities.

Another significant insight is that creativity and self expression are central to students' engagement in Creative Writing. Learners consistently view writing not only as an academic requirement but also as personal and emotional outlet. Through writing, they are able to express feelings, narrate personal experiences, and explore imagination in ways that may not be possible in other subjects. This highlights the importance of designing instructions that values students' voices and lived experiences. When students feel that their ideas are respected and valued, they become more willing to participate and take creative risks in their writing. For this reason, teachers must establish a supportive, safe, and non-judgmental learning environment. Fear of criticism or failure can significantly hinder creativity, while encouragement and acceptance can enhance it. Instruction should therefore prioritize activities that promote self-expression, such as journaling, reflective writing, storytelling and creative prompts that allow students to draw from their personal lives. These activities not only enhance imagination but also strengthen emotional connection to writing tasks, making learning more meaningful and engaging. As students become more comfortable expressing themselves, their confidence in writing naturally improves, and their creativity become more developed and sustained.

The findings also reveal that students experience Creative Writing as both challenging and enjoyable, reflecting a complex learning experience shaped by struggle, persistence, and gradual improvement. On one hand, learners face difficulties in grammar, spelling, idea generation, and understanding literary concepts such as imagery, symbolism, and figures of speech. These challenges often lead to mental blocks, hesitation, and reduced confidence in writing. On the other hand, students also experience satisfaction and enjoyment when they are able to express ideas successfully or see improvement in their work.

This dual experience emphasizes the importance of adopting a growth mindset approach in Creative Writing instruction. Instead of viewing mistakes as failures, they should be treated as essential parts of the learning process. Teachers play a crucial role in shaping this mindset by providing constructive formative feedback, encouragement, and opportunities for revision. Revision-based writing tasks allow students to refine their work rather than simply submit a final product, reinforcing the idea that writing is a process of improvement. Peer review activities also contribute to learning by allowing students to see different writing styles, receive feedback from classmates, and develop critical thinking skills. Through

structured guidance in brainstorming, outlining, drafting, and revising, learners are better supported in overcoming challenges and achieving gradual progress.

Another important insight is the significant influence of students' socioeconomic conditions and overall well-being on their writing performance. Many learners face external challenges such as fatigue, hunger, livelihood responsibilities, lack of sleep, and limited access to learning materials. These factors directly affect concentration, motivation, and productivity in writing tasks. As a result, even students with potential and creativity may struggle to perform well due to circumstances beyond their control. This reality highlights the need for flexible and context-sensitive teaching approaches. Strict deadlines and rigid requirements may unintentionally disadvantage learners who are already facing difficulties. Instead, teachers should consider providing extended deadlines, flexible task formats, modular learning materials, and alternative assessment outputs that allow students to demonstrate learning in different ways. More importantly, instruction must be grounded in compassion and understanding, recognizing that students' physical and emotional well-being is closely tied to their academic performance. A humane classroom environment supports not only academic success but also student dignity and motivation.

In addition, contextualized learning emerges as a highly effective strategy in enhancing creativity and engagement. Students tend to generate richer and more meaningful ideas when writing tasks are connected to their life experiences. When learners are asked to write about familiar situations, personal challenges, community experiences, or relatable events, they are able to draw from authentic knowledge, making their writing more genuine and expressive. This also reduces the difficulty of idea generation because students are not forced to imagine unfamiliar contexts. Therefore, teachers should design writing tasks that are grounded in students' lived realities, culture, and environment to improve engagement and authenticity.

The students' coping mechanism further highlights the importance of academic support systems and blended learning approaches. Learners rely heavily on teacher guidance, peer collaboration, and digital resources to improve their writing skills. Teachers provide direct instruction, clarification, and feedback, while peers offer collaborative support through group writing activities and shared ideas. At the same time, students increasingly turn to digital platforms such as YouTube, TikTok, and Facebook for tutorials, examples and writing tips. This indicates that technology plays a significant role in modern learning, especially when used as a supplementary tool for skill development.

However, this also suggests the need for guided use of digital resources. Teachers must help students identify credible and educational content while discouraging overreliance on unreliable sources. When properly integrated, technology can enhance learning by making instruction more accessible, interactive, and engaging. Blended learning approaches that combine traditional classroom instruction with digital tools can therefore strengthen understanding and provide multiple pathways for learning.

Another important insight is the development of independent learning and self-regulated learning skills among students. Many learners demonstrate self-study habits, self-correction techniques, and adaptive strategies to manage their writing tasks despite challenges. This reflects an emerging sense of autonomy in their learning process. Students who engage in self-review and continuous practice tend to show gradual improvement in their writing skills. This suggests that Creative Writing instruction should actively promote learner independence. Activities such as self-assessment checklist, reflective writing tasks, and independent writing exercises can help students become more aware of their strengths and weaknesses. Encouraging self-paced learning also allows students to progress according to their own capacity, which is particularly important in diverse classrooms where learners have varying levels of proficiency and different circumstances.

Finally, the overall findings emphasize that effective Creative Writing instruction must strike a careful balance between structure and creativity. Structured instruction is necessary to build technical competence, ensure clarity, and guide students through complex writing processes. At the same time, creativity must be preserved and nurtured to allow students to express themselves freely and develop

confidence in their unique voices. A rigid focus on rules alone may suppress creativity, while unstructured freedom may lead to confusion and disorganization. Therefore, the most effective approach is a balanced, inclusive, flexible, and learners centered model of instruction. This approach integrates teachers' guidance, peer collaboration, contextualized learning, digital integration, and opportunities for independent learning. By combining these elements, Creative Writing instruction can develop not only students' technical writing skills but also their imagination, confidence, emotional expression, and long term appreciation for writing as both an academic and personal practice.

Summary

This study examines the writing proficiency of senior high school students, particularly in creative writing, which plays an important role in developing communication skills, critical thinking, creativity, and academic success. The study is significant because it provides students, teachers, educational institutions, and future researchers with valuable insights into learners' writing difficulties and possible interventions that can improve writing competence, confidence, and academic performance. The background of the study highlights that despite the emphasis on writing instruction in the Philippine education system and the implementation of literacy-focused policies, many learners, including those in Cawayan West District, continue to experience challenges in grammar, vocabulary, organization, coherence, and idea development in creative writing tasks.

The study utilized a qualitative phenomenological research design to explore the lived experiences of eight Senior High School students in Cawayan West District regarding their creative writing difficulties, perceptions, and coping mechanisms. Convenience sampling was used to select participants, while data were gathered through a researcher-made semi-structured interview guide and analyzed using thematic analysis to identify significant patterns and themes from the students' responses. The study also observed ethical considerations by ensuring voluntary participation, confidentiality, informed consent, and honest data collection, with the findings serving as a basis for recommendations and interventions to improve creative writing instruction and learning among students.

The study concludes that Senior High School students in Cawayan West District experience creative writing in highly varied and multidimensional ways.

1. What are the lived experiences of the Senior High School Students in Cawayan West District in relation to creative writing?
2. What difficulties do students encounter in expressing their ideas through creative writing?
3. What personal factors contribute to the challenges experienced by the students in creative writing?
4. How do the students cope with or respond to the difficulties they encounter in creative writing?
5. What insights can be drawn from the students' experiences to enhance the teaching and learning of creative writing among senior high school students in Cawayan West District?

Findings

The findings of the study revealed the lived experiences, challenges, and coping mechanisms of Senior High School students in Cawayan West District in relation to their creative writing proficiency.

Salient findings of the study are as follows:

1. The study about the lived experiences of the participants include the findings revealed that environmental and contextual barriers such as physical exhaustion, limited resources, distracting surroundings, and demanding responsibilities significantly affected students' ability to focus, organize ideas, and express themselves effectively in creative writing tasks. The study concluded that writing difficulties are not solely caused by lack of skill but are also influenced by students' real-life conditions, emphasizing the need for supportive, flexible, and context-sensitive instructional strategies.

2. The study about the difficulties encountered by the participants emphasized the findings revealed that students experienced significant difficulties in understanding and applying literary concepts such as metaphor, simile, imagery, and other figures of speech in their creative writing outputs. This limited understanding reduced their ability to enrich their written work, resulting in less expressive and less creatively developed compositions despite having ideas and willingness to write. The study concluded that students' challenges in creative writing are strongly influenced by their limited understanding of literary concepts, which restricts their ability to fully express ideas in a creative and meaningful way. Although learners show interest and imagination in writing, the lack of mastery in literary devices affects the depth, quality, and effectiveness of their outputs. Therefore, there is a need for explicit, guided, and practice-based instruction in literary concepts to help students become more confident, creative, and competent writers.
3. The study about the personal factors of the participants include the findings revealed that students' interest and motivation significantly influenced their engagement and participation in creative writing, as some learners naturally enjoyed writing while others gradually developed motivation through meaningful experiences, classroom activities, and supportive learning environments. The study concluded that fostering students' interest and motivation in writing is essential in improving their confidence, creativity, communication skills, and active participation in creative writing activities.
4. The study about the coping mechanisms of the participants emphasized The findings revealed that seeking academic support from teachers and peers is the primary coping mechanism of students in Creative Writing, as learners frequently depend on classroom interaction, peer discussion, and teacher consultation to clarify difficult concepts, particularly in grammar, writing techniques, and literary devices. This support system helps them better understand lessons and improve the quality of their written outputs. The study concluded that strengthening collaborative learning through consistent teacher guidance and peer support is essential in improving students' understanding, confidence, and writing performance in Creative Writing, as these interactions allow learners to effectively address difficulties and enhance their academic growth.
5. The study about the insights that can be drawn from the students experiences to enhance the teaching and learning of creative writing. Strengthening Foundational Writing Skills through Scaffolded Instruction. The findings revealed that students experience significant difficulties in foundational writing skills such as grammar, spelling, sentence construction, vocabulary use, and idea organization, which affect their ability to express ideas clearly in Creative Writing. These challenges indicate that learners require structured, step-by-step instruction, guided practice, continuous feedback, and scaffolded learning activities to progressively develop their writing competence and confidence. The study concluded that strengthening foundational writing skills through scaffolded, structured, and feedback-driven instruction is essential in improving students' writing clarity, competence, and confidence in Creative Writing, as it allows learners to gradually build proficiency and achieve meaningful writing development

Overall, the findings suggest that creative writing instruction should not only focus on corrections and structure but also on fostering creativity, confidence, and enjoyment in writing, thereby creating a more holistic and effective learning experience for students.

CONCLUSIONS

Based on the findings, it can be concluded that:

1. Senior High School students in Cawayan West District experience creative writing in diverse ways. Overall, their experiences reflect a combination of both challenges and opportunities for self-expression.

2. Students encounter various difficulties in expressing their ideas through creative writing. Such issues hinder their ability to produce coherent and creative written work.
3. Personal factors such as interest, motivation, confidence, and reading habits significantly contribute to the challenges students experience in creative writing. These personal influences play a crucial role in shaping students' writing performance and engagement.
4. Students adopt various coping strategies to address their difficulties in creative writing, including seeking assistance from teachers and peers. These strategies help them manage their challenges and gradually improve their writing skills, although the effectiveness varies among individuals.
5. The findings suggest that improving creative writing instruction requires more supportive, engaging, and student-centered approaches. These insights highlight the importance of creating a more responsive learning environment for writing development.

Recommendations

In view of the summary of findings and conclusions drawn from the study the following recommendations are presented to further improve the teaching and learning of creative writing among senior high school students in Cawayan West District:

1. The teachers may enhance teacher-led scaffolding in creative writing tasks by providing outlines, writing frameworks, and step-by-step guidance to help students organize and develop their ideas effectively. They should also adopt Project LAeAG (Learning through Authentic Adventure and Audience-Based Goal Setting) to provide authentic, audience-based, and goal-oriented writing experiences, and enhance students' performance by giving them flexible time to accomplish tasks and activities.
2. The students improved their writing skills through student-centered and engaging activities such as storytelling tasks, creative prompts, and experiential writing exercises that develop imagination and sustain interest.
3. The administrators may implement program such as writing workshops, literary activities, and writing competitions to further develop students' creativity and engagement in creative writing.
4. The teachers may enhance regular writing drills and guided writing activities to improve students' fluency, coherence, and confidence in writing while allowing sufficient and flexible time for task completion.
5. The students may improve their vocabulary and idea generation skills through extensive reading of various materials that expose them to diverse language use and creative concepts.
6. The administrators may implement program for continuous formative assessment and teacher training to strengthen instructional strategies and improve students' creative writing performance.

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