

## REFERENCES

- Afrina, C., Zulaikha, S. R., & Jumila, J. (2024). The low level of digital literacy in Indonesia: An analysis of online media content. *Record and Library Journal*, 10(2), 374–387. <https://doi.org/10.20473/rlj.V10-I2.2024.374-387>
- Akbar, M., & Wijaya, G. (2024). Digital literacy of rural areas in Indonesia: Challenges and opportunities. In *Proceedings of the 4th International Conference on Rural Socio-Economic Transformation (RUSSET 2023)*. EAI. <https://doi.org/10.4108/eai.1-11-2023.2344347>
- Asoulin, E. (2013). The creative aspect of language use and the implications for linguistic science. *Biolinguistics*, 7, 228–248. <https://doi.org/10.5964/bioling.8963>
- Azwar, S. (1995). Reliabilitas dan validitas item. *Buletin Psikologi*, 3(1), 19–26.
- Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.
- Bawden, D. (2008). Origins and concepts of digital literacy. In C. Lankshear & M. Knobel (Eds.), *Digital literacies: Concepts, policies and practices* (pp. 17–32). Peter Lang.
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Budiman, R., & Syafrony, A. I. (2023). The digital literacy of first-year students and its function in an online method of delivery. *Asian Association of Open Universities Journal*, 18(3), 176–186. <https://doi.org/10.1108/AAOUJ-01-2023-0017>
- Burgos, M. V., & Anthony, J. E. S. (2024). Digital Literacy and Language Learning: The Role of Information Technology in Enhancing English Proficiency. *American Journal of Education and Technology*, 3(4), 86–91. <https://doi.org/10.54536/ajet.v3i4.3808>
- Cai, Y., & Xing, K. (2023). Examining the mediation of engagement between self-efficacy and language achievement. *Journal of Multilingual and Multicultural Development*. Advance online publication. <https://doi.org/10.1080/01434632.2023.2217801>

- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Houghton Mifflin.
- Dharmayanti, P. A. P., Padmadewi, N. N., Utami, I. G. A. L. P., & Suarcaya, P. (2024). Digital literacy competence for scientific writing: Students' perceptions and skills. *Journal of Language Teaching and Research*, 15(5), 1550–1560. <https://doi.org/10.17507/jltr.1505.16>
- Eslit, E. (2023). *Engaging Minds: Transforming Language Learning with Dynamic Digital Storytelling*. Preprints. <https://doi.org/10.20944/preprints202305.0996.v1>
- Chomsky, N. (1964). *Current issues in linguistic theory*. The Hague: Mouton.
- Churches, A. (2009). *Bloom's digital taxonomy* [PDF]. <https://www.pdst.ie/sites/default/files/BloomDigitalTaxonomy-AndrewChurches.pdf>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.
- Conca, M. (2025). *Creative speaking: Storytelling to learn to speak*. *International Journal of Language and Communication*, 12(2), 45–58. Retrieved from <https://ihworld.com/ih-journal/issues/issue-45/creative-speaking-storytelling-to-learn-to-speak/>
- Cote, T., & Milliner, B. (2018). A survey of ICT use and skills of university English teachers in Japan. *The JALT CALL Journal*, 14(3), 215–233. <https://files.eric.ed.gov/fulltext/EJ1195805.pdf>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511486999>
- Eshet, Y. (2004). Digital Literacy: A Conceptual Framework for Survival Skills in the Digital era. *Journal of Educational Multimedia and Hypermedia*, 13(1), 93-106. Norfolk, VA: Association for the Advancement of Computing in

- Education (AACE). Retrieved July 24, 2025 from <https://www.learntechlib.org/primary/p/4793/>.
- Fathali, S., Emadi, A., & Lotfi Jebeli, S. (2024). Digital literacy and EFL teachers' anxiety with teaching online via a virtual classroom software. *The JALT CALL Journal*, 20(2), 1–21. <https://doi.org/10.29140/jaltcall.v20n2.1154>
- Fauziyah, R., Cahyani, I., & Kurniawan, K. (2024). Revitalisasi literasi digital dalam pembelajaran menulis artikel opini menuju generasi emas. *Jurnal Onoma: Pendidikan, Bahasa dan Sastra*, 10(4), 2315-2326.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365–387. <https://doi.org/10.2307/356600>
- Gilster, P. (1997). Digital literacy. John Wiley & Sons.
- Giroth, L. G. J., Purnomo, K. D. M., Dotulong, F., Mokoginta, D., & Pusung, P. H. (2024). Konsep, urgensi dan strategi pembangunan literasi digital. *Journal of Digital Literacy and Volunteering*, 2(2), 83-90. <https://doi.org/10.57119/litdig.v2i2.105>
- Ghozali, S., Darmawan, D., Putra, A. R., Arifin, S., Arrozi, F., Firmansyah, B., & al Mursyidi, B. M. (2024). Literasi digital sebagai pilar peningkatan kualitas pendidikan modern. *NALA: Jurnal Pendidikan, Penelitian dan Pengabdian Masyarakat*, 4(2), 1–17. <https://doi.org/10.54732/nala.v4i2.44>
- Graham, S. (2006). A study of students' metacognitive beliefs about foreign language study and their impact on learning. *Foreign Language Annals*, 39(2), 296–309. <https://doi.org/10.1111/j.1944-9720.2006.tb02267.x>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- I Wayan Dana Ardika, Ni Made Ratminingsih, & Luh Putu Artini. (2023). THE IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING ON PROJECT AND CREATIVE TASK TO IMPROVE WRITING SKILL . *Elementary Education Online*, 20(5), 67–72. Retrieved from <https://ilkogretim-online.org/index.php/pub/article/view/3039>
- Indriani, C. L., Muth'im, A., & Febriyanti, E. R. (2024). English language learning through the use of digital technology: A literature review. *Linguistic*,

- English Education and Art (LEEA) Journal*, 7(2), 283–290.  
<https://doi.org/10.31539/leea.v7i2.9268>
- Istifci, I., & Goksel, N. (2022). The relationship between digital literacy skills and self-regulated learning skills of open education faculty students. *English as a Foreign Language International Journal (EFLIJ)*, 26(1), 63–87.
- Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL composition: A practical approach*. Newbury House.
- Khan, N., Sarwar, A., Chen, T. B., & Khan, S. (2022). Connecting digital literacy in higher education to the 21st century workforce. *Knowledge Management & E-Learning*, 14(1), 46–61. <https://doi.org/10.34105/j.kmel.2022.14.004>
- Khusaini, A. N., Supriyono, S., Fauzi, A., & Sari, H. P. (2024). English Speaking Instructional Model at Senior High School: A Single Case Study at SMAN 01 Sutojayan, Blitar, East Java. *Fonologi Jurnal Ilmuan Bahasa Dan Sastra Inggris*, 2(4), 76–88. <https://doi.org/10.61132/fonologi.v2i4.1140>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- L. Arcipe , Carlo Vinci, and Jerlyn G. Balones. 2023. “Exploring the Impact of Motivation on Language Learning and Student Engagement”. *Asian Journal of Education and Social Studies* 46 (3):1-21.  
<https://doi.org/10.9734/ajess/2023/v46i31002>.
- Lankshear, C., & Knobel, M. (2015). Digital literacy and digital literacies: Policy, pedagogy and research considerations for education. *Nordic Journal of Digital Literacy*, 10(Jubileumsnummer), 8–20.  
<https://doi.org/10.18261/ISSN1891-943X-2015-Jubileumsnummer-02>
- Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. MIT Press.
- Li, R., Meng, Z., Tian, M., Zhang, Z., & Xiao, W. (2021). Modelling Chinese EFL learners’ flow experiences in digital game-based vocabulary learning: the roles of learner and contextual factors. *Computer Assisted Language Learning*, 34(4), 483–505.  
<https://doi.org/10.1080/09588221.2019.1619585>
- Lin, L. F., & Warschauer, M. (2015). Online learning and English language teaching: A study of digital literacy practices and academic achievement in

- Taiwan. *ReCALL*, 27(1), 21–39.  
<https://doi.org/10.1017/S0958344014000221>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545–562.  
<https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- Maharani, D., & Triastuti, A. (2023). School Literacy Program: A Lesson Learned From English Language Teaching At A Senior High School. *LITERACY: International Scientific Journals of Social, Education, Humanities*, 2(1), 127–140. <https://doi.org/10.56910/literacy.v2i1.531>
- Mahmud, N., Mazeree, N. S. Q., & Mahmud, N. (2023). Language Learning Anxiety in Online Learning: Malaysian ESL Undergraduates' Perspectives. *ELTALL: English Language Teaching, Applied Linguistic and Literature*, 4(2), 48–66. <https://doi.org/10.21154/eltall.v4i02.5766>
- Maulana, A. F. (2024). *Literasi digital sebagai kunci pemanfaatan teknologi secara bijak*. Universitas Widyatama.
- Menggo, S., Midun, H., & Pandor, P. (2021, August). Students' digital literacy competence and English study habits. In *Proceedings of the 1st International Conference on Education, Humanities, Health and Agriculture (ICEHHA 2021, 3–4 June 2021, Ruteng, Flores, Indonesia)*. EAI. <https://doi.org/10.4108/eai.3-6-2021.2310655>
- Michael, A., & Stephen, M. (2023). *Teacher training programs for effective use of digital tools in English language teaching: A case study of secondary schools in Sindh*. University of Northampton. Retrieved May 23, 2024, from [https://www.researchgate.net/publication/380789162\\_Title\\_Teacher\\_Training\\_Programs\\_for\\_Effective\\_Use\\_of\\_Digital\\_Tools\\_in\\_English\\_Language\\_Teaching\\_A\\_Case\\_Study\\_of\\_Secondary\\_Schools\\_in\\_Sindh](https://www.researchgate.net/publication/380789162_Title_Teacher_Training_Programs_for_Effective_Use_of_Digital_Tools_in_English_Language_Teaching_A_Case_Study_of_Secondary_Schools_in_Sindh)
- Much Dein Iatur, A., Zuchdi, D., & Sudrajat, A. (2024). English teachers' beliefs and practices in integrating digital literacy in the language classroom. *International Journal of Evaluation and Research in Education (IJERE)*, 13(2), 1242–1251. <https://doi.org/10.11591/ijere.v13i2.25733>

- Muhammadiyah, M., Pattiasina, P. J., Khasanah, K., & Pirdaus, A. (2021). Relevance of speaking skills with improving digital literacy skills. *International Research Journal of Management, IT and Social Sciences*, 8(6), 669–678. <https://doi.org/10.21744/irjmis.v8n6.1975>
- Mustapha, W. Z. W. W., & Paramasivam, S. (2018). Propagating critical reading and creative writing literacy using *Reader's Digest* magazines. *AICLL: Annual International Conference on Language and Literature*, 1(1), 330–335. <https://doi.org/10.30743/aicll.v1i1.41>
- Ng, W. (2012). Can we teach digital natives digital literacy? *Computers & Education*, 59(3), 1065–1078. <https://doi.org/10.1016/j.compedu.2012.04.016>
- Nguyen, N. L. D., Nghia, T. T., Thy, P. H., & Nhi, H. T. Y. (2022). The Relationship between Students' Self-Efficacy Beliefs and Their English Language Achievement. *Journal of English Language Teaching and Applied Linguistics*, 4(2), 102-112. <https://doi.org/10.32996/jeltal.2022.4.2.10>
- Nofera, F., Pismawenzy, P., & Octavia, I. A. (2025). Efikasi diri akademik dengan pengaturan diri dalam belajar pada siswa. *Psikobuletin: Buletin Ilmiah Psikologi*, 6(2), 53. <https://doi.org/10.24014/pib.v6i2.26018>
- Nuriyah, L., Gailea, N., & Pahamzah, J. (2024). Using Digital Storytelling to Enhance Students' Speaking Skills. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(3), 1903-1908. <https://doi.org/10.51169/ideguru.v9i3.1041>
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House Publishers.
- Pajares, F., & Valiante, G. (2006). Self-efficacy beliefs and motivation in writing development. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 158–170). Guilford Press.
- Parra, M. L. (2021). Strengthening Writing Voices and Identities: Creative Writing, Digital Tools and Artmaking for Spanish Heritage Courses. *Languages*, 6(3), 117. <https://doi.org/10.3390/languages6030117>
- Pearson, K. (1896). Mathematical contributions to the theory of evolution. III. Regression, heredity, and panmixia. *Philosophical Transactions of the Royal Society of London. Series A*, 187, 253–318. <https://doi.org/10.1098/rsta.1896.0007>

- Pangaribuan, S. R., Purba, N., & Lubis, I. A. (2023). Rubrics design for assessing students' creative writing skills in EFL context. *ELT Forum: Journal of English Language Teaching*, 12(2), 127–139. <https://doi.org/10.59765/eltforum.v12i2.213>
- Praba, L. T., Artini, L. P., & Ramendra, D. P. (2018). Project-based learning and writing skill in EFL: Are they related? *SHS Web of Conferences*, 42, Article 00059. <https://doi.org/10.1051/shsconf/20184200059>
- Pratolo, B. W., Fatimah, N. ., Soviyah, S., & Ali, Z. (2023). Digital Literacy readiness: Voices of Indonesian Primary and Secondary English Teachers. *English Language Teaching Educational Journal*, 5(2), 129–142. <https://doi.org/10.12928/eltej.v5i2.6562>
- Putra, D. A., & Rullyanti, M. (2023). *The importance of digital literacy in improving students' skills in English*. Journal of Dehasen Educational Review, 4(3), 201–206. <https://doi.org/10.33258/joder.v4i3.4519>
- Ratminingsih, N. M., Wahyuni, L. G. E., & Santosa, M. H. (2026). Digital storytelling in elementary EFL classrooms: Students' multidimensional engagement and teachers' pedagogical challenges. *Voices of English Language Education Society*, 10(1), 75–88. <https://doi.org/10.29408/veles.v10i1.31917>.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667305>
- Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st-century classroom. *Theory Into Practice*, 47(3), 220–228. <https://doi.org/10.1080/00405840802153916>
- Rochanaphapayon, T. (2023). Digital literacy: Enhancing English reading comprehension among foreign language students. *English Language Teaching*, 17(1), 26–33. <https://doi.org/10.5539/elt.v17n1p26>
- Saputra, M. J., Piscayanti, K. S., & Agustini, D. A. E. (2020). The effect of mindful learning on students' writing competency. *JPI (Jurnal Pendidikan Indonesia)*, 9(4), 553–564. <https://doi.org/10.23887/jpi-undiksha.v9i4.25484>

- Sari, T. V. (2024). The Implementation of The Merdeka Curriculum in Learning English in Senior High School: Case Study. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*. <https://doi.org/10.30605/onoma.v10i1.3047>
- Stockwell, G. (2013). Technology and Motivation in English-Language Teaching and Learning. In: Ushioda, E. (eds) *International Perspectives on Motivation. International Perspectives on English Language Teaching*. Palgrave Macmillan, London. [https://doi.org/10.1057/9781137000873\\_9](https://doi.org/10.1057/9781137000873_9)
- Sudartinah, T. (2013). Maximizing the advantages of language laboratory for English language teaching in senior high schools in Yogyakarta province. *Proceeding of the International Seminar on Languages and Arts (ISLA-2)*, 579–584. Fakultas Bahasa dan Seni Universitas Negeri Padang.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Syamsudin, Syamsudin, Budianto, Langgeng, Prihadi, Kususanto Ditto, Susanto, Djoko, Rohman, Abdul ID, Kholil, ahmad and Firdousi, Muhammad Anwar (2025) *Digital media's role in overcoming anxiety, enhancing linguistic elements and fostering motivation for developing speaking skills*. *International Journal of Evaluation and Research in Education (IJERE)*, 14 (2). pp. 1379-1388. ISSN 2252-8822
- Turkel, A., & Çetinkaya, M. (2020). The effect of creative writing activities on students' attitudes towards writing and their success. *International Online Journal of Educational Sciences*, 12(1), 172–183. <https://doi.org/10.15345/ijoes.2020.01.010>
- Qomaruddin, A. Q. (2023). DIGITAL VIDEO RECORDED SPEECH TASK BASED PROJECTS TO ENHANCE EFL STUDENTS' SELF-CONFIDENCE. *Journal of English Teaching and Learning*, 3(1), 1–11. <https://doi.org/10.62734/jetling.v3i1.212>
- Torrance, E. P. (1966). *Torrance Tests of Creative Thinking: Norms-technical manual*. Princeton, NJ: Personnel Press.
- UNESCO. (2018). *A global framework of reference on digital literacy skills*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000265403>

- Usmani, S., Ali, E. H. F., & Kottaparamban, M. (2025). The impact of digital storytelling on EFL learners' speaking and writing skills. *Forum for Linguistic Studies*, 7(4), 1–15. <https://doi.org/10.30564/fls.v7i4.9034>
- Wahyuddin, N. R., Yanti, N. E., Arnas, R., & Hermansyah, S. (2024). Digital literacy integrated with blended learning in improving EFL students' English language skills: A lesson learned from the independent campus program. *Journal of Language and Literature Studies*, 4(4), 744–757. <https://doi.org/10.36312/jolls.v4i4.2351>
- Wardani, N. K. S., Artini, L. P., & Ramendra, D. P. (2021). Project-Based Learning in Teaching EFL Writing: An Analysis of the Effect on The 5 Dimensions of Writing. *Journal of Education Research and Evaluation*, 5(2), 243. <https://doi.org/10.23887/jere.v5i2.31597>
- Winnaandhini, N. P. S. A., & Santosa, M. H. (2025). A systematic review on the use of digital storytelling to improve students' writing skills using SPAR-4-SLR protocol. *Journal of English Teaching*, 11(2), 138–149. <https://doi.org/10.33541/jet.v11i2.6771>
- Woolfolk, A. (2016). *Educational psychology* (13th ed.). Pearson. <https://books.google.com/books?id=ZBb0oAEACAAJ>
- Zainab, I., Jaya, G. B., & Artini, L. P. (2021). Meningkatkan Keterampilan Menulis Peserta Didik Melalui Whatsapp Diary Writing. *Indonesian Gender and Society Journal*, 1(2), 60–68. <https://doi.org/10.23887/igsj.v1i2.39082>
- Zeng, W. (2023). An investigation into digital literacy and autonomous learning of high school students. *English Language Teaching*, 16(2), 131–142. <https://doi.org/10.5539/elt.v16n2p131>
- Zhang, T. (2024). Effects of self-regulation strategies on EFL learners' language learning motivation, willingness to communicate, self-efficacy, and creativity. *BMC Psychology*, 12(1), Article 75. <https://doi.org/10.1186/s40359-024-01567-2>
- Zufahmi, Z., Rohman, F., Listyorini, D., & Sari, M. S. (2024). The relationship between learning motivation and digital literacy of high school students through augmented reality-assisted e-modules. In *Proceedings of the 4th International Conference on Education, Technology and Social Science*

(ICOETS 2024) (pp. 62–71). Atlantis Press. [https://doi.org/10.2991/978-2-38476-331-3\\_6](https://doi.org/10.2991/978-2-38476-331-3_6)

