THE USE OF *BOOK CREATOR* TO BOOST STUDENTS' MOTIVATION IN WRITING: A CASE STUDY

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Abstract: Students have different level of motivation in learning English as there have always been a number of obstacles they find during the process. When it comes to writing, most students even lose their interest because it is difficult in many ways for EFL learners. To boost their motivation to write, Book Creator is used. The Book Creator is a web-based tool that enables students to create creative and inspiring digital books. Besides inserting texts, it allows students to add pictures and audios thus their digital book will be richer and more exciting to read. They can choose either download it as an e-book or publish it online on the website. By using Book Creator, students enjoy the class and have more motivation to write as they are given a channel not only to put their ideas into writings but also explore their creativity to make a product. Their motivation to write before and after using the Book Creator is observed by Academic Writing Motivation Questionnaire (AWMQ) by Payne. Students also have to fill out a questionnaire to find out their perception towards the use of the Book Creator in writing class.

INTRODUCTION

Writing is one skill that is always problematic for foreign language learners including our students. Not only that it requires complex host of skills to produce high-quality texts, such as strategically managing memory, developing strong vocabulary knowledge, setting goals, and producing coherent arguments (Allen, et al, 2016), writing is also boring (Allen, et al, 2016; Brown, 2005; Zawodniak & Kruk, 2019). Disinterest and boredom in writing is mostly because students have to deal with aspects that are theoretical and they do not really master, for instance grammar rules (Brown, 2005). Besides, developing ideas into a well-structured writing is challenging as well due to limitation in using English properly (Allen, et al, 2016). Another problem is that when writing in the class, the environment tends to be stiff and monotonous as usually, there will be strict targets they have to fulfil, piles of revision, repeated activities to do with minimum interactions between students or students and lecturers, and many more (Allen, et al, 2016; Brown, 2005). It is important to know that boredom is a negative psychological experience resulting from a lack of activity or being

disengaged from an involving activity (Zawodniak & Kruk, 2019), and with the situation, it is understandable that students do not see writing as something enjoyable.

One point that cannot be denied is that most of the time, students' writing ends up in the bottom of their bag as there is no documentation like a compilation of their work. Without they even realize, the absence of final products in which students feel appreciated and proud of makes them lose their goal (Zawodniak & Kruk, 2019; Susanti, et al, 2022). In the end, they may think that there is no point to write and therefore, they do not find to motivation to do so. Another thing that affects students motivation to write is the familiarity of the topics they are working on (Brown, 2005). When students do not feel familiar with the topic they have to develop into writing, some how they feel insecure as they do not know what to write. At the same time, the lecturer sets the target that they have to complete the writing task no more than the deadline and their writing must meet certain criteria as well (Allen, et al, 2016). All these things pile up and become a burden for the students. When they do not enjoy the process in the class and even feel burdened with the activities, it is normal to find boredom and finally, having low motivation to write. They do not find writing is fun nor important. This cannot be ignored considering they need the skill in many contexts including educational and professional, and it affects their success (Allen, et al, 2016). Therefore, writing must be trained during their time in college.

More than that, motivation is key in learning process (Atma, et al, 2021; Arfandi & Lopa, 2018; Schick & Phillipson, 2009). When students are motivated, learning will be easy (Atma, et al, 2021). While the motivation is higher, the intensity of effort to achieve the desired learning achievement will also be higher as well (Arfandi & Lopa, 2018). That is the reason why, the lecturer as the facilitator and motivator for the students must find a strategy to make the learning process motivating. Motivating students to learn requires a challenging role for lecturers and varied teaching styles and techniques to attract students' interest (Atma, et al, 2021); therefore, finding a way to motivate students in learning is not an easy job to do and writing class is not an exception.

Rosiana (2017) mentions that motivation is devided into two, they are intrinsic and extrinsic. Intrinsic motivation comes from within the individual; a person might be motivated by the enjoyment of the learning process itself or by a desire to make himself / herself feel better. Meanwhile, extrinsic motivation is caused by any number of outside factors, for example, the hope of getting reward, the need to pass an exam, and so on. In learning context, both types of motivation are needed. Students must have personal motivation so that they do their best to write well and they also need some extrinsic motivation to maintain their spirit considering learning motivation is something continued (Alhadi & Saputra, 2017). Moreover, motivation in general has three functions (Rosiana, 2017):

- Encouraging people to act. Without motivation the action, such as learning, will never be done.
- Motivation as a director. It directs an act to achieve the goals.
- Motivation serves the mover. This motivation serves as a machine; the size of the motivation will determine the quick or slow a job or deed. So the function of motivation in general is as a driving force that encourages a person to perform certain actions to achieve the expected goals.

Students with high motivation are expected to obtain good learning outcomes. The importance of student learning motivation is formed to change the learning to a more positive direction. Alhadi & Saputra (2017) states that students who are well motivated in learning, doing more and faster activities, compared with students who are less motivated in learning. Achievements will be better if they have high motivation. Rosiana (2017) has a similar notion that motivation is a psychological condition that encourages students to learn with pleasure and learn earnestly, which in turn form a systematic student learning, full of concentration and selective in their activities. Schick and Phillipson (2009) highlights that learning motivation promotes academic performance in all students. From here, it is visible that lecturer must find a strategy to help students boost their motivation particularly in writing so that they do not only have a better performance in class but also enjoy the process.

One way to try to boost students' motivation in writing is by involving technology, particularly the internet. Also known as "e-learning", it is now very common that students take advantage from the internet to help them do their assignments or at least find information about anything they want to know. Elshereif & Mohamed (2021) mentions that e-learning becomes an important means of knowledge and skill acquisition in higher education institutions. Students' motivation to learn contributes to knowledge acquisition and hence is of paramount importance to their success in the future. Sukmaningrum (2020) highlights similar point that the internet can be very helpful to produce proficient students in the future; it can be very supportive as a means to supplement the teaching learning process including the language teaching learning.

E-learning has some characteristics that attract students' attention and affect their motivation. First, it promotes active participations of students (Elshereif & Mohamed, 2021). The active participations trigger students to be more engaged to the learning process; as they are more involved in it, they absorb more knowledge. Active participations in learning process can also be seen as a manifestation of learning motivation. The more active students engaged in the process indicates the higher motivation they have. Second, it promotes self-learning (Elshereif & Mohamed, 2021), which means e-learning gives students autonomy to explore as much as they want. When students are given chances to try and explore the technology, they become more motivated. Without students even realize, e-learning is also a source of language input that enriches their vocabularies and other English language knowledge. The more they use it, the more knowledge input they obtain and the better they write.

In relation to enhancing students' motivation in writing, one technology that deserves our attention is the *Book Creator*. This web-based tool enables students to create creative and inspiring digital books. Besides inserting texts, *Book Creator* allows students to add pictures and audios thus their digital book will be richer and more exciting to read. There are at least three reasons why the *Book Creator* is worth-trying to complete the mission. First, the *Book Creator* is a product of technology which can trigger students' enthusiasm in classroom activity and thus, increase their learning motivation as stated by Elshereif & Mohamed (2021). Second, the *Book Creator* promotes students autonomy or self-learning in which they can use their creativity to design and create their digital books as well as exploring the features provided; students learn from them during the process. Third, according to Susanti, et al, (2022), creating digital books is a project that can increase students enthusiasm and

learning motivation; it improves their critical skills and makes the care about the process rather just the final result. Considering all the reasons, the researchers believe that the *Book Creator* can be an effective strategy to apply the class to enhance students' motivation in writing.

Motivation is not abstract as it actually can be measured using certain instruments, one of which is *Academic Writing Motivation Questionnaire* (AWMQ) formulated by Ashley Payne (2012) from University of Georgia. The questionnaire is distributed to the students to find out their motivation to write before and after using the *Book Creator*. The results of the questionnaire is later processed statistically to see whether there are improvements in their motivation or not. Besides AWMQ, the researchers will also use another questionnaire to find out students' percepetion about the use of the *Book Creator.* Their perception can be used as the basis, whether to continue applying the strategy or move on to something else.

LITERATURE REVIEW
1. Learning Motivation

Rosiana (2017) mentions that learning motivation is a psychological condition that encourages students to learn with pleasure and learn earnestly, which in turn form a systematic student learning, full of concentration and selective in their activities. Schick and Phillipson (2009) highlights learning motivation promotes academic performance in all students. From the definitions, we agree that motivation is the key for successful learning process, including in writing class. This is supported by several previous research such as Atma, et al, (2021) who states that when students are motivated, learning will be easy.

Also, Achmad, Salija and Jabu (2020) states that motivation is an important factor in teaching and learning process. Arfandi & Lopa (2018) mentions while the motivation is higher, the intensity of effort to achieve the desired learning achievement will also be higher as well. Alhadi & Saputra (2017) says students who are well motivated in learning, doing more and faster activities, compared with students who are less motivated in learning. Achievements will be better if they have high motivation. That is the reason why, the lecturer as the facilitator and motivator for students must find a strategy to make the learning process motivating.

In her research, Rosiana (2017) mentions that motivation is devided into two, they are intrinsic and extrinsic. Intrinsic motivation comes from within the individual; a person might be motivated by the enjoyment of the learning process itself or by a desire to make himself/ herself feel better. Meanwhile, extrinsic motivation is caused by any number of outside factors, for example, the hope of getting reward, the need to pass an exam, and so on. In learning context, both types of motivation is needed. Students must have personal motivation so that they do their best to write well regardless their learning environment. They also need some extrinsic motivation to boost and maintain their spirit considering learning motivation is something continued (Alhadi & Saputra, 2017).

Students with high motivation are expected to obtain good learning outcomes. The importance of student learning motivation is formed to change the learning to a more positive direction. Therefore, it is visible that lecturer must find a strategy to help students boost their motivation particularly in writing so that they do not only have a better performance in class but also enjoy the process.

2. Writing and Its Challenges

Many EFL students feel that writing is boring as they have to deal with ideas, writing rules, and grammatical things which are very theoretical. According to Richards & Renandya (2002: 303), writing is the most difficult skill for EFL learners to master and the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Moreover, Fareed & Ashraf (2016) highlight the same idea that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. Many obstacles students have to deal with in writing ruin their motivation to learn, or in this case, to write. Meanwhile, writing itself is important and needed both in educational and professional field, and it affects their success (Allen, et al, 2016).

Fareed and Ashraf (2016), through their research, find out that the most common problems in ESL learners' writing is grammar that is followed by syntax, spelling and punctuation, incorrect word form and choice, spoken and informal style of writing, and cohesion. They also reveal the possible reasons behind the problems, such as not making writing as a habit or something important in the daily life, the influence of the mother language that makes students translate the ideas in their mind before writing them down and writing anxiety due to lack of language proficiency. In addition, students also feel they have nothing to write because they are not familiar with the theme or topic brought up in the classroom. All these problems are overwhelming for students and make them lose the desire to write which means the learning motivation declines. This becomes an issue for the lecturer to solve.

3. The Use of Technology and Students' Motivation

Employing technology in writing class is a good idea to enhance students' motivation to write, especially the use of the internet. Also known as "e-learning", it is now common that students use the internet to help them do their assignments or find information about anything they want to know. Elshereif & Mohamed (2021) mentions that e-learning becomes an important means of knowledge and skill acquisition in higher education institutions. Students' motivation to learn contributes to knowledge acquisition and hence is of paramount importance to their success in the future. Sukmaningrum (2020) highlights similar point that the internet can be very helpful to produce proficient students in the future; it can be very supportive as a means to supplement the teaching learning process including the language teaching learning.

E-learning has some characteristics that attract students' attention and affect their motivation. First, it promotes active participations of students (Elshereif & Mohamed, 2021). The active participations trigger students to be more engaged to the learning process; as they are more involved in it, they absorb more knowledge. Active participations in learning process can also be seen as a manifestation of learning motivation. The more active students engaged in the process indicates the higher motivation they have. Second, it promotes self-learning (Elshereif & Mohamed, 2021), which means e-learning gives students autonomy to explore as much as they want. When students are given chances to try and explore the technology, they become more motivated (Raposo, et al, 2020). Without students even realize, e-learning is also a source of language input that enriches their vocabularies and other English language knowledge. The more they use it, the more knowledge input they obtain and the better they write.

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- The *Book Creator* is a product of technology which can trigger students' enthusiasm in classroom activity and thus, increase their learning motivation as stated by Elshereif & Mohamed (2021).
- The *Book Creator* promotes students autonomy or self-learning (Elshereif & Mohamed, 2021) in which they can use their creativity to design and create their digital books as well as exploring the features provided; students learn from them during the process.

According to Susanti, et al, (2022), creating digital books is a project that can increase students enthusiasm and learning motivation; it improves their critical skills and makes the care about the process rather just the final result. Considering all the reasons, the researchers believe that the *Book Creator* can be an effective strategy to apply the class to enhance students' motivation in writing.

METHODE

1. Research Design

This research is a case study. There are two aspects that become the concern: students' motivation in writing and their perception of using the *Book Creator* in writing class. The participants were given some topics to develop into a writing. When doing each topic, students followed the steps: Write – Edit and Revise – Create A Book. In the end of the research, each student had one full digital book in the lecturer's library. They could either download it as an e-book or publish it online.

2. Participants

The participants of this research were second grade students of Diploma III of Electronics Engineering Study Program who were taking English 2 that focused on writing in ESP. There were 40 students involved in this research as the *Book Creator* account could only keep 40 digital books.

3. Research Stages

There were four stages to do this research. First was preparation. The researcher prepared the *Academic Writing Motivation Questionnaire* or AWMQ to distribute to the students before and after the research and the questionnaire for students' perception. Besides, the researcher needed to make a teacher account in the *Book Creator* and activated the library where students submit their digital books later. If necessary, the researcher would also browse some themes to offer to the students in case they had no idea of what to write.

The second stage was introduction. Here, the researcher introduced the activity from the beginning to the end. Students were given a workshop to make them more familiar with the tool. After that, they were asked to make an account in the *Book Creator* and joined the library that had been prepared. Also, students were asked to fill out the AWMQ questionnaire before using the *Book Creator*.

The third stage, implementation. The researcher asked the students to choose the theme they were interested ini, then broke it down into four different topic to be developed into a writing. They were introduced to the steps of Write– Edit and Revise – Create A Book. The

last stage was closing, where the students could either publish their digital book online in the *Book Creator* website or downloaded it to an e-book. When they were done with the product, the researcher distributed the second AWMQ questionnaire to find out the enhancement of their motivation in writing after using the *Book Creator*. Questionnaire about students' perception in using the tool were distributed as well.

FINDINGS AND DISCUSSION

In order to find students' motivation towards writing, the researchers used the *Academic Writing Motivation Questionnaire* developed by Payne. The results of the first questionnaire before using the *Book Creator* is shown in the table below. Note that the scores in the table are obtained from multiplying the number of students who selected the answer and the score of each options.

Table 1 Result of the First AWMQ

Item No.	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	0	1	2	3	4
1	0	6	34	27	12
2	0	3	38	27	18
3	0	4	56	15	18
4	0	5	32	51	8
5	0	10	38	30	4
6	0	6	24	60	8
7	0	4	20	60	24
8	0	5	18	69	32
9	0	19	18	36	0
10	0	0	6	93	24
11	0	3	24	60	20
12	0	5	18	63	20
13	0	3	14	72	24
14	0	2	46	42	4
15	0	10	50	9	8
16	0	18	8	36	24
17	0	19	14	30	16
18	0	2	6	78	36
19	0	21	28	15	0
20	0	14	40	18	0
21	0	8	46	21	8
22	0	22	20	24	0
23	0	29	0	30	4
24	0	0	52	30	16
25	0	31	18	0	0
26	0	29	14	12	0
27	0	8	38	30	12

28	0	29	18	6	0
29	0	8	34	33	16
30	0	19	42	0	0
31	0	32	8	12	0
32	0	3	56	21	8
33	0	21	10	42	0
34	0	2	58	21	8
35	0	13	20	45	8
36	0	20	18	27	8
37	0	4	42	39	8

In Table 1, it can be seen that the answers of the 37 items in the questionnaire are varied but most of them are in uncertain, agree, disagree and strongly agree. Item number 1, as seen in Figure 12, is a fundamental question of "I enjoy writing" and students gave the answer mostly on uncertain then followed by agree, strongly agree and disagree. This means that basically, they like to write no matter what material or approach given to them which can be seen as a good starting point. Besides, most students put a lot of effort into their writing (item number 8) as represented by the score of 69 for agree, 32 for strongly agree, 18 for uncertain, and 5 for disagree, despite the answer for item number 3 "I use correct grammar in my writing" with the score of 56 for uncertain, 18 for strongly agree, 15 for agree and 4 for strongly disagree. Here it is clear that students want to give their best in writing even when they are not confident with grammatical things.

Meanwhile, there are some statements in the items of AWMQ in which many students disagreed with. The first is item number 23 "I revise my writing before submitting an assignment" obtaining 29 score on disagree and 30 on agree. The slight difference show that half of the class do not bother to check and revise their writing and submit it as it is. The second item is number 26 "I like to write even if my writing will not be graded" which got score of 29 on disagree and 12 on agree. This somehow shows that their motivation to write is basically for the grade given by the lecturer; when the work is not graded or given only as a practice there is a big chance for students not doing it. Then, there is also item number 31 "I practice writing in order to improve my skills" obtaining 32 score on disagree and only 12 on agree. It means that most students will not willingly practice writing even when they know they need it, probably unless the practice is graded. Considering students do not actually want to write except there are academic benefits they may get, giving them enjoyable activities to boost their mood and motivation is the least the lecturer can do. That is the reason why, implementing the *Book Creator* in writing class is worth-trying as it offers students attractive features that they may like better than the writing activity itself.

Table 2 Result of the Second AWMQ

Item No.	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	0	**1**	**2**	**3**	**4**
1	0	6	34	42	12
2	0	3	38	36	18
3	0	4	56	15	18
4	0	0	32	66	8

5	0	10	38	30	4
6	0	6	24	60	8
7	0	4	20	60	24
8	0	5	0	81	32
9	0	19	18	36	0
10	0	0	4	96	24
11	0	3	18	69	20
12	0	5	18	63	20
13	0	0	8	90	24
14	0	2	46	42	4
15	0	10	50	9	8
16	0	11	12	51	24
17	0	19	14	30	16
18	0	0	0	93	36
19	0	21	28	15	0
20	0	14	40	18	0
21	0	3	46	36	8
22	0	22	20	24	0
23	0	29	0	30	4
24	0	0	52	30	16
25	0	31	18	0	0
26	0	29	14	12	0
27	0	8	38	30	12
28	0	29	18	6	0
29	0	0	34	57	16
30	0	19	42	0	0
31	0	32	8	12	0
32	0	3	56	21	8
33	0	21	10	42	0
34	0	2	58	21	8
35	0	13	20	45	8
36	0	20	18	27	8
37	0	0	30	69	8

Generally, there is not much different as the changes are not in all items. However, some items closely related to students' feelings and motivation towards writing experienced some progress. For example in item 1 "I enjoy writing". Previously, there were some students who picked strongly disagree but in the end of the semester, nobody chose it and the agree option got higher score from 27 to 42. This means that as time goes by and after doing some activities designed for the writing class, students happen to like writing more. Similar situation can also be seen in item number 2 "I like to write down my thouughts." In the first AWMQ questionnaire, there were 3 students who strongly disagreed yet in the second questionnaire, nobody did that and the agree option becomes higher from 27 to 36.

Item number 4 "I complete a writing assignment even when it is difficult" experienced some changes as well. In the first questionnaire, 5 students chose disagree but in the second one, nobody did so. As for the agree option, the score increases from 51 to 66 which means in the end students have higher motivation to complete their work regardless the obstacles they faced during the process. This is a wonderful progress. Item number 8 "I put a lot of

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effort into my writing" experienced some progress. At first, 9 students were uncertain about the statment but the end, nobody was. The score on agree option increases as well from 69 to 81 meaning that more students do their best on their writing that shows higher motivation. Item 13 "I like my writing to be graded", 3 students disagreed and 7 were uncertain in the first questionnaire. In the end of the semester, nobody disagreed and 4 students were uncertain. The agree score increases from 72 to 90 which indicates that students finally find their confidence on their work and they do not mind to be graded and given feedback.

In item 18 "I plan how I am going to write something before I write it", those who chose disagree and uncertain became agree thus the agree score changes from 78 to 93. It can be assumed that in the end of the semester after going through the process students become more interested in writing so they are willing to make preparations before action. Finally, the last item number 37 "I am motivated to write in my classes", the table shows some changes especially those who chose disagree and uncertain as the number decreased even to null. Meanwhile, the number of agree increased and got higher score from 39 to 69. This concludes the questionnaire that literally, students have more motivation to write.

Figure 1 Preview of Studens' Perception Questionnaire

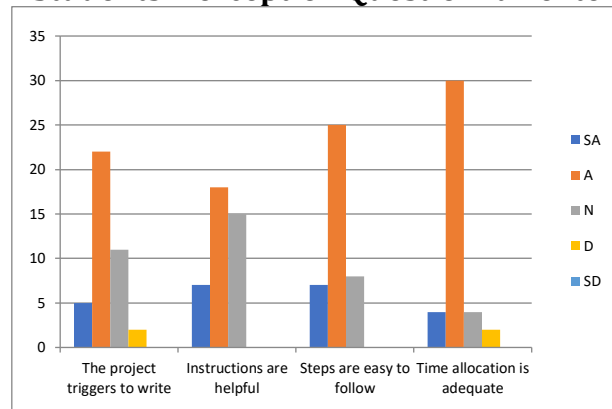Students' Perception Questionnaire of Using the *Book Creator* in Writing Class

Name   :_____

Give tick (v) to one of the responses below. Please answer all the items, as honestly as possible. Your identity is confidential.

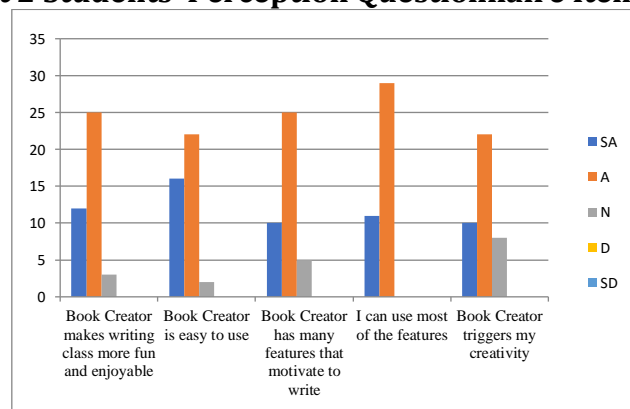| No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The project given by the lecturer triggers me to write					
2.	The instructions given before writing session help me to develop my ideas					
3.	The steps of "Writing – Check and Revise – Create A Book" is easy to follow					
4.	The time allocation given for each step is adequate					
5.	The use of the *Book Creator* makes writing class more fun and enjoyable					
6.	*Book Creator* is easy to use					
7.	*Book Creator* has many interesting features that motivate me to write					
8.	I can use most of the features provided in *Book Creator*					
9.	*Book Creator* triggers my creativity					
10.	I am happy to have my own digital book					
11.	I am satisfied with the digital book I made					
12.	I would like to publish my digital book online					
13.	I would like to have the e-book of my digital book					
14.	I feel appreciated when others give feedback to my digital book					

The figure above is the preview of perception questionnaire of using the *Book Creator* in writing class. The questionnaire was given in the end of the semester after students completed all the activities until meeting 16. There are 14 items of the questionnaire representing 3 aspects to observe. Number 1 to 4 is about the process of carrying out the activities from preparation to time allocation. Item number 5 to 9 are about the use of the Book Creator, while the rest is how students feel about the product created using the *Book Creator*. The result of the questionnaire is presented below.

Chart 1 Students' Perception Questionnaire Item 1 to 4

For item number 1, 22 students agreed that the project of using the Book Creator triggered them to write, 5 students strongly agreed and the rest were in neutral and disagree as many as 11 and 2 students, respectively. Item number 2 about the clarity of the instructions given thus students can develop their ideas well reached 18 votes on agree, 7 on strongly agree and 15 on neutral which can be assumed that half of the students found the instructions helpful. Item number 3 about the steps of writing – check and revise – create a book, 25 students agreed that the steps are easy to follow, 7 strongly agreed while 8 chose neutral. About the time allocation or duration for each step and the whole process in item number 4, 30 students agreed it was adequate, 4 strongly agreed and 4 neutral which means most of them completed all the tasks on time.
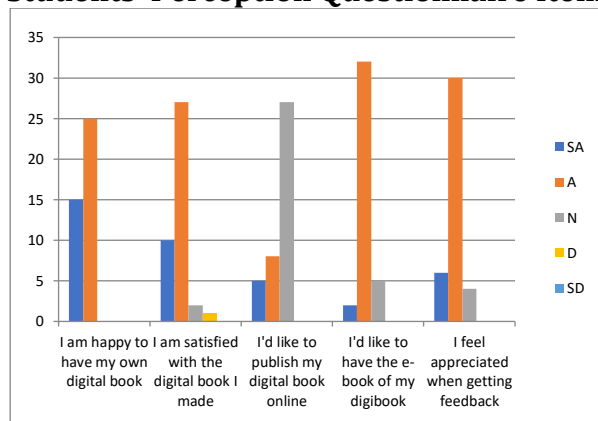
Chart 2 Students' Perception Questionnaire Item 5 to 9

Item number 5 to 9 are about the use of the *Book Creator*. According to item 5, 25 students agreed and 12 strongly agreed that the Book Creator makes writing class more fun and enjoyable. This meets the initial purpose of trying the website in order to make students enjoy writing sessions more. In item 6, 22 students agreed and 16 strongly agreed that the website is user friendly thus it is easy to use. Item number 7, 25 students agreed and 10 strongly agreed that the *Book Creator* has many interesting features that motivate them to write so that they can make their own digital book. In item number 8, 29 students agreed that they can use most of the features while 11 strongly agreed with the statement. Item 9, 22

students agreed and 10 strongly agreed that the website triggers their creativity while the rest chose neutral.

Chart 3 Students' Perception Questionnaire Item 10 to 14

Finally, the last part of the questionnaire starts with the statement "I am happy to have my own digital book" in which 25 students agreed and 15 strongly agreed. This means that they are all happy to have such a masterpiece on their own. According to item number 11, 27 students were satisfied with their digital book and 10 were strongly satisfied. Only one student felt not satisfied with the result. Interestingly, when it comes to publishing their digital book online, 27 students chose neutral which can be assumed they are not sure whether to publish it or not. Only 8 students would like to do so and 5 others would like it so much. Oppositely, when they are asked whether to have the e-book of their work, 32 students agreed and 3 students strongly agreed. Probably, by having their e-book they feel safer and more comfortable rather than publish it online. Another unique point is that even though they do not want it to be published, but most students feel appreciated when receiving feedback from others. Only 4 students picked neutral on this item.

CONCLUSION

According to the results and discussions above, there are two conclusion that can be drawn. First, the *Book Creator* is proven to improve students' motivation in writing indicated by the increased scores of AWMQ questionnaire by Payne. Second, students in general find the activities involving the *Book Creator* enjoyable and fun, somehow motivating them to write. For the researchers, the result is satisfying as it can be used as a way to motivate students to write more.

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