

Students' Perception of the SCAMPER Technique on Creative Writing Skill: A Case Study of an ESP Class

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Abstract

Creativity plays a crucial role in innovation, problem-solving, and both individual and societal advancement, enabling individuals to generate novel ideas, develop effective solutions, and approach challenges with adaptability. The SCAMPER technique is used to foster creative and innovative thinking, providing a structured method for idea generation and refinement. SCAMPER encompasses seven creative strategies: Substitute, Combine, Adapt, Modify, Put to Another Use, Eliminate, and Reverse. This study examines students' perceptions of SCAMPER in developing creative writing skills within English for Specific Purposes (ESP) classes. A qualitative case study method was employed, involving second-semester students from the Informatics Engineering Study Program enrolled in Intermediate English courses. Data collection methods included semi-structured interviews and questionnaires, providing insights into students' experiences with SCAMPER in writing procedural texts. The findings reveal that the SCAMPER technique enhances creativity, cognitive flexibility, and innovation in writing, enabling students to produce varied and explorative texts. Furthermore, the approach supports critical thinking and deeper idea exploration. Although some students struggled with adapting to the creative thinking process, the overall response to SCAMPER was positive, highlighting its potential as an effective tool in ESP learning environments.

Keywords:

*English for
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1. Introduction

Creativity is a fundamental driver of innovation, problem-solving, and both individual and societal advancement. It enables individuals to generate novel ideas, develop more effective solutions, and approach challenges with greater adaptability. Furthermore, creativity plays a crucial role in improving overall quality of life through various disciplines, including art, design, and technology, as well as by encouraging open-minded and flexible thinking (Chaudhary, 2003). In professional settings, creativity enhances productivity and competitiveness by fostering innovative approaches to tasks and problem resolution (Aldous, 2007). Within educational contexts, it facilitates deeper comprehension and engagement, contributing to a more stimulating and effective learning experience (Zhou, 2017). Without creativity, progress in any domain would be significantly hindered, as transformation and innovation are inherently dependent on the ability to think beyond conventional limitations (Aldous, 2007).

Creativity in education plays a crucial role in enhancing students' comprehension, motivation, and critical thinking abilities. It enables learners to explore novel approaches to processing information, establishing connections between diverse concepts, and generating original ideas applicable to various contexts. Research suggests that digital storytelling can significantly improve motivation and critical thinking skills among students (Tamimi, 2024). In a learning environment that fosters creativity, students move beyond rote memorization and develop a deeper understanding of concepts, while also cultivating the cognitive flexibility required for both personal and professional success. Studies indicate that fostering creativity and critical thinking in schools is essential for preparing students for complex, globalized economies. Consequently, an educational framework that prioritizes creativity contributes to the development of individuals who are more innovative and adaptable in response to evolving societal and professional demands (Vincent-Lancrin et al., 2019).

Extensive research has been conducted on the role of creativity in learning. Studies indicate that foreign language acquisition enhances creative thinking abilities while also fostering greater student motivation and comprehension (Li & Wei, 2024; Ghonsooly & Showqi, 2012; Cimermanová, 2013). Furthermore, creativity in writing plays a crucial role in enabling students to articulate their identity and deepen their understanding of English as a foreign language (Khoshshima & Izadi, 2015; Malinda, 2015). Performance-based assessment has been shown to effectively enhance students' writing proficiency and encourage more innovative language use (Suastra & Menggo, 2020). In the context of English for Specific Purposes (ESP) instruction, various pedagogical strategies, including interactive games and activities, the application of multiple intelligence theory, and the integration of web-based tools, have been employed to cultivate students' creative thinking skills (Bozic Lenard, 2020; Molaie et al., 2016; Simkova et al., 2021). Meanwhile, this study investigates students' perceptions of the SCAMPER technique in developing creative writing skills within the context of an English for Specific Purposes (ESP) class.

This study aims to analyse the perceptions of 2nd semester students of Informatics Engineering Study Program, Information Technology Department of Politeknik Negeri Jember towards the application of SCAMPER technique in developing creative writing skills in Intermediate English course. In line with this, at the tertiary level, English is

designated as a compulsory subject by many higher education institutions, such as universities and polytechnics, thereby requiring students from a wide range of study programs including those outside the field of English, to undertake English language studies (Febrian Pramudita, 2023).

There are two types of English general compulsory courses at Politeknik Negeri Jember, namely Basic English and Intermediate English. Basic English is a course that provides basic knowledge in English. This course is given to first semester students while Intermediate English is given to second semester students and focuses on developing students' spoken and written communication ability in English in accordance with CEFR (Common European Framework of Reference for Languages) standard level/B2. The Common European Framework of Reference for Languages (CEFR) was initially developed to address the linguistic and educational needs within the European context. Nevertheless, due to Europe's rich diversity in terms of ethnicity, culture, languages, educational systems, and social backgrounds, CEFR serves as a versatile and robust reference model that can be consulted, compared, adopted, and tailored to suit various educational contexts beyond Europe (Novawan et al., 2023).

In Intermediate English course, the Informatics Engineering students learn how to describe product functions and features, identify and use simple past, and present perfect, conduct a job/scholarship interview, summary and make essays especially those related to their field of specialization. This study focuses on Intermediate English as the research subject for second semester students in the Informatics Engineering Study Program, Information Technology Department.

2. Literature review

The SCAMPER technique in this study serves as a structured approach to fostering innovative thinking in the composition of procedural texts. Originally developed by Bob Eberle, SCAMPER is a creative thinking framework encompassing seven key strategies: Substitute, Combine, Adapt, Modify, Put to Another Use, Eliminate, and Reverse (Aziza, 2023). This method is widely applied in educational and innovative contexts to enhance problem-solving capabilities and stimulate creativity among learners (Altıparmak & Eryılmaz-Muştu, 2021). By integrating SCAMPER into instructional practices, students are encouraged to explore alternative perspectives, refine their ideas, and develop more effective approaches to writing procedural texts.

Several studies have investigated the application of the SCAMPER technique in diverse educational and professional contexts, emphasizing its effectiveness in fostering creativity and innovation. In the field of innovation management, research has explored the integration of SCAMPER into collective intelligence strategies to enhance innovation capacity in business and product development. A study conducted in the Colombian coffee industry demonstrated that this method significantly contributes to the advancement of business processes (Perez, 2024). Within vocational education, SCAMPER has been applied in fashion design, where findings suggest that it facilitates the development of creativity and critical thinking among students (Kamis et al., 2020). Additionally, research on science education has examined the impact of SCAMPER-based activities on students' academic achievement, motivation, and attitudes toward

learning, revealing improvements in engagement and comprehension among eighth-grade students (Altıparmak & Eryılmaz-Muştu, 2021). Furthermore, studies on creative thinking skills have demonstrated that SCAMPER training enhances students' divergent thinking abilities, leading to greater innovation in problem-solving (Özyaprak, 2016). Lastly, in the broader scope of education, SCAMPER has been identified as an effective method for generating new ideas, promoting creativity, and cultivating critical thinking across various learning disciplines (Aziza, 2023). Several studies have explored the application of the SCAMPER technique in the context of English for Specific Purposes (ESP), highlighting its effectiveness in enhancing creativity and academic writing skills. One such study, *Development of SCAMPER Technique with a Scientific Approach in Improving Teachers' Writing Competence*, examines the integration of SCAMPER within a scientific framework to enhance teachers' academic writing proficiency. The findings indicate that this method is effective in improving writing competence, particularly in formal and scholarly contexts (Suhartono et al., 2016). Additionally, *Creativity of Students' Cultural Product Design Using the SCAMPER Technique* investigates the use of SCAMPER in the design of cultural products by university students. The study demonstrates that this technique fosters creativity, enabling students to generate innovative designs and refine their problem-solving abilities (Boonpracha, 2023). These findings underscore the value of SCAMPER as a pedagogical tool in ESP instruction, promoting both linguistic and creative development.

Brown in Vinita emphasizes the importance of scaffolded instruction, particularly when applying creative methodologies in non-native language settings (Vinita & Ilankumaran, 2022). This pedagogical approach aligns with the implementation of the SCAMPER technique, which requires structured guidance to help learners navigate its creative stages effectively. As SCAMPER involves cognitive tasks such as modifying, substituting, and reversing elements within a concept, scaffolded support becomes essential to ensure learners can internalize and apply these strategies with confidence and clarity in English for Specific Purposes (ESP) contexts.

This study investigates students' perceptions of the SCAMPER technique in fostering creative writing skills within an English for Specific Purposes (ESP) classroom. In the context of ESP instruction, this approach not only facilitates students' understanding of linguistic structure and technical language application but also cultivates creative thinking skills necessary for composing clear and effective procedural texts (Özyaprak, 2016). The findings of this research are expected to provide valuable insights into the effectiveness of the SCAMPER technique in enhancing students' creativity and written skill in English, particularly in the development of procedure texts aligned with professional requirements in the field of informatics engineering.

3. Method

This study employs a qualitative case study design to investigate students' perceptions of the application of the SCAMPER technique in the development of creative writing skills within an English for Specific Purposes (ESP) class. This methodological approach was selected due to its capacity to facilitate an in-depth analysis of students' experiences, understanding, and responses to the implementation of the SCAMPER technique in academic and professional settings (Alkaab, 2024).

The participants of this study comprised second-semester students enrolled in the Informatics Engineering Study Program, who were undertaking Intermediate English within the ESP framework. These students were chosen based on their academic background in English for Information Technology, as well as their prior exposure to Basic English in the preceding semester, making the integration of the SCAMPER technique in creative writing instruction highly relevant.

The research instruments utilized in this study included semi-structured interviews and questionnaires, all of which were designed to assess students' perceptions of the application of SCAMPER in fostering creative writing skills within an ESP context. Semi-structured interviews facilitated a more nuanced understanding of students' perspectives on the technique, particularly in relation to the challenges encountered and the impact on their learning experiences. Questionnaires were employed to capture a broader range of responses regarding the perceived effectiveness and benefits of the SCAMPER technique in enhancing writing creativity. Additionally, the questionnaire served to collect quantitative data on students' engagement with the technique, including their assessments of its effectiveness and advantages. A total of 143 respondents, distributed across six classes (A–E), participated in the study. The integration of these research instruments was intended to ensure a comprehensive and reliable understanding of the impact of SCAMPER on students' creative writing development in ESP instruction (Alhamadi & Aljuran, 2021; Alkaab, 2024).

The research procedure followed a systematic approach to data collection and analysis regarding students' perceptions of SCAMPER in creative writing instruction within an ESP framework. The initial phase, planning, involved the preparation of research instruments, including questionnaires and interview guidelines. Subsequently, the implementation phase included instructional sessions on procedure texts and the SCAMPER technique. In practical sessions, students were tasked with composing a procedure text utilizing the SCAMPER technique, with the lecturer providing predetermined topics to guide their writing. The data collection phase encompassed the distribution of questionnaires and semi-structured interviews to examine students' experiences with the technique in a real classroom setting. Six students volunteered to be respondents and were ready to participate in an online interview via Google Meet. Then, the collected data was then analyzed using a qualitative approach to identify key patterns in perception, challenges, and benefits observed during the learning process. The final stage, interpretation and reporting, involved the systematic organization of research findings to provide insights into the effectiveness of the SCAMPER technique in enhancing students' creative writing abilities within ESP learning environments.

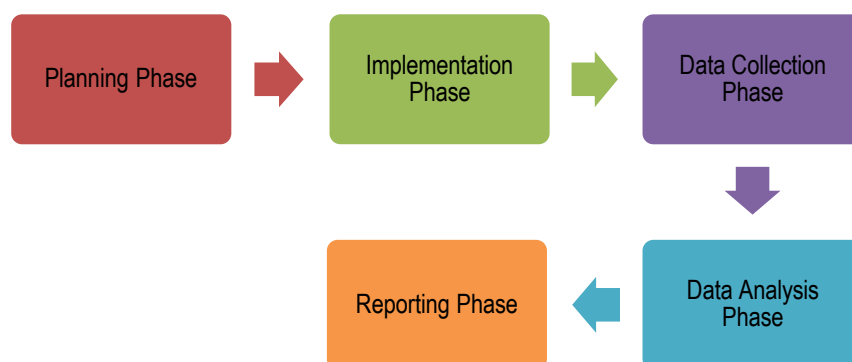


Figure 1. The pathway of research procedure

4. Findings

The participants in this study comprised second-semester students enrolled in the Informatic Engineering Study Program, who were undertaking Intermediate English courses within the English for Specific Purposes (ESP) framework. A total of 143 respondents, distributed across six classes (A–E), participated in the study. The writer utilizes the Likert scale in the questionnaire to facilitate the collection of a large volume of data efficiently. This type of question format also aids in measuring affective variables, providing deeper insights into respondents' attitudes and perceptions (Dewangga, 2020). The questionnaire consisted of fifteen close-ended questions, which are automatically collected through the Google Forms platform. Additionally, the implementation stage included theory session focused on procedure text and the SCAMPER technique, ensuring that students had a foundational understanding of both concepts. During the practice session, students were tasked with composing procedure texts using the SCAMPER technique, with the lecturer providing predetermined topics to guide their writing process.(Gu & Dupre, 2021)

4.1. The result of questionnaire

The following are the percentage results of the Likert scale questionnaire from 143 students who positively perceived the SCAMPER technique in writing procedure texts for the Intermediate English course. The questionnaire findings are presented below (Table 1).

Table 1. The questionnaire results

No	Statements	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	The SCAMPER technique helps me generate more creative ideas when writing procedure texts	65%	28%	5%	1%	1%
2	I feel more flexible in developing variations of procedure texts after using SCAMPER	63%	30%	6%	1%	1%

3	The use of the SCAMPER technique has improved my understanding of writing concepts in ESP class	64%	28%	6%	1%	1%
4	SCAMPER makes the process of writing procedure texts more engaging and less monotonous	66%	26%	6%	1%	1%
5	I did not encounter significant difficulties in applying the SCAMPER technique in writing procedure texts	35%	52%	8%	4%	1%
6	SCAMPER has helped me think more broadly when modifying procedure texts according to the information technology context	62%	30%	6%	1%	1%
7	I feel more confident in writing procedure texts after applying the SCAMPER technique	60%	31%	7%	1%	1%
8	SCAMPER has helped me discover new ways to organize the steps in a procedure text.	64%	28%	6%	1%	1%
9	I find the SCAMPER technique relevant and beneficial for improving writing skills in ESP class.	67%	25%	6%	1%	1%
10	I need more examples and practice to apply the SCAMPER technique effectively.	54%	35%	8%	2%	1%
11	SCAMPER makes it easier for me to develop more innovative and unique procedure texts.	61%	30%	7%	1%	1%
12	I feel that the SCAMPER technique has helped me improve the quality of my procedure texts.	63%	28%	7%	1%	1%
13	I understand how each element of SCAMPER works and can effectively apply it in writing procedure texts.	41%	45%	10%	3%	1%
14	SCAMPER has helped me think critically when	58%	32%	7%	2%	1%

	drafting clearer and more effective procedure texts.					
15	I hope the SCAMPER technique continues to be applied and further developed in Intermediate English courses to enhance writing skills.	64%	27%	7%	1%	1%

The findings indicate that the majority of students responded positively (strongly agree 59,1%), (agree 31,7%), to the implementation of the SCAMPER technique in writing procedure texts. Most students perceived this approach as beneficial in enhancing creativity, cognitive flexibility, and innovation in their writing process. However, some students experienced difficulties in comprehending the function of each SCAMPER element (disagree 1,5%), (strongly disagree 1%), highlighting the need for additional instructional support and practice to maximize the effectiveness of this method in English for Specific Purposes (ESP) learning. The remaining students hold a neutral opinion regarding the application of the SCAMPER technique (Neutral 6,8%).

4.2.The result of interview

Six students volunteered as respondents and consented to participate in online interviews via Google Meet. The collected data was then analyzed using a qualitative approach to identify key patterns in students' perceptions, challenges, and observed benefits during the learning process. The respondents were coded S1–S6. The following are the results of the interview on students' perception of the SCAMPER technique in writing procedure texts for Intermediate English course. The writer used 10 interview questions to examine students' perceptions regarding the SCAMPER technique and its effect on writing skills. The interview findings are presented below:

1. How was your experience using the SCAMPER technique to write procedure texts in an ESP class during an intermediate English course?

Using the SCAMPER technique has been a really interesting experience for me. It's helped me expand my ideas and explore different possibilities when drafting procedure texts. With this approach, I feel more guided and confident in organizing the steps. (S3)

2. Do you think the SCAMPER technique enhances creativity in writing? If so, in what ways?

Yes, the SCAMPER technique really helps boost creativity. With its six main aspects, I find it much easier to create variations in procedural writing. For example, in the Modify stage, I can explore new ways to structure the steps to make them more engaging. The same goes for Put to Other Uses, it helps me think about different ways a procedure can be applied, making my writing more innovative. (S1)

3. How does the SCAMPER technique compare to other writing methods you have used?

Compared to other methods like free writing, SCAMPER is not just interesting, it's also more structured and innovative in boosting creativity. I like that it gives me a clear framework, so I don't feel stuck when trying to come up with new ideas. On the other hand, free writing can sometimes make it harder for me to stay focused on my writing goals. SCAMPER helps a lot by providing solid guidance, especially when I need to write procedure texts in a more varied and engaging way. (S4)

4. Are there any aspects of the SCAMPER technique that you find challenging to implement? If so, which ones?

Some parts of the SCAMPER technique can be tricky to apply, especially Eliminate and Reverse. Removing or flipping a step in a procedure can be confusing, especially if the original order already makes sense. I think it takes more practice to figure out how these changes can still result in a clear and effective procedure without making it hard to follow. (S6)

5. How has the SCAMPER technique influenced the way you organize your writing ideas?

SCAMPER has helped me think more openly and flexibly when organizing my writing ideas. Before using this technique, I often felt stuck when trying to explore new ideas. But after applying SCAMPER, I've found it much easier to see different possibilities in structuring my texts like adapting existing concepts, discovering new approaches, and adjusting the text's structure to make it more engaging for readers. (S2)

6. Has using the SCAMPER technique made it easier for you to develop writing ideas? Why or why not?

Yes, after using the SCAMPER technique, I've found it much easier to develop my ideas. It gives me a clearer structure for thinking, so I can explore different possibilities when writing a procedure text. For example, in the Substitute stage, I can try swapping out certain steps like in the procedure text I wrote about Steps to Write a Simple Python Program. The main takeaway is that SCAMPER helps me think more openly and not get stuck in just one way of solving a problem. (S1)

7. How does the SCAMPER technique help you organize and structure your writing more effectively?

SCAMPER has really helped me organize my writing better because it encourages me to break down my ideas into more concrete and structured steps. When using elements like Adapt or Modify in my procedure text, How to Protect Your Computer from Viruses, I can apply changes in a practical way. For example, in the Adapt stage, instead of relying only on traditional antivirus software, users can take a cybersecurity approach like using layered protection with a firewall and regular updates. And in the Modify stage, instead of relying solely on automatic antivirus scans, users can tweak their security strategy by adding manual checks and optimizing software settings for stronger protection. (S5)

8. To what extent has the SCAMPER technique influenced the uniqueness and innovation in your writing?

SCAMPER really influenced my procedure text, How to Create a Basic Database Using MySQL. Using this technique, I was able to customize the steps to make them more engaging and creative. For example, the Put to Other Uses element helped me see the

procedure from a different perspective. Instead of just using MySQL for traditional database storage, we can also use it to store error logs for debugging purposes. (S2)

9. Did applying the SCAMPER technique help improve the quality of your procedure text?

Yes, using the SCAMPER technique really helped improve the quality of my procedure text, How to Install Software on a Computer. This approach made me more thorough in listing the steps, ensuring that the procedure was not only clear and logical but also easy to follow. (S4)

10. Do you think the SCAMPER technique can be applied to other types of writing, not just procedure texts? Why or why not?

I think the SCAMPER technique can be used for different types of writing, not just procedure texts. For example, in descriptive or narrative essays, it helps make the story more creative and engaging. Elements like Combine and Eliminate can be great for shaping more complex and dynamic stories. (S3)

Based on the results of interviews conducted with six students regarding the application of the SCAMPER technique in writing procedure texts in Intermediate English classes, it was found that this technique had a positive impact on creativity, writing structure, and idea organization.

5. Discussion

The findings of questionnaire of this study demonstrate substantial student support for the application of the SCAMPER technique in writing procedure texts within the context of English for Specific Purposes (ESP), with over 90% of participants expressing agreement or strong agreement. These results are consistent with existing research that highlights SCAMPER's effectiveness in enhancing creativity and fostering innovation across various educational and professional fields (Aziza, 2023; Özyaprak, 2016; Kamis et al., 2020). In ESP instruction specifically, Suhartono reported comparable outcomes, indicating that SCAMPER contributes positively to academic writing proficiency and is adaptable to a range of instructional contexts (Suhartono et al., 2016). Participants in this study perceived improvements in creativity and cognitive flexibility, lending further support to literature that associates SCAMPER with enhanced divergent thinking and problem-solving capabilities (Boonpracha, 2023; Perez, 2024). Nevertheless, a small proportion of students encountered difficulties in understanding the individual components of the SCAMPER framework, revealing a pedagogical limitation. This finding reinforces the need for scaffolded instruction, as advocated by Brown, particularly when implementing creative methodologies in non-native language settings. Consequently, it is recommended that future ESP applications of SCAMPER incorporate explicit modeling, guided practice, and opportunities for peer collaboration and reflective exercises to strengthen comprehension and retention (Vinita & Ilankumaran, 2022). Overall, the data affirm SCAMPER's pedagogical value while emphasizing the importance of instructional clarity to ensure equitable learning outcomes.

The qualitative findings of the interview of this study indicate that the SCAMPER technique had a positive impact on students' writing development within the English for

Specific Purposes (ESP) context, particularly in composing procedural texts. Participants consistently reported that SCAMPER enhanced their creativity, organizational skills, and confidence in generating ideas, affirming its role in fostering divergent thinking as previously demonstrated by Özyaprak (2016) and Aziza (2023). Furthermore, students perceived the technique's structured framework as more effective than unstructured methods such as free writing, assisting them in overcoming cognitive barriers and improving idea formulation. These observations are consistent with Suhartono, who emphasized SCAMPER's contribution to formal academic writing proficiency (Suhartono et al., 2016). Specific components of the technique, including Modify, Substitute, and Put to Other Uses, were identified as particularly beneficial in encouraging innovative textual production, which aligns with (Kamis et al., 2020) in the context of vocational creativity development.

Nevertheless, some students expressed challenges in applying the Eliminate and Reverse stages, suggesting a pedagogical gap that requires more explicit instruction and contextualized practice. This concern echoes recommendations from Brown, who advocates for scaffolded learning approaches when integrating creative strategies, especially in second-language environments (Vinita & Ilankumaran, 2022). Additionally, student responses highlighted SCAMPER's adaptability to genres beyond procedural writing, reinforcing its broader applicability across educational disciplines, as evidenced in studies by (Altıparmak & Eryılmaz-Muştu, (2021) and Boonpracha (2023).

Based on these findings, it is recommended that future implementations of the SCAMPER technique in ESP instruction incorporate targeted pedagogical support for its more complex stages. Expanding its use to other writing genres and integrating peer collaboration, reflective activities, and guided modeling may enhance students' comprehension, creativity, and long-term retention of writing skills.

6. Conclusion

Based on the findings of this study on students' perceptions of the SCAMPER technique in developing creative writing skills in English for Specific Purposes (ESP) classes, it can be concluded that the SCAMPER technique significantly enhances creativity, cognitive flexibility, and innovation in writing. Students demonstrated a more comprehensive understanding of procedural text composition, employing creative and varied approaches after implementing this technique.

Furthermore, the study highlights that the integration of SCAMPER in ESP instruction not only improves writing proficiency but also fosters critical thinking and encourages students to explore novel ideas in greater depth. Data obtained from interviews and questionnaires indicate that students generally exhibit a positive response to the SCAMPER technique. However, certain challenges persist, particularly difficulties in adapting to unconventional creative thinking methods. These findings suggest that while SCAMPER is effective in promoting creative writing development, additional instructional support may be required to facilitate students' transition to this approach.

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