

REFERENCES

- Alharbi, S., & Newbury, P. (2020). Designing a mobile learning application by integrating universal design for learning principles and digital storytelling: Pilot study. *Proceedings of the European Conference on E-Learning, ECEL, 2020-Octob*, 547–555. <https://doi.org/10.34190/EEL.20.126>
- Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. Q. (2023). Impact of ChatGPT on Learning Motivation: *Journal of English Studies in Arabia Felix*, 2(1), 41–49. <https://doi.org/10.56540/jesaf.v2i1.51>
- Altare-lópez, S., Bengochea-guevara, J. M., Ranz, C., & Montes, H. (2023). *Qualitative and quantitative analysis of student 's perceptions in the use of generative AI in educational environments*. 6113, 0–2.
- Dalim, S. F., Azliza, N. Z. M., Ibrahim, N., Zulkipli, Z. A., & Yusof, M. M. M. (2019). Digital storytelling for 21st century learning: A study on pre-service teachers' perception. *Asian Journal of University Education*, 15(3), 226–234. <https://doi.org/10.24191/ajue.v15i3.7801>
- Elmasri, R. (2017). Data Definition. *Encyclopedia of Database Systems*, 1–2. https://doi.org/10.1007/978-1-4899-7993-3_80736-1
- Haque, M. U., Dharmadasa, I., Sworna, Z. T., Rajapakse, R. N., & Ahmad, H. (n.d.). " I think this is the most disruptive technology " Exploring Sentiments of ChatGPT Early Adopters using Twitter Data. 1–12.
- Harmer, J. (2006). 濟無No Title No Title No Title. *Suparyanto and Rosad*, 5(3), 248–253.
- Husnu, M. (2017). Demonstration Technique to Improve Vocabulary and Grammar Element in Teaching Speaking at EFL Learners. *English Language Teaching*, 11(2), 26. <https://doi.org/10.5539/elt.v11n2p26>
- Istiyono, E., & Febriana, B. W. (1997). *Exploring Students ' perceptions of their learning experience and self -efficacy in physics online class with project-based learning: An interpretative phenomenological analysis I . INTRODUCTION*.
- Kocoń, J., Cichecki, I., Kaszyca, O., Kochanek, M., Szydło, D., Baran, J., Bielaniec, J., Gruza, M., Janz, A., Kanclerz, K., Kocoń, A., Koptyra, B.,

- Mieleszczenko-Kowszewicz, W., Miłkowski, P., Oleksy, M., Piasecki, M., Radliński, Ł., Wojtasik, K., Woźniak, S., & Kazienko, P. (2023). ChatGPT: Jack of all trades, master of none. *Information Fusion*, 99(February), 101861. <https://doi.org/10.1016/j.inffus.2023.101861>
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). *ChatGPT for Language Teaching and Learning*. April. <https://doi.org/10.1177/00336882231162868>
- Konteks, D. I., & Pandemi, P. (2024). *ARTIFICIAL INTELLIGENCE DALAM PEMBELAJARAN VOKASI*. 9(November), 286–307.
- Laksana, I. P. Y., Ratminingsih, N. I. M., Santosa, M. H., & Kusuma, I. P. I. (2026). *Technology in Language Teaching & Learning Aligning ChatGPT with E-Portfolio Assessment as EFL Learning Model: Its Effect on Student ' s Speaking Performance and Feedback Literacy*. 103616.
- Mayer, R. E. (2024). The Past , Present , and Future of the Cognitive Theory of Multimedia Learning. *Educational Psychology Review*, 36(1), 1–25. <https://doi.org/10.1007/s10648-023-09842-1>
- Muhammad, A., & Karim, H. (2019). Factors Contribute to Speaking Performance Development: Kurdish EFL Summer Course Learners' Perspectives. *Journal of Garmian University*, 6(3), 295–309. <https://doi.org/10.24271/garmian.196355>
- Namaziandost, E., Esfahani, F. R., & Ahmadi, S. (2019). Varying levels of difficulty in L2 reading materials in the efl classroom: Impact on comprehension and motivation. *Cogent Education*, 6(1), 1–9. <https://doi.org/10.1080/2331186X.2019.1615740>
- Paradewari, D. S. (2017). Investigating Students' Self-Efficacy of Public Speaking. *International Journal of Education and Research*, 5(10), 97–108. www.ijern.com
- Rajendran, V., & Md Yunus, M. (2021). Interactive Learning via Digital Storytelling in Teaching and Learning. *International Journal of Education and Literacy Studies*, 9(3), 78. <https://doi.org/10.7575/aiac.ijels.v.9n.3p.78>
- Rastari, K. L., Artini, L. P., Putu, N., Pratiwi, A., & Putu, N. (2023). *ELICITATION TECHNIQUE EMPLOYED BY EFL TEACHERS IN*. 13(2), 81–96.
- Razmi, M., Pourali, S., & Nozad, S. (2014). Digital Storytelling in EFL Classroom

- (Oral Presentation of the Story): A Pathway to Improve Oral Production. *Procedia - Social and Behavioral Sciences*, 98(2011), 1541–1544. <https://doi.org/10.1016/j.sbspro.2014.03.576>
- Riasati, M. J. (2018). Willingness to speak English among foreign language learners: A causal model. *Cogent Education*, 5(1), 1–17. <https://doi.org/10.1080/2331186X.2018.1455332>
- 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>
- Sarmiento-campos, N., L, J. C., Silvera-alarc, E., Cuellar-quispe, S., Huam, Y., Apaza, O. A., & Sorkheh, A. (2022). *Research Article A Look at Vygotsky ' s Sociocultural Theory (SCT): The Effectiveness of Scaffolding Method on EFL Learners ' Speaking Achievement.* 2022. <https://doi.org/10.1155/2022/3514892>
- Skulmowski, A., & Xu, K. M. (2022). *Understanding Cognitive Load in Digital and Online Learning : a New Perspective on Extraneous Cognitive Load.* 171–196.
- Sukovic, S. (2014). iTell: Transliteracy and Digital Storytelling. *Australian Academic and Research Libraries*, 45(3), 205–229. <https://doi.org/10.1080/00048623.2014.951114>
- Susnjak, T. (2024). *education sciences ChatGPT: The End of Online Exam Integrity ?* 1–20.
- Zhao, Z. (2023). *The Impact of ChatGPT on Human Society.* July, 1945–1951. https://doi.org/10.2991/978-2-38476-126-5_221