# Enhancing creative writing skills through short story composition

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**Abstract:** This study aims to systematically explore and analyze effective strategies for enhancing creative writing skills through short story-based approaches. Employing the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) methodology, the research reviewed literature from the Scopus and Semantic Scholar databases published between 2019 and 2024. Inclusion and exclusion criteria were applied to ensure the relevance and quality of the data, resulting in the selection of 13 studies from an initial pool of 59 articles. The findings reveal that a variety of instructional methods such as short story-based programs, creative-productive learning models, three-dimensional media, collaborative techniques, and film transformation demonstrably enhance students' creative writing competencies. These approaches not only foster creativity but also improve student motivation, engagement, and overall learning outcomes. The study concludes that integrating innovative and technological elements into writing instruction is vital for cultivating creative expression in educational settings. However, the limited scope of existing studies characterized by small sample sizes and a lack of longitudinal data highlights the need for further research employing more diverse samples and robust methodologies. Practically, educators are encouraged to adopt multifaceted, technology-supported strategies to effectively nurture students' creative writing skills.

**Keywords:** Creative writing, Short stories, Writing skills.

## 1. Introduction

Writing short stories is a form of creative skill that plays an essential role in education and literacy. Short stories are a medium for self-expression and a tool to hone critical thinking, imagination, and communication skills through writing [1]. In the context of learning, short story writing skills are one indicator of students' success in understanding story elements, building narratives, and conveying messages to readers [2]. However, developing creative short story writing skills requires a systematic and theory-based learning strategy.

Research by Han [3] and Huisman [4] shows that creative writing, including short stories, involves technical aspects such as grammar and spelling and requires a deep understanding of narrative structure, character development, and figurative language. According to research by Dobson and Gilbert [5] creative writing skills can be improved through an exploratory approach involving repeated practice and constructive feedback. This study emphasizes the importance of providing students with space to experiment and explore new ideas in writing.

Furthermore, Alfaruque, et al. [6] research shows that integrating technology in learning to write short stories can help students understand essential elements in writing, such as plot, theme, and style. Rocha and Casanova [7] emphasize that digital tools such as online writing platforms allow students to share their work, get criticism from peers, and revise stories based on the feedback received. This study strengthens the idea that technology-based learning approaches have great potential in improving creative writing skills.

Although many studies discuss creative writing approaches, the central gap is seen in the lack of studies that integrate creative writing skills with local cultural contexts. According to Tesaannisa, et al. [8] studies on short stories tend to focus on general techniques such as plot or characterization but rarely explore how local cultural values or traditions can be incorporated into short stories to increase relevance and engagement. According to O'Rourke [9] cultural context is essential in providing inspiration and improving the story's uniqueness.

Another gap from previous literature is the lack of attention to diversifying short story writing learning methods. Many studies still focus on traditional approaches, such as lecture-based learning or simple assignments [10]. However, this approach is less able to motivate students with different learning styles, such as visual or kinesthetic preferences. Research integrating various methods, such as project-based or collaborative learning, is still minimal and needs further development. In addition, the existing literature also shows a lack of exploration of the influence of new technologies, such as artificial intelligence (AI), in supporting creative writing learning. AI technologies such as story idea generators or stylistic analysis tools have great potential to help students improve the quality of their writing [11]. However, the adoption of these technologies is still minimal in the context of formal education, making it a relevant area for further research.

Another gap is the lack of research focusing on the impact of short story writing skills on developing other literacy skills, such as critical reading and reflective thinking. Studies that link short story writing skills to broader learning outcomes, such as the development of empathy or cross-cultural understanding, are also minimal [12]. The relationship between short story writing and holistic learning must be studied more deeply to provide new insights into curriculum design.

This study will conduct a systematic literature review on creative writing skills, particularly in short story writing. This review will identify and analyze relevant research to comprehensively understand the best approaches to developing creative writing skills. By understanding the theories and practices that have been applied, this study is expected to contribute to developing more effective learning strategies in creative writing.

## 2. Method

A systematic literature review on creative short story writing skills using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method aims to provide a comprehensive overview of the development, concepts, and techniques in developing short story writing skills through a creative approach. Applied to ensure that the selection and analysis of literature are carried out systematically, transparently, and structured. In this study, the primary sources are taken from the Scopus database, widely known as a database with a collection of high-quality scientific journals. As additional data, this study also uses articles that can be accessed through Semantic Scholar to enrich the perspective and expand the scope of the literature considered.

Identification is made by finding relevant literature using keywords such as "skills," "writing," "creative," and "short story" in both databases. Furthermore, the screening process has strict steps according to the PRISMA method. Selected articles must meet explicit inclusion and exclusion criteria to ensure the quality and relevance of the research.

The inclusion criteria used include:
- Articles published in the last five years (2019-2024) to ensure that the study is relevant to current trends and developments in the world of creative short story writing.
- Articles that discuss creative short story writing skills, techniques, story development strategies, or related theories.
- Articles should be written in English to ensure the literature can be widely understood.
- The exclusion criteria applied are:
- Articles that focus on genres other than short stories or discuss writing in non-creative contexts, such as scientific or technical writing.

- Articles that are not available in full-text or fully accessible for further analysis.
- Articles published more than five years ago unless they contribute significantly to the topic not found in the recent literature.

After selecting articles that meet the inclusion criteria, the next step is to analyze the chosen literature to identify key themes in creative short story writing skills. These themes include character development techniques, plot structure, setting determination, effective use of language, and other innovative strategies that support creating engaging and meaningful short stories. In addition, this study also identifies various teaching or training methods used to improve creative short story writing skills.
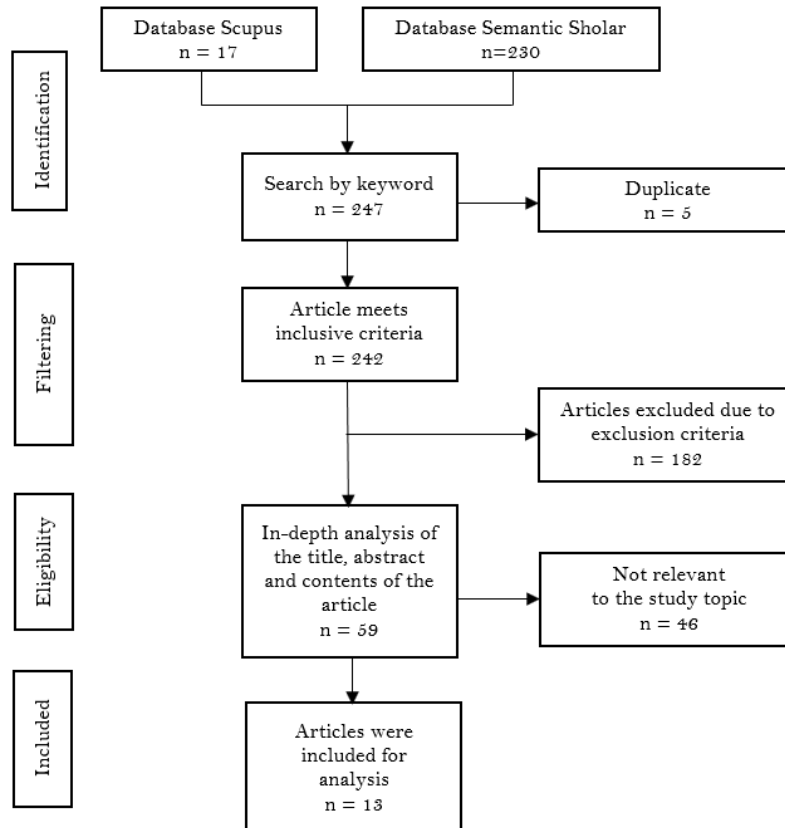


**Figure 1.**
Prism stages.

## 3. Results

Identified from two databases used, namely Scopus, which produced 17 articles, and Semantic Scholar, which produced 230 articles. These two databases are the primary sources to search for articles relevant to the research topic. After that, at the filtering stage, a search was carried out with specific keywords, which resulted in 247 articles. This process aims to obtain more specific and relevant articles according to the research topic. After the search, the next step is to remove duplicate articles. Of the 247 articles, five duplicate articles were found and removed, resulting in 242 that can be further analyzed.

At the eligibility stage, the remaining 242 articles were checked to see if they met the inclusion criteria. Articles that did not meet the requirements were removed from the list. At this stage, a more in-depth analysis was carried out on the article's title, abstract, and content to ensure that the article was relevant to the topic being studied. Of the 242 articles, only 59 met the inclusion criteria and were

eligible for further consideration. Articles that met all criteria were included in the final analysis. Of the 59 articles that had passed the selection, only 13 were finally selected for further analysis. These articles were considered relevant and met all the requirements to be included in the study.

Various research methods related to creative writing skills: short stories have been used in multiple countries, including quantitative, qualitative, and mixed studies. Research conducted by El-Mahdy, et al. [13] in Arab countries, for example, used quantitative methods with questionnaires to evaluate the effectiveness of a short story-based program in improving students' creative writing skills. Huda and Doyin [14] used a pretest-posttest design with an experimental group to test the effectiveness of the creative-productive model in learning to write short stories. This study analyzed verbal creativity as a moderating variable and found that this model was very effective in improving student's writing skills, especially for those with high levels of verbal creativity.

Descriptive qualitative methods were used by Septiaji, et al. [15] in Indonesia to analyze the process of transforming short films into short stories. This process encourages students to develop their creative thinking and writing skills, with results showing the importance of short films as an innovative learning medium. Meanwhile, Soviana and Sarjani [16] used Classroom Action Research (CAR) to explore the use of three-dimensional media in improving junior high school students' short story writing skills. This study successfully showed a significant increase in students' writing skills after two intervention cycles. Research in Turkey by Dimililer, et al. [17] used a mixed-method approach, combining quantitative and qualitative, to evaluate creative collaborative writing techniques. The results of this study showed that collaborative short story writing had a positive effect on the writing skills of prospective teachers, increasing their awareness of the writing process and the difficulties faced.

Overall, these studies show that various methods, from quantitative to qualitative, are used to explore and develop creative writing skills through various techniques and media. Each approach provides valuable insights into how these techniques can be applied to improve students' writing skills across educational settings.

## 4. Discussion

### 4.1. Key Findings

Research by El-Mahdy, et al. [13] showed that a short story-based program significantly improved students' creative writing skills, especially fluency, flexibility, originality, and elaboration. This study recommends that EFL curricula integrate creative writing skills, providing training to teachers to utilize imaginative writing activities effectively. Huda and Doyin [14] found that a creative-productive model involving verbal creativity improved students' short story writing skills, with significant differences based on students' verbal creativity levels. This model effectively increases students' motivation and engagement in the writing process.

Soviana and Sarjani [16] showed that the use of three-dimensional media in learning to write short stories significantly improved students' writing skills. Through two cycles of action, students achieved an increase in skills from 30% to 95% in the second cycle. This approach also fosters creativity and imagination among students. Helmy [18] found that the literature circle program improved the creative writing skills of prospective EFL teachers in various aspects, such as plot development, characterization, dialogue, and language use. The program also increased students' motivation to write, indicating the importance of teaching methods that promote collaborative learning. Several studies, such as by Septiaji, et al. [15] and Pahamzah and Hanafi [19] show that transforming short films into written stories can improve writing skills. This process involves students in observation, outline writing, and story development, encouraging creativity and critical thinking.

**Table 1.**
Included Research.

| No. | Name (year) | Title | Country | Method | Results | Implications | Limitations |
|---|---|---|---|---|---|---|---|
| 1. | El-Mahdy, et al. [13] | Developing Creative Writing Skills through a Short Story-Based Program | Arab | The quantitative method was a questionnaire of 60 girls in secondary school English class. A pre-post creative writing test was given to evaluate the effectiveness of a short story-based program. | The use of a short story-based program significantly improved the creative writing skills of first-year secondary school students, particularly in areas such as fluency, flexibility, originality, and elaboration. | This study shows that incorporating short story-based programs into the EFL curriculum can significantly improve creative writing skills. This suggests the need for educational institutions to adopt such programs to enhance students' writing skills. | This limited demographic scope may not provide a comprehensive representation of the broader student population, potentially affecting the generalizability of the findings. This study focused on the immediate outcomes of a short story-based program without providing long-term data on the sustainability of improvements in creative writing skills. This study specifically targeted EFL (English Language) students, meaning the findings may not directly apply to native English speakers or students learning other languages. The challenges and improvements observed may differ significantly in different contexts. |
| 2. | Huda and Doyin [14] | Short Story Text Writing Learning by Creative-Productive Model based on Verbal Creativity of Eleventh Graders of VHS. | Indonesia | This study used a pretest-posttest design with an experimental group. The sample comprised eleventh-grade students from Multimedia 1 Pati 2 Public VHS class. The independent variable in this study was the creative-productive model, while the dependent variable was short story writing skills. This study used short story writing test instruments, verbal creativity tests, behavioral observations, photographs, and interviews. The final data analysis involved t-tests, normality, and homogeneity tests. | The creative-productive model was found to be effective in teaching short story writing. This effectiveness was measured by applying model elements during learning and student learning achievement. It was found that verbal creativity significantly influenced learning outcomes, with students with high verbal creativity benefiting the most from the model. | Educators should consider incorporating this model into their teaching strategies to foster creativity and improve writing skills among students. The findings suggest that curriculum developers should integrate the creative-productive model into learning. There is a need for teacher training programs to include modules on creative-productive teaching methods. This study paves the way for further research on using different learning models and media to improve student achievement. | This study primarily focused on verbal creativity as a determinant of the effectiveness of the creative-productive model. This narrow focus may have overlooked other factors influencing writing skills, such as emotional intelligence, motivation, or prior writing experience. The study was conducted with eleventh-grade VHS students, which may limit the generalizability of the findings to other age groups or educational settings. The results may not apply to students from different academic backgrounds or cultural contexts. The study used verbal creativity as the primary measure but did not elaborate on how creativity was assessed or whether other forms of creativity (e.g., visual or kinesthetic) were considered. This may limit understanding of how different creative strengths contribute to writing skills. While the study mentions the use of a quasi-experimental design, it does not provide detailed information |

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| | | | | | | | about the control group or how it was administered, which is critical to validating the effectiveness of an intervention. |
| 3. | Munir and Hendaryan [20] | The Effectiveness of the Short Story Writing Program in Developing Students' Creative Writing Skills | Indonesia | The type of research is quasi-experimental, using creative writing skills tests and assessing various aspects of word choice and creativity. | The study found that short story writing programs significantly improved students' creative writing skills, as evidenced by improvements in various aspects of writing, including word choice (shapes, synonyms, collocation) and creativity (fluency, flexibility, originality, and elaboration). | Educational institutions can benefit from incorporating similar programs into their curriculum to cultivate students' literary abilities. | The study involved 250 high school students, 125 in the experimental group and 125 in the control group. While this is a sizable number, these findings may not be generalizable for all high school students, especially those from different educational systems or cultural backgrounds. The study concentrates on specific aspects of creative writing, such as word choice and creativity (fluency, flexibility, originality, and elaboration). Other essential elements of creative writing, such as narrative structure or character development, are not explicitly discussed, which may limit the completeness of the findings. |
| 4. | Septiaji, et al. [15] | The Transformation of Short Movie into Short Story | Indonesia | This study uses a descriptive qualitative method through a transformation process consisting of several stages: (1) students choose a suitable film, (2) they observe the story presented in the film, (3) they make an outline based on the story in the form of sentences, and (4) they develop this outline into a complete short story. | This study shows that short films can be an effective creative learning medium, fostering students' creative thinking and improving their writing skills in producing literary texts. The research outlines a straightforward procedure for turning a short film into a written short story, which includes selecting a film, observing the story, writing an outline, and developing that outline into a complete narrative. | This study highlights the effectiveness of using short films as a creative learning medium, which can improve students' writing skills in literary texts by turning visual narratives into written stories. This process encourages students to engage with the material creatively and critically. The outlined procedure for turning short films into short stories provides a structured approach for educators to apply in the classroom, fostering students' creative thinking and writing skills through specific stages of selection, observation, outlining, and development | The study did not account for these individual differences, which could affect the consistency and generalization of results. Using descriptive qualitative methods means the findings are based on observations and descriptions rather than quantitative data. This may limit the ability to generalize outcomes to a broader population or to measure the effectiveness of transformation processes in a statistically significant way. Then, the study did not include comparative analysis with other creative learning media or transformation methods. This can limit understanding of how effective or innovative this method is compared to other educational tools or techniques. |

| No. | Name (year) | Title | Country | Method | Results | Implications | Limitations |
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| | | | | | | | of stories. |
| 5. | Soviana and Sarjani [16] | Using 3D Media to Improve Short Stories Writing Skills on Junior High School Students | Indonesia | This research uses the Classroom Action Research method, which involves collaboration between teachers, researchers, students, and other school staff. The study used an action research model designed by Kemmis & Taggart. This model involves a cyclical process with stages of planning, implementation, observation, and reflection. | The study concluded that using three-dimensional media in Indonesian language learning significantly improved students' ability to write short stories. The study concluded that the application of three-dimensional media in the classroom environment was practical in enhancing students' writing skills, thus achieving the educational goals set for the research. | The success of this method in improving writing skills implies that a similar approach can be applied to other areas of learning. As highlighted in the introduction, visualization tools are essential at different levels of education and subjects. This research provides a framework for future studies to explore the use of three-dimensional media in various educational contexts. It sets a precedent for using Classroom Action Research to improve teaching methods and student outcomes iteratively. | This study mentions the use of Classroom Action Research and the action research model by Kemmis & Taggart. Still, it does not explain how this methodology is applied explicitly in the context of using three-dimensional media to improve writing skills. This lack of detail can limit the reproducibility of research by other researchers or educators. The study was conducted with students from one class (Class IX of SMLB A Tan Miyat, Bekasi, West Java). This narrow participant base may limit the generalization of findings to other student populations or educational settings. The results may not apply to students from different backgrounds or academic settings. There was no mention of a control group in the study, which makes it difficult to attribute the improvement solely to the use of three-dimensional media. Factors such as teacher engagement or student motivation may contribute to the observed improvement. |
| 6. | Dimililer, et al. [17] | The Effects of the Creative, collaborative short story writing technique on developing teacher candidates' writing skills | Turkey | This study uses a mixed-method research design, integrating quantitative and qualitative research approaches. This includes using pre and post-tests to analyze students' creative, collaborative writing outcomes, which are evaluated using Wilcoxon tests and thematic content analysis for qualitative data collected from interviews regarding students' writing backgrounds. | The study found that creative, collaborative short story writing techniques positively affected the success of writing teacher candidates. Qualitative findings showed that students became more aware of the writing process and felt the difficulty of writing more clearly after participating in collaborative writing activities. This led to a | The study shows that incorporating group-based writing activities can improve the writing skills of teacher candidates and increase their engagement and enjoyment in the writing process. This implies that teacher education programs should integrate collaborative writing techniques into their curriculum to encourage better writing outcomes among students. Educators should focus on | The study mainly focused on a small sample size of only eight undergraduate students from the Department of English Instruction. This may limit the generalization of findings to a broader population of teacher candidates or students in different educational contexts. The research design uses a mixed-methods approach. However, relying on qualitative data from interviews and thematic content analysis can introduce subjectivity, potentially influencing the objectivity of outcomes and interpretations regarding students' perceptions and experiences with collaborative short story writing. |

| No. | Name (year) | Title | Country | Method | Results | Implications | Limitations |
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| | | | | | more planned and fluent approach to writing. | creating a collaborative environment that encourages peer interaction and feedback, which can lead to more planned and fluid writing practices among teacher candidates. | |
| 7. | Kadel [21] | Developing Writing Skills through Reading Culture at the Secondary level | Nepal | Select 5 English teachers from community schools in the district using a narrative inquiry research design. A qualitative research approach is used to analyze and interpret data collected from respondents. | Reading significantly improves vocabulary and writing skills among intermediate learners, primarily through reading short stories during their free time. This improvement includes the correct use of subordinate clauses and proper mechanics and graphology in writing. In addition, engaging with culturally relevant traditional stories helps develop critical and creative thinking skills and broadens the learner's knowledge base, thus enriching their overall writing abilities. | The importance of fostering a reading culture among secondary learners suggests that engaging with literature, especially short stories, can significantly improve students' vocabulary and writing skills. Educators should incorporate more reading activities into the curriculum to support writing development. By emphasizing the role of culturally relevant traditional stories, the findings suggest that integrating local narratives into reading programs can broaden students' knowledge and improve their critical and creative thinking skills. This indicates the need for curriculum designers to include culturally relevant material that resonates with the student's background and experience. | The study involved only five English teachers from community schools in the Kathmandu district. This small, specific sample size may not represent the broader population, limiting the generalization of the findings. While narrative inquiry provides deep insights, it can also introduce subjectivity. Reliance on personal narratives and teachers' experiences can lead to biased interpretations, as individual perspectives and contexts influence these narratives. The study emphasizes culturally related traditional stories, which may not be applicable or practical in different cultural settings. This focus may limit the application of findings to diverse educational environments outside Kathmandu districts or similar cultural contexts. The study did not mention the duration of data collection or whether it considered the long-term effects of reading culture on writing skills. Longitudinal studies can provide a more comprehensive insight into how reading habits affect writing over time. |
| 8. | Dwirsyah [22] | Improvement of Short Story Writing with Synectic Models and Creative | Indonesia | A classroom action research design is used, which is arranged into two research cycles. Each cycle includes stages of planning, action, | The developed synectic learning model significantly improves the quality of students' short story writing | The study highlights the potential of synectic learning models to change students' attitudes towards writing, shifting their | This research is limited to students of the S1 Study Program in Indonesian Language and Literature Education. This narrow focus means that the findings may not be generalizable to |

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| | | Models-Productive Materials of Literature Creativity Department of Indonesian Language and Literature Education 8 Th Semester FKIP UMSU | | observation, reflection, and evaluation to assess the effectiveness of the synectic model in improving short story writing skills. | skills. Applying the synectic model improves writing skills in various indicators such as content, organization, vocabulary, language, and mechanics and positively changes students' learning behavior from negative to positive. | learning behaviors from negative to positive, which can lead to increased engagement and motivation in creative writing tasks. | students from other programs or educational backgrounds. While this allows for some iterative improvement and reflection, more cycles may have provided a deeper understanding of synthetic models' long-term and sustainable effects on student learning outcomes. The study focuses on specific indicators such as content, organization, vocabulary, language, and mechanics. While this is an essential aspect of writing, other factors such as creativity, originality, and emotional impact are not explicitly mentioned, which can also be important in evaluating short story writing skills. |
| 9. | Helmy [18] | Hoda Salah Eldin Hussien Helmy Using Literature Circles to Develop EFL Prospective Teachers' Creative Writing Skills and Motivation for Writing | Egypt | Adopting a single-group research design, using two measurement tools: a pre-post creative writing test and a writing motivation scale to assess the effectiveness of the literary circle program on participants' writing skills and motivation. The creative writing program is designed based on the principles of literary circles and creative writing teaching techniques, in which 35 fourth-year student-teachers engage in group readings of personal essays and short stories, followed by analysis and reflective assignments, culminating in writing their essays and short stories. | The literary circle program effectively develops EFL students' creative writing skills, particularly in plot, characterization, dialogue, setting, language style, narrative, organization, voice, and language use. The program also significantly increased the writing motivation of prospective EFL teachers, demonstrating a positive impact on their overall engagement and enthusiasm for writing. | This study shows that implementing a literary circle program can significantly improve the creative writing skills of EFL students, especially in areas such as plot development, characterization, dialogue, setting, language style, narrative, organization, voice, and language use. This suggests that teacher training programs can benefit from incorporating literary circles as a pedagogical strategy for fostering this critical writing skill. The findings show that participation in literary circles improves writing skills and increases motivation to write among aspiring EFL teachers. This highlights the importance of engaging | The study was conducted with a relatively small sample size of 35 fourth-year teachers at Women's College, Ain Shams University. This limited sample size may affect the generalization of findings to other populations or educational contexts. A more extensive and diverse sample will be required to confirm results across different settings and groups. The study used a single-group study design, which did not have a control group for comparison. This design makes it difficult to attribute the improvement of creative writing skills and motivation solely to literary circle programs, as other external factors can affect the results. A more robust experimental design with a control group can provide more substantial evidence of the program's effectiveness. The study targets explicitly EFL (English as a Foreign Language) teachers, which may limit the applicability of the findings to native English speakers or teachers of other subjects. EFL learners' unique challenges |

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| | | | | | | teaching methods that promote collaborative and reflective learning, which can lead to increased enthusiasm and commitment to writing in future educators. | and needs may not represent different groups. |
| 10. | Fauzi and Pratama [23] | Elementary Teacher Education Students' Short Story Writing Skills through Creative Writing Learning for Short Movie Making | Indonesia | This study uses descriptive qualitative analysis. Data was collected for six months using three designed instruments: observation, test, and questionnaire. Documentation is also used as a reinforcing tool to confirm the results of research activities. | The study found that elementary school teacher education students improved their short story writing skills through short filmmaking activities, significantly improving average percentages across various indicators such as character presentation. | These findings highlight the importance of students' active participation in the learning process, as students write short stories and play characters in short films. This hands-on engagement fosters a deeper understanding of narrative elements and encourages creativity, leading to a more engaging and practical learning experience in creative writing. | Many elementary teacher education students struggle to determine theme titles, create logical storylines, use appropriate diction, and include climactic components in their short stories. This indicates that they still have difficulty compiling short stories as literary works in the context of creative writing. The students' writing contains errors in grammar, punctuation, capital letters, and affixes, which indicates that they have considerable obstacles in the development of the story. In addition, developing stories for children was considered rigid for some students, highlighting the challenges of adapting their writing to fit the target audience. |
| 11. | Mahpudoh and Romdhoningsih [24] | Analysis of Contextual Learning Application in the Developing of Short Storytelling Writing Ability | Indonesia | Data were collected through careful observation, in-depth interviews, and careful analysis to understand the application of contextual approaches in short story learning. Qualitative descriptions are used to assess data collected from three different approaches, allowing for a comprehensive evaluation of the effectiveness of contextual learning methods. | Teachers who effectively understand and apply the stages of a contextual approach in short story learning are more likely to have students who achieve the KKM (Minimum Competency Criteria) they set for themselves. Students who successfully achieve KKM tend to have a more positive learning experience in writing short stories, demonstrating that the contextual approach | Emphasizing that students who successfully achieve KKM tend to have a more positive learning experience suggesting that effective teaching strategies and contextual learning can increase student engagement and creativity in writing short stories. | This study was limited to one Indonesian instructor at the ninth-grade level at SMP PGRI Cirus in Serang Regency, Banten. This narrow focus may not provide a comprehensive understanding of the effectiveness of contextual learning approaches across various instructors or educational settings. The absence of quantitative data or statistical analysis can limit the ability to measure the effectiveness of contextual approaches objectively. Quantitative data can support qualitative findings and help draw firmer conclusions. The study recognizes that teaching variables, student characteristics, facilities, infrastructure, and environmental elements impact the effectiveness of |

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| | | | | | improves writing skills and increases student engagement and satisfaction in the learning process. | | contextual approaches. However, it may not be fully explored how these factors interact or the extent of their influence, which can be a limitation in understanding the overall effectiveness of the approach. |
| 12. | Taqwiem and Luthfiyanti [25] | The Development of Short Story Creative Writing Teaching Materials in Wetland Environment | Indonesia | The research uses research and development (RD) design. This approach involves a systematic process of developing and validating teaching materials for writing short stories, ensuring they meet the needs of students in the Creative Writing Course. The research procedure includes several main stages: conducting a needs analysis to assess students' initial knowledge and experience in writing short stories, developing teaching materials based on these analyses, designing and conducting formative evaluations to collect feedback, revising the material accordingly, and finally conducting summative evaluations or product trials to test the effectiveness of the developed materials. | The development stage of teaching materials for writing creative short stories includes comprehensive needs analysis, product design, product development, evaluation, and the creation of a final product that meets the specific needs of students in the Creative Writing Course. Teaching materials that have completed a trial phase with students, which show a significant improvement in their knowledge and skills related to writing short stories, demonstrate the effectiveness of the material developed. | This approach facilitates a better understanding of wetland concepts in short stories, thereby enhancing students' creative writing skills through relatable and localized content. This study emphasizes the importance of conducting a needs analysis to identify students' initial knowledge and experience writing short stories. This analysis informs the development of tailored teaching materials that address specific gaps in student learning, ultimately leading to improved writing competence and deeper engagement with the creative writing process. | This research is limited to students enrolled in creative writing courses at the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. This particular focus may limit the generalization of findings to other student populations or educational contexts. The teaching materials developed are specifically designed to incorporate insights into wetland environments. While this provides a unique cultural and ecological perspective, it may not be applicable or relevant for students in areas without a similar environmental context, potentially limiting the broader application of the material. The study uses a research and development (R&D) model adapted from Dick and Carey, which is effective for creating specific educational products. However, this model may not fully capture the dynamic and evolving nature of creative writing skills, which can be affected by various factors beyond the scope of the developed material. |
| 13. | Pahamzah and Hanafi [19] | Short film transformation techniques in writing short stories | Indonesia | This study uses the quantitative research method of experimental design. Data collection was carried out through a two-stage process involving a pretest and post-test, allowing for a comparison | This study found a significant influence of film transformation techniques on students' short story writing skills in creative writing classes. The hypothesis test results showed that | Film transformation techniques significantly improve students' short story writing skills. This suggests incorporating innovative media such as short films into writing education can lead to better | The study was conducted with a relatively small sample size of 30 students, which may not represent the wider EFL student population. These specific demographics may limit the generalization of findings to other groups or educational settings. This study uses a quantitative research |

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| | | | | of students' writing skills before and after applying film transformation techniques. | the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted, confirming that film transformation techniques positively affected students' writing skills. | learning outcomes. | method with an experimental design. While this approach can provide insight into the cause-and-effect relationship, it may not capture the full complexity of the learning process or the qualitative aspects of how film transformation techniques affect writing skills. Reliance on pretest and post-test scores as a primary measure of effectiveness can overlook other important factors such as student engagement or creativity. Research data collection methods, which involve pretest and post-test, may be subject to biases such as test anxiety or variations in student performance due to external factors. This bias can affect the reliability of the results and the conclusions drawn from them. |

## 4.2. Implications of Strategies

Research conducted by El-Mahdy, et al. [13] provides essential strategic implications for developing educational curricula, particularly in English as a foreign language (EFL) learning. Short story-based programs that have been shown to improve students' creative writing skills, such as fluency, flexibility, and originality, should be systematically integrated into the curriculum. Curriculum designers must incorporate creative writing activities in language classes to enhance students' literary skills. In addition, teacher training in implementing short story-based programs should also be prioritized to ensure that educators can harness the full potential of this approach.

Huda and Doyin [14] highlighted the importance of the creative-productive model in learning to write short stories, which showed that students' verbal creativity significantly influenced their writing skills. The strategic implication of this finding is that developing a curriculum that combines creative and productive elements can improve writing skills, especially for students with high levels of verbal creativity. Therefore, educational institutions need to focus on developing teaching materials that support students' verbal creativity and provide space for creative expression through writing activities. This strategy will enrich students' writing skills and increase their motivation and interest in writing activities.

Research conducted by Soviana and Sarjani [16] on using three-dimensional media in learning to write short stories provides strategic implications regarding using technology as a learning tool. Using three-dimensional media has proven effective in improving short story writing skills, where students are more motivated and involved in the writing process. Implementing technology, such as visual and interactive devices in creative writing classes, can make learning more engaging and effective. Therefore, educational institutions need to integrate interactive media in writing learning to support the improvement of students' writing skills.

Findings from Helmy [18] on the importance of literary circle programs in developing creative writing skills confirm that collaborative learning improves students' writing skills. Collaboration-based learning enhances writing skills and builds students' social and reflective skills, which can support the development of better writing skills. Therefore, educational institutions should adopt learning models that facilitate interaction between students, such as group discussions, peer feedback, and other collaboration-based activities, to support the development of their creative writing skills.

Another strategic implication can be found in the research of Pahamzah and Hanafi [19] which shows that transforming films into short stories can improve students' creative writing skills. Visual media, such as films, as a source of inspiration and learning tools, can enrich students' writing experiences and facilitate deeper narrative understanding. Thus, educators must explore various innovative media and techniques, such as adapting films to short stories, to stimulate creativity and improve students' writing skills.

The broader strategic implication is the need for a more dynamic and creative approach to teaching short story writing. Combining various learning models that involve creativity, collaboration, and technology, as well as providing practical teacher training, will help students develop their creative writing skills optimally. In addition, media-based and interactive approaches can add to the appeal and effectiveness of learning, creating a more immersive and enjoyable learning experience for students.

## 4.3. Limitations

Studies such as those conducted by El-Mahdy, et al. [13] and Helmy [18] used limited sample sizes, with only a few dozen students involved. This limits the ability to generalize the findings to a broader population. Small sample sizes risk producing unrepresentative findings, reducing the study results' external validity. For example, studies by El-Mahdy, et al. [13] and Huda and Doyin [14] did not include long-term data on the ongoing impact of the interventions implemented. While creative writing skills improved in the short term, there is no information on whether these improvements persisted in the long term.

Some studies, such as those conducted by Pahamzah and Hanafi [19] and Helmy [18] did not use a control group in their research design. Without a control group, it is difficult to ensure that the observed changes in creative writing skills are due to the intervention implemented rather than other external factors. Huda and Doyin [14] study focused on specific aspects of creative writing, such as word choice or verbal creativity, while other essential elements, such as narrative structure or character development, received less attention. This limits our understanding of how the various aspects of creative writing interact and contribute to overall writing skills.

Dimililer, et al. [17] relied on qualitative data from interviews and observations, which could potentially introduce subjective bias in assessing the results. This could affect the reliability of the findings, as interviews and observations could be influenced by the perceptions of the individuals involved in the study. Furthermore, many of these studies were conducted in specific contexts, such as in one school or group of students with a particular background [13, 14]. These limitations may affect the relevance of the findings to different educational contexts.

## 5. Conclusion

The conclusion of the systematic literature review on "Creative Writing Skills: Short Stories" suggests that various approaches, such as short story-based programs, creative-productive models, use of three-dimensional media, collaborative learning, and film transformation techniques, can significantly improve creative writing skills. These findings underscore the importance of integrating creative and technological elements in learning to enhance students' motivation, engagement, and learning outcomes. However, limitations such as small sample sizes, lack of longitudinal data, and limited focus on specific aspects of creative writing indicate the need for further research with more substantial designs and more diverse samples to gain more comprehensive insights.

## 6. Recommendations

The limitations of previous research provide recommendations for future research. Future research should involve more extensive and diverse samples and be conducted in different schools and countries to strengthen the generalizability of the findings. Using experimental designs with control groups and longitudinal data would provide more substantial evidence of the effectiveness of the learning approach. Future research should broaden its focus to cover different aspects of creative writing and use a more comprehensive approach to assessing students' writing skills. To reduce bias, more objective assessment methods and data triangulation should be used to increase the reliability of the findings.

## Transparency:
The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

## Copyright:

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