Enhancing Narrative Writing through Digital Storytelling for ESL Students: A Quasi Experimental Approach

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Abstract

This research investigates the challenges ESL learners encounter in narrative writing by employing Digital Storytelling (DST), a method increasingly adopted and studied in English Language Teaching (ELT) classrooms. The quasi-experimental study aims to examine DST's impact on students' writing skills, supported by metacognitive theory. Eighty-seven participants from a B.Tech program were divided into experimental and control groups. Data from pre-test and post-test writing assessments were analyzed using SPSS. Statistical findings indicate that students in the experimental group significantly outperformed their peers in narrative writing ability. Activities such as collaborative storytelling and digital storyboarding, involving comprehensive planning and visual organization before final digital story creation, contributed notably to this improvement. The study suggests integrating diverse writing tasks into DST activities to further enhance students' writing proficiency.

Keywords: Assessment; Collaboration; Metacognition; Quasi-Experimental; Technology