

DIGITAL STORYTELLING AS A TOOL FOR ENHANCING EFL WRITING SKILLS AND CREATIVITY

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Abstrak - Penelitian ini bertujuan untuk menguji efektivitas digital storytelling dalam meningkatkan keterampilan menulis, kreativitas, dan persepsi belajar siswa dibandingkan dengan pembelajaran konvensional. Subjek penelitian terdiri dari 70 siswa SMA yang dibagi ke dalam kelompok kontrol dan eksperimen. Hasil pre-test dan post-test menunjukkan bahwa kelompok eksperimen mengalami peningkatan signifikan dalam keterampilan menulis dengan rata-rata kenaikan sekitar 20 poin, sedangkan kelompok kontrol hanya meningkat sekitar 2 poin. Demikian pula pada aspek kreativitas, skor post-test kelompok eksperimen berkisar antara 73–84, jauh lebih tinggi dibandingkan kelompok kontrol yang hanya berada pada rentang 57–66. Analisis statistik mendukung temuan ini, di mana uji t berpasangan menunjukkan peningkatan signifikan dalam kelompok eksperimen ($p < 0,001$) dan uji t independen mengungkapkan perbedaan mean yang signifikan antara kedua kelompok ($p < 0,001$). Persepsi siswa juga positif, dengan banyak yang menyatakan digital storytelling menarik, menyenangkan, memotivasi, dan membantu dalam menghasilkan ide, meskipun terdapat tantangan terkait keterampilan teknis dan keterbatasan waktu. Secara keseluruhan, penelitian ini menunjukkan bahwa digital storytelling efektif dalam meningkatkan keterampilan menulis dan kreativitas siswa dalam pembelajaran bahasa Inggris.

Kata kunci: Digital storytelling, keterampilan menulis, peningkatan kreativitas, persepsi siswa, pembelajaran bahasa Inggris.

Abstract - This study investigates the effectiveness of digital storytelling in enhancing students' writing skills, creativity, and learning perceptions compared to conventional teaching. Conducted with 70 senior high school students divided into control and experimental groups, the research employed pre-test and post-test assessments. The results showed that the experimental group improved significantly in writing skills, with an average increase of around 20 points, while the control group showed only a slight increase of about 2 points. Similarly, in creativity enhancement, the experimental group's post-test scores ranged from 73–84, compared to only 57–66 in the control group. Statistical analysis further confirmed these differences, with paired sample t-tests indicating significant improvement within the experimental group ($p < 0.001$), and independent t-tests showing a significant mean difference between groups ($p < 0.001$). Students' perceptions supported these findings, with many reporting that digital storytelling was engaging, enjoyable, motivating, and helpful in generating ideas, despite challenges related to technical skills and time management. Overall, the study demonstrates that digital storytelling is an effective strategy for fostering writing skills and creativity in English education.

Keywords: Digital storytelling, writing skills, creativity enhancement, student perceptions, English education

1. INTRODUCTION

English has increasingly become a global language that holds a vital role in communication, education, business, and technology, which makes mastering the language an essential skill for learners around the world (Crystal, 2018; Yount, 2023; Saputri et al., 2025). Among the four basic language skills, writing is often considered the most complex because it requires learners to simultaneously use vocabulary, grammar, organization, coherence, and creativity to produce meaningful texts (Hyland, 2019; Isgiarno et al., 2020; Siregar, 2024). In the context of English as a Foreign Language (EFL), many learners face difficulties in expressing their ideas effectively in written form, as they struggle with generating content, organizing

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thoughts logically, and maintaining their motivation to complete writing tasks (Thornbury, 2023; Mackey & Gass, 2021). The lack of engaging instructional methods often exacerbates these challenges, making students less interested in writing activities. In recent years, educational technology has provided new opportunities for teachers to address these problems through interactive and multimodal learning strategies (Chapelle & Shannon, 2017; Dash, 2022; Daniel, 2019). One innovative approach is digital storytelling, which integrates traditional storytelling with digital media such as images, audio, and video, allowing learners to create more meaningful and expressive texts (Robin, 2019). Research has shown that digital storytelling not only improves students' writing performance but also fosters their creativity and critical thinking skills, making it a promising tool in language learning (B. Robin, 2016). Therefore, investigating the effectiveness of digital storytelling in enhancing writing skills and creativity among EFL students is both timely and pedagogically significant.

Based on the background above, several problems can be identified and explained in detail. First, EFL learners often find it difficult to generate ideas for writing, which results in a lack of content development in their essays or stories (Melvina & Julia, 2021; Namaziandost & Nasri, 2019; Hamada, 2019). Second, students frequently demonstrate low motivation when engaged in conventional writing tasks that rely solely on pen-and-paper activities without incorporating creative or interactive methods (Nunan, 2023). Third, many writing activities fail to stimulate students' creativity, as learners are restricted to mechanical exercises rather than being encouraged to express originality and imagination (Fiialka et al., 2024). Fourth, technology has not yet been optimally utilized in EFL classrooms, meaning that teachers often neglect digital tools that could make writing activities more engaging and effective (Susanto et al., 2020). These problems collectively create a gap between students' writing potential and their actual performance in classrooms. Addressing these issues requires the implementation of new pedagogical approaches that are both innovative and student-centered. Digital storytelling offers a promising solution, as it combines writing with multimedia elements, making the activity more interactive and motivating (Arroba & Acosta, 2021). Thus, identifying these challenges highlights the importance of conducting research to evaluate how digital storytelling can overcome such problems and improve students' writing skills and creativity.

Research Questions

- 1) How does digital storytelling influence EFL learners' writing skills?
- 2) To what extent does digital storytelling enhance students' creativity in writing?
- 3) What are students' perceptions of using digital storytelling in EFL writing activities?

The objectives of this study are formulated based on the research problems and questions discussed earlier. The first objective is to examine the effect of digital storytelling on EFL learners' writing skills, particularly in terms of content development, organization, vocabulary use, grammar accuracy, and coherence (Hyland, 2019a). By addressing this objective, the study intends to measure whether digital storytelling can make a significant improvement in students' writing performance compared to conventional methods. The second objective is to explore how digital storytelling fosters students' creativity in writing, with creativity being understood as originality, imagination, and the ability to produce unique expressions in written texts (Cain, 2018). This aspect is important because creativity is often neglected in traditional writing instruction, yet it is an essential component for effective communication. The third objective is to investigate students' perceptions of digital storytelling as a tool in EFL writing, since understanding learners' attitudes provides valuable insights for teachers to design more engaging lessons (Larsari et al., 2024). Students'

perspectives can reveal both the strengths and limitations of the method, which is crucial for refining teaching practices. Moreover, examining these perceptions contributes to the development of learner-centered approaches that align with students' needs and preferences. Overall, these objectives aim to provide both theoretical and practical contributions to the field of English language teaching, particularly in enhancing writing instruction through digital storytelling.

2. METHOD

2.1 Research Design

This study employs a quasi-experimental design with a pre-test and post-test structure. In this design, two groups of students are involved: an experimental group, which receives treatment using digital storytelling in writing activities, and a control group, which is taught through traditional writing instruction without the use of digital tools. The quasi-experimental approach is chosen because it allows the researcher to examine the causal relationship between the teaching method and students' writing outcomes while maintaining classroom settings that are practical and feasible (Creswell & Poth, 2018). The use of pre-test and post-test provides a reliable means of measuring the improvement in students' writing skills and creativity before and after the treatment. Moreover, this design makes it possible to compare the effectiveness of digital storytelling with conventional teaching practices, thus ensuring that the research results are both valid and meaningful.

2.2 Participants

The research will be conducted at SMA PGRI 1 Palembang, where English is taught as a compulsory subject for all students. The participants of this study consist of 35 students from the eleventh grade (grade XI), who are selected through purposive sampling. Purposive sampling is employed because the researcher aims to focus on a specific group of learners who are considered suitable for the study, particularly those who have reached a certain level of proficiency in English writing and are familiar with the use of basic digital tools for learning purposes (Fraenkel et al., 2014). The students are divided into two groups: the experimental group, which will receive instruction through digital storytelling, and the control group, which will be taught using traditional writing activities. Each group consists of a relatively balanced number of students to ensure fairness and validity in the comparison between the two instructional methods. By involving 35 eleventh-grade students from SMA PGRI 1 Palembang, the study is expected to provide a realistic and practical representation of how digital storytelling can be integrated into the teaching of English writing in Indonesian senior high schools.

2.3 Research Instruments

To collect data, three instruments are employed in this study:

- 1) Writing Test: The writing test is administered both before and after the treatment to measure students' writing skills. The test evaluates several components of writing, including content, organization, vocabulary, grammar, and coherence (Hyland, 2019). The scoring rubric is adapted from Mertler (2020) to ensure validity and reliability.
- 2) Creativity Rubric: A creativity rubric is used to assess aspects of creativity in students' writing, such as originality, imagination, and expression. This rubric is adapted from Phetsangkhad and Prakai (2022) framework of creativity and adjusted for writing assessment.
- 3) Questionnaire/Interview: A questionnaire, followed by semi-structured interviews, is given to the experimental group in order to explore their perceptions of digital storytelling (Dornyei & Taguchi, 2019). The questionnaire includes both closed and

open-ended items, while interviews provide deeper insights into students' experiences, challenges, and opinions regarding the use of digital storytelling.

2.4 Data Collection Procedure

The process of data collection is carried out in several stages. First, a pre-test is administered to both the experimental and control groups to measure their initial writing performance and creativity levels. Second, the treatment is conducted over a number of sessions. The experimental group is taught using digital storytelling, where students are guided to create stories by integrating text with digital elements such as images, narration, and music, using applications like Canva, Powtoon, or Movie Maker. Meanwhile, the control group continues with traditional writing instruction, focusing on essay writing without multimedia support. After the treatment, a post-test is administered to both groups in order to measure their progress. Finally, a questionnaire and interview are conducted with the experimental group to gather qualitative data about their perceptions and experiences. This combination of procedures ensures that both quantitative and qualitative aspects of the research questions are addressed comprehensively.

2.5 Data Analysis

The data obtained in this study are analyzed using both quantitative and qualitative approaches.

- Quantitative Data Analysis: The results of the pre-test and post-test are analyzed using statistical tests. A paired sample t-test is conducted within each group to measure improvements before and after the treatment. Additionally, an independent t-test is used to compare the post-test scores of the experimental and control groups to determine whether there is a significant difference between the two instructional methods (Gay et al., 2020).
- Qualitative Data Analysis: The data from the questionnaire and interviews are analyzed thematically. Responses are categorized into emerging themes related to students' motivation, creativity, engagement, and challenges in using digital storytelling. This analysis helps to complement the quantitative findings by providing insights into students' perceptions and experiences, thus offering a richer understanding of how digital storytelling contributes to writing skill development and creativity.

By employing both quantitative and qualitative analyses, this study ensures methodological triangulation, which strengthens the validity and reliability of the findings.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Writing Skills Improvement

The analysis of writing skills improvement in this study is based on the comparison of pre-test and post-test scores from both the experimental and control groups. The control group was taught using traditional writing instruction, while the experimental group received treatment through digital storytelling. The results show that both groups demonstrated progress from pre-test to post-test, but the improvement in the experimental group was more substantial. This indicates that digital storytelling provided a more engaging and effective learning environment for enhancing students' writing performance. By combining textual production with multimedia elements, students in the experimental group were more motivated, creative, and expressive in their writing. Therefore, the following section presents

the detailed results of students' writing scores, gain comparisons, and statistical analyses to determine the significance of the improvement between the two groups. The following table describes the results of the pre-test and post-test data (Table 1).

Table 1. The results of the pre-test and post-test data (Writing Achievement)

Student ID	Control Group		Experiment Group	
	Pre-test	Post-test	Pre-test	Post-test
S1	63.3	65.0	56.7	76
S2	68.3	69.3	60.3	81
S3	62.3	63.7	53.7	74
S4	60.7	62.0	57.7	78
S5	65.0	66.3	60.0	83
S6	61.0	62.7	55.3	75
S7	57.3	59.0	59.7	79
S8	59.0	60.7	56.7	77
S9	67.7	69.0	61.7	84
S10	57.3	59.0	54.3	73
S11	58.3	59.7	56.7	77
S12	64.3	65.3	59.7	81
S13	56.7	58.3	53.7	74
S14	63.3	64.3	57.7	78
S15	66.7	67.7	60.7	83
S16	56.3	58.3	55.3	75
S17	71.0	72.0	59.7	79
S18	58.0	59.3	56.7	77
S19	62.3	63.3	61.7	84
S20	64.3	65.3	54.3	73
S21	58.3	59.3	56.7	77
S22	68.3	69.3	59.7	81
S23	60.7	61.7	53.7	74
S24	64.3	65.3	57.7	78
S25	55.3	57.3	60.7	83
S26	65.7	66.7	55.3	75
S27	58.3	60.0	59.7	79
S28	63.0	64.0	56.7	77
S29	57.0	58.7	61.7	84
S30	66.7	67.7	54.3	73
S31	57.7	59.0	56.7	77
S32	63.7	64.7	59.7	81
S33	61.3	62.3	53.7	74
S34	56.7	58.3	57.7	78
S35	70.3	71.3	60.7	83

The results of the pre-test and post-test show a clear difference in the improvement of writing skills between the control and experimental groups. The control group, which received traditional writing instruction, demonstrated only a slight increase in scores from pre-test to post-test, with improvements averaging around 1–2 points. In contrast, the experimental group, which was taught through digital storytelling, exhibited a significant improvement. Most students in this group showed gains of 15–25 points between the pre-test and post-test. This finding suggests that digital storytelling was more effective in enhancing students'

writing skills, particularly in aspects such as originality, imagination, and expression. The integration of multimedia tools appears to have motivated students, encouraged creativity, and improved their overall writing performance compared to conventional methods.

Table 2. The result of Paired Samples T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Precont - Postcont	-1,297	,336	,057	-1,412	-1,182	-22,865	34	,000
Pair 2	Preexp - Postexp	-20,514	1,158	,196	-20,912	-20,116	-104,793	34	,000

The results of the paired samples t-test indicate that there was an improvement in writing scores for both the control and experimental groups after the treatment. In the control group, the mean difference between pre-test and post-test was -1.297 with $t = -22.865$, $df = 34$, and a significance value of $0.000 (< 0.05)$. This means that although the improvement was statistically significant, it was relatively small, only about 1 point on average. Meanwhile, in the experimental group, the mean difference between pre-test and post-test was much larger, at -20.514 with $t = -104.793$, $df = 34$, and a significance value of $0.000 (< 0.05)$. This shows a highly significant improvement in the experimental group with an average increase of around 20 points. Therefore, it can be concluded that while both groups experienced improvement in writing skills, the experimental group using digital storytelling demonstrated a much greater improvement compared to the control group using traditional writing methods.

Table 3. The result of Independent Samples T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	1,283	,261	-16,182	68	,000	-14,834	,917	-16,664	-13,005
	Equal variances not assumed			-16,182	66,394	,000	-14,834	,917	-16,664	-13,004

The results of the Independent Samples Test show that there is a significant difference between the post-test scores of the control and experimental groups. Levene's Test for Equality of Variances indicates a significance value of $0.261 (> 0.05)$, meaning the assumption of equal variances is met. Based on this, the t-test with equal variances assumed was used, which yielded $t = -16.182$, $df = 68$, and a significance value of $0.000 (< 0.05)$. The mean difference between the two groups was -14.834, with a 95% confidence interval ranging from -16.664 to -13.005. This result suggests that the experimental group outperformed the control group significantly, showing that the use of digital storytelling had

a stronger positive impact on students' writing skills compared to traditional writing instruction.

3.1.2 Creative Enhancement

Creative enhancement in this study refers to the improvement of students' creativity in writing through the use of digital storytelling. Creativity is assessed using three main dimensions: originality, imagination, and expression. Originality focuses on students' ability to generate unique and novel ideas, imagination reflects their capacity to develop and expand ideas creatively, while expression evaluates the clarity and effectiveness of their written communication. By integrating digital storytelling into the learning process, students are encouraged to explore new perspectives, develop richer ideas, and express themselves more effectively in written form. This enhancement is measured through pre-test and post-test scores using a creativity rubric.

Table 4. The result of Creative enhancement

Student ID	Control Group		Experiment Group	
	Pre-test	Post-test	Pre-test	Post-test
S1	60	62.0	58.3	76.0
S2	61.7	63.7	60.3	81.0
S3	57.7	59.7	56.7	74.0
S4	55	57.0	58.3	78.0
S5	62.7	64.7	61.0	83.0
S6	56.7	58.7	57.7	75.0
S7	58.7	60.7	60.0	79.0
S8	60.7	62.7	58.0	77.0
S9	63.7	65.7	62.0	84.0
S10	55	57.0	56.3	73.0
S11	57.7	59.7	57.7	77.0
S12	61	63.0	60.0	81.0
S13	55	57.0	56.7	74.0
S14	59.7	61.7	58.3	78.0
S15	62.7	64.7	61.0	83.0
S16	56	58.0	57.3	75.0
S17	64.7	66.7	60.0	79.0
S18	57.7	59.7	58.0	77.0
S19	62	64.0	62.0	84.0
S20	59.7	61.7	56.3	73.0
S21	57.7	59.7	57.7	77.0
S22	61.7	63.7	60.0	81.0
S23	55.7	57.7	56.7	74.0
S24	60.7	62.7	58.3	78.0
S25	55	57.0	61.0	83.0
S26	61.7	63.7	57.3	75.0
S27	58.7	60.7	60.0	79.0
S28	60.7	62.7	58.0	77.0
S29	57	59.0	62.0	84.0
S30	62.7	64.7	56.3	73.0
S31	57.7	59.7	57.7	77.0
S32	60.7	62.7	60.0	81.0
S33	56.7	58.7	56.7	74.0

S34	55.7	57.7	58.3	78.0
S35	62	64.0	61.0	83.0

Based on the results of the pre-test and post-test on creativity for both the control and experimental groups with 35 students, a noticeable difference in improvement was found. The control group showed only a slight increase, with pre-test scores ranging from 55–64 and post-test scores improving by about 2 points on average. This suggests that conventional teaching methods contributed minimally to enhancing students' creativity. On the other hand, the experimental group, which was taught using digital storytelling, demonstrated remarkable progress. Their pre-test scores ranged from 56–62, but post-test scores rose significantly to 73–84, reflecting an improvement of approximately 15–20 points. This substantial gain indicates that digital storytelling was highly effective in fostering students' creativity, especially in originality, imagination, and expression. In conclusion, the experimental group achieved a much greater improvement in creativity compared to the control group.

3.1.3 Students' Perceptions

Students' perceptions of digital storytelling as a tool in developing their writing skills were generally very positive. Many students reported that the method was engaging and enjoyable because it combined creativity with technology. They felt more motivated to participate in the writing process, as digital storytelling allowed them to present their ideas in a more interactive and expressive way. One student mentioned, *"I really enjoy learning through digital storytelling because it makes writing more fun and helps me generate new ideas more easily"*. This highlights how digital storytelling created a dynamic learning environment that encouraged students to move beyond traditional writing exercises and explore their imagination. It also supported them in developing originality, as they were not only writing but also integrating visual and audio elements into their work.

In addition to motivation, students found that digital storytelling helped them organize and express their ideas more effectively. By combining text with images and narration, they were able to connect their thoughts in a coherent and meaningful way. This was particularly helpful for students who often struggled to begin or develop their writing. As another student shared, *"When I use pictures and voice to support my story, it is easier for me to find ideas and make my writing clearer"*. This shows that digital storytelling functioned not only as a creative outlet but also as a cognitive aid in idea generation, making the writing process more structured and less intimidating. The multimedia aspect of storytelling enabled students to better understand the connection between imagination and written expression.

However, despite the positive aspects, several challenges were also identified. Some students struggled with limited technical skills, particularly in using editing software or digital applications. One participant admitted, *"Sometimes it is hard for me to use the applications because I am not very familiar with technology"*. This indicates that digital literacy plays a crucial role in the success of digital storytelling projects. Time constraints were another challenge, as creating digital stories required more effort, from planning and drafting to editing and finalizing the product. While these challenges sometimes caused frustration, most students agreed that the benefits outweighed the difficulties. Overall, the responses showed that digital storytelling was not only effective in enhancing motivation, originality, imagination, and expression but also contributed to building confidence and creativity in English writing.

3.2 Discussion

The overall findings of this study reveal that the implementation of digital storytelling had a substantial positive impact on students' writing skills, creativity, and perceptions toward the learning process. In terms of writing improvement, the paired samples test results showed a significant difference between pre-test and post-test scores. For the control group, the mean difference was only -1.297 ($t = -22.865$, $p < 0.001$), indicating a very small improvement. In contrast, the experimental group achieved a substantial mean difference of -20.514 ($t = -104.793$, $p < 0.001$), reflecting a remarkable increase in writing ability. This aligns with Robin (2019), who argues that digital storytelling provides students with opportunities to integrate multiple modes of expression, thereby strengthening their narrative and linguistic skills.

In the area of creativity enhancement, the descriptive data also demonstrated a striking difference between the two groups. The control group's creativity scores in pre-test and post-test remained relatively stable, with only a modest increase of about 2 points. On the other hand, the experimental group showed remarkable progress, with post-test scores increasing by around 15–20 points. This improvement clearly reflects how digital storytelling serves as an effective tool for enhancing students' originality, imagination, and expression. The Independent Samples t-test confirmed these findings, showing a significant difference between the experimental and control groups with a mean difference of -14.834 ($t = -16.182$, $p < 0.001$). These results are consistent with Bell (2019), who found that digital storytelling fosters higher levels of creativity and problem-solving because it encourages students to explore new perspectives in expressing their ideas.

Finally, students' perceptions further strengthen these results. Participants in the control group mostly perceived the learning activities as monotonous and uninspiring, stating that they often wrote merely to complete assignments. In contrast, students in the experimental group expressed overwhelmingly positive responses, describing digital storytelling as engaging, enjoyable, and motivating. Many of them felt that the approach helped them to generate ideas more easily and encouraged them to be more expressive. As one student mentioned, *"I enjoyed the digital storytelling project because it helped me express my imagination more creatively."* Although some students reported challenges such as limited technical skills and time constraints, the majority agreed that the benefits far outweighed the difficulties. This is in line with Arroba and Acosta (2021), who found that students perceive digital storytelling as a motivating and enjoyable learning activity that improves both engagement and academic achievement.

In conclusion, the integration of digital storytelling not only improved students' writing performance (as supported by the paired samples test results) but also enhanced their creativity and fostered positive attitudes toward learning (as confirmed by the independent samples test). Compared to conventional teaching methods, this innovative approach provided a more meaningful and stimulating learning experience, proving its effectiveness as a pedagogical strategy for developing students' writing skills and creative potential. This supports prior findings by Wattpad Corporation (2023), who highlighted that digital storytelling integrates cognitive, emotional, and social dimensions of learning, making it a powerful educational tool.

4. CONCLUSION

This study concludes that digital storytelling has a significant impact on enhancing students' writing skills, creativity, and overall learning experiences compared to conventional teaching methods. Students in the experimental group demonstrated substantial improvement in their ability to generate ideas, express originality, and structure their writing more effectively. In contrast, the control group showed only minimal progress. These findings support previous studies suggesting that digital storytelling is not only a powerful pedagogical tool for language learning but also an approach that fosters students' creative thinking and engagement in the classroom.

The results of this study provide several important implications. Pedagogically, digital storytelling can serve as an innovative teaching strategy that integrates language skills, critical thinking, and creative expression into one holistic learning process. Perspective that digital storytelling connects cognitive, emotional, and social dimensions of learning. Practically, it emphasizes the need for English teachers to adopt technology-based approaches to enrich students' learning experiences, particularly in fostering creativity and improving writing competence. At the curriculum level, the study highlights the importance of incorporating creative digital tools into English education to make learning more relevant to the demands of the 21st century.

Several recommendations can be made for future studies. First, research involving larger and more diverse samples across different educational contexts should be conducted to confirm the generalizability of these findings. Second, longitudinal studies are needed to explore the long-term effects of digital storytelling on students' writing skills, creativity, and other learning outcomes such as collaboration and communication. Third, future research may investigate the integration of emerging digital platforms, such as artificial intelligence, virtual reality, or interactive multimedia, to further enhance creativity and language learning. Finally, it is recommended to examine teacher training and professional development programs that can help educators overcome technical challenges and maximize the benefits of digital storytelling in the classroom.

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