

DIGITAL STORY TELLING: STUDENTS' PERCEPTION IN DEVELOPING DESCRIPTIVE WRITING ABILITY

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ARTICLE HISTORY

Received : 19-09-2025

Revised : 18-10-2025

Accepted : 26-10-2025

KEYWORDS

Digital Story Telling (DST)
Students' Perception
Descriptive Writing

ABSTRACT

This study is exploring the students' perception in developing descriptive writing ability through digital story telling in university students. This study is exploring university students' perception when they develop their writing especially descriptive text using digital story telling media. The students' perception is affected how their attitude during activity when they develop their writing ability towards digital story telling media. This study involves 23 participants taken from some classes in English education students which they already practice their descriptive writing using digital story media. This study utilizes a survey using adapted questionnaire and interviews to gather information about the students' perception regarding their attitude while develop their descriptive writing using digital story telling media. then analysed using likers scale for questionnaire using the formula $P = F/N \times 100\%$, and data analysis of interview will be used systematically coded, in which specific statements are analysed and categorized into themes that reflect the phenomenon under investigation. The result of questionnaire shows that almost 80% students give positive perception in digital story telling as media in develop descriptive writing and the result of interview shows that the average students response stated that 75% of students has good perception about digital story telling used in descriptive writing then 25% is neutral. Based on both questionnaire and interview result we can concluded that digital storytelling gives positive perception in developing descriptive writing ability.

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INTRODUCTIONS

In English language learning, the ability in developing writing is not only influence by teaching method but also by how they perceive the learning process itself. The perception of the students become factor that affect their attitude, willingness, motivation and the engagement in classroom activities. Zhou and Wang (2023) explain that students' motivation and willingness to engage depend on their perceptions of the value and cost of a task. When

students perceive that a learning activity is highly valuable and not overly difficult, their engagement and performance tend to develop.

Students' perception become one of the key factors that influence how their behavior during learning process. Their positive perception highly motivates them more effectively opposite than the negative perception. In the field of educational psychology and applied linguistics, perception is defined as learners' interpretation and evaluation of their experiences, which affects how they respond to tasks, strategies, and feedback (Wigfield & Eccles, 2020). Because of that, the aspect that make them have positive perception must be provided by the teacher in teaching learning process. One of the areas that can touched by students' perception that highly important is in writing.

Positive perceptions of writing are associated with high expectancy, strong value, and perceived control. According to Expectancy-Value Theory, students who believe they can succeed (expectancy) and perceive writing tasks as useful, interesting, or personally meaningful (value) are more likely to engage persistently. Similarly, Control-Value Theory highlights that high control appraisals generate enjoyment and pride in writing, which in turn enhance creativity and elaboration in tasks like descriptive writing (Pekrun et al., 2020). In other hand, perception effect students' in developing their ability especially in writing.

Descriptive writing itself is types of writing that present a person, place, object and event to give vivid images for the readers in some aspects which can activate their sense. It focuses on imaginary and figurative language in giving explanation so the reader can understand the writer message. Kane (2010) views it as an attempt to form a verbal picture of a person, object, or event, while Oshima and Hogue (2017) stress the importance of clarity and specificity in order to make readers visualize the subject. Descriptive writing is one of genre that has been taught in the early stages of writing because it helps the students learn and improve some linguistics aspect. Theoretically, descriptive writing can help the students practice in developing their vocabulary, grammar, content and coherence of the writing. But sometimes the contradictive happened in real life.

In descriptive writing, the writer needs the ability in using vocabulary, cohesion among the sentences also expertise in grammar. As stated by Hyland (2019) descriptive writing within academic contexts, considering it both a genre and a process that fosters students' vocabulary, grammar, and cohesion. Many students' feel difficulties in descriptive writing due to the lack of vocabularies, ideas, grammatical ability and low motivation to elaborate the details. The lack of vocabularies caused they feel difficult in expressing their ideas into writing so the message they can share cannot be understood by the reader. It also happens when gaining the ideas of writing especially details in describing the theme due to lack of information they had. Besides, the lack of grammatical ability factors could worsen the situation when they write descriptive writing. Research shows that low-achieving students often struggle not only with these linguistic elements but also with organizing their ideas, which results in poorly structured writing (Gómez-Rodríguez et al., 2019; Rezaii, 2022). To find out the way in solving the writing problems, it needs to develop learning tools which effect students' perception which hoped it can develop students' ability in writing.

In recent years, the integration among technology and learning has become increase over times. Technology is partner in developing learning tools that help the students to learn more effectively. Digital storytelling is one of media that combine technology, innovation that used in education as media in teaching. Digital storytelling is developed by Joe Lambert, Dana Atchley and Nina Mullen in the early nineties in order to provide learners with media that allows them to tell the stories and also to preserve their storied for reflection at a later date (Lambert, 2013). Digital storytelling combines the audio, visual and images which is combining with a story that can increase understanding about detail information about the topic which is help the students in comprehending the detail information that they see, hear and feel in the digital literacy media. Digital storytelling is defined as the use of computer-based tools to convey stories that entails creating brief multimedia narratives that use photos, music, video, and text to portray personal or collective experiences (Choo et al., 2020).

The Importance of Digital Storytelling in Education is stated by Ramalia (2023). She says that digital storytelling serves several educational purposes:

- a. Literacy Skills Enhancement: It encourages students to engage with texts in a creative manner, thereby improving reading and writing skills.
- b. Critical thinking is developed as students critically analyze tales and learn to produce cohesive stories.

- c. Fostering Collaboration: Group storytelling exercises improve cooperation and communication abilities.

So, it can be seen that digital storytelling really impact the education especially in writing. Because of it, students can develop creative attitude in line with increase of their writing ability because digital storytelling gives understanding about the topic in the visual audio and image field so the students easier to understand the topic. Critical thinking of the students also can develop because of the students can analyze easier about the topic using digital storytelling. It also gives positive impact of students' collaborative activities which also increase the positive attitude during learning process.

Therefore, the integration of digital storytelling into language education especially descriptive writing become solution in maintaining students' interest of writing. As stated by Min's research highlights that digital storytelling, integrated with animation, can significantly improve students' behavioral engagement in learning (Min, 2022).

Research on digital storytelling in education has expanded in recent years, yet the literature has largely cantered on cognitive gains and motivational effects. Students' perceptions, particularly in relation to the use of digital storytelling for descriptive writing, have received comparatively little scholarly attention. Existing studies are also dominated by investigations in tertiary education or general language instruction, which leaves a significant gap in understanding its potential effectiveness and limitations in English language learning.

This study purposes to fill this gap by focusing on the students' perception in developing descriptive writing trough digital storytelling. By investigating how the students perceive this digital tool, this study shows different insight into their experience, challenge and preference offering another pedagogical perspective of digital storytelling. Therefore, the findings can be as reference in enhancing teaching media align with students' need and preference making this study gives contribution to field of technology in enhancing language learning.

METHOD

This study utilized survey-based design to explore in depth about students' perception of digital storytelling as a tool in develop descriptive writing. This study used mix method, those are Qualitative and Quantitative method used in this study by combining questionnaire and interview data. Conducted in one of the University in Banyuwangi, this study targeted the EFL students who already learn digital stories as media in develop their descriptive writing. The sample used 23 students that fulfils the criteria of the participant which is already used DST as media in learning to construct their descriptive writing.

Triangulation was used to ensure the validity of the instrument used. Those are questionnaire and interview as primary data and observation as secondary data. The researcher used questionnaire adapted from Bhakti, S. & Marwanto (2020) in their research and interview adapted from Shemy (2023). It is aimed the students' perception after they were experienced the used of digital storytelling in develop their descriptive writing. Observation was conducted to directly examine how digital storytelling was implemented in the classroom and how the students interact each other during the teaching learning process.

The sample used 23 students who were purposefully sampled. Etikan, et.al. (2016) stated that purposive sampling (also called judgmental, selective, or subjective sampling) is a non-probability sampling technique in which participants or cases are selected based on certain criteria relevant to the research objectives. The criteria in choosing the sample are (1) be an EFL student who is currently taking/ has taken a writing course (2) be an EFL students that already used DST as media in learning descriptive writing (3) agree in participating as a respondent in this study. The participants were students from three different classes and consist of 10 male and 13 female students. They came from different class but already join the same course of English Paragraph Writing with the same lecturer.

Data collection procedures started from Direct classroom observations were conducted to examine how DST was implemented and how students interacted throughout the process. After the implementation, students were asked to complete the questionnaire to express their perceptions regarding the effectiveness of DST in developing descriptive writing ability. The last, A number of participants were selected for follow-up interviews to gain richer and more nuanced insights into their experiences with DST. The selection is based on the result of questionnaire

which is students with high, moderate and low perception. Therefore, conducting interview, 10 to 20 minutes each participant to give them opportunity in expressing themselves freely.

Sugiyono, (2019) stated that quantitative analysis, particularly descriptive statistical analysis is used to provide an overview of the questionnaire data. The questionnaire data are analyzed using a Likert scale ranging from 1 to 5, indicating the level of agreement or disagreement with the given statements. The average percentage of students' perceptions is calculated using the formula $P = F/N \times 100\%$, where P represents the percentage, F the frequency, and N the sample size.

Meanwhile, the quantitative data analysis of interview will be used systematically coded, in which specific statements are analyzed and categorized into themes that reflect the phenomenon under investigation. This thematic analysis will be employed to explain the conceptual constructs and systematic configurations that emerge, which align with the research questions. It is in line with what is stated by Creswell (2014, 2017), he involves the process of thematic content analysis for interview data.

RESULT AND DISCUSSIONS

The result was obtained from questionnaires and interviews which present in the findings and discussion from qualitative and quantitative research data. In the questionnaires, there are fifteen questions using 5 scale, those are (1) Strongly Dissagree (2) Diasagree (3) Neutral (4) Agree (5) Strongly Agree. The finding of the questionnaire is calculated using the formula $P = F/N \times 100\%$, where P represents the percentage, F the frequency, and N the sample size. After that, the interview was conducted by selected the participant based on the result of questionnaire which is students with high, moderate and low perception. Therefore, conducting interview, 10 to 20 minutes each participant to give them opportunity in expressing themselves freely. Here the result of questionnaire data using 5 likert scale:

Table 1, Result of the Questionnaires

No	Questions	Alternative Answer				
		1	2	3	4	5
1	I enjoy the use of digital storytelling (DST) in writing class.	0%	0%	13%	43,5%	43,5%
2	DST makes writing lessons more interesting.	0%	0%	0%	60,9%	39,1%
3	I feel more motivated to learn writing when using DST.	0%	0%	4,3%	47,8%	47,8%
4	DST helps me generate richer ideas for descriptive writing.	0%	0%	17,4%	39,1%	43,5%
5	The use of DST (images/audio) makes it easier to elaborate descriptive details.	0%	0%	8,7%	52,2%	39,1%
6	DST helps me organize descriptive paragraphs systematically.	0%	0%	0%	39,1%	60,9%
7	I find it easier to sequence details (from general to specific) after learning descriptive writing using DST.	0%	0%	17,4%	47,8%	34,8%
8	Using DST increases the variety of vocabulary I use in descriptive writing.	0%	0%	4,3%	60,9%	34,8%
9	I become more aware of selecting appropriate words to describe objects/settings.	0%	0%	8,7%	47,8%	43,5%
10	DST improves the fluency and variety of my sentence structures.	0%	0%	8,7%	56,5%	34,8%
11	After DST, my descriptive sentences become more effective in illustrating.	0%	0%	13%	45,5%	43,5%
12	DST helps me pay more attention to punctuation and spelling in descriptive writing.	0%	0%	13%	39,1%	47,8%

13	The outcome of DST (multimodal product) is relevant to the objectives of descriptive writing lessons.	0%	0%	27,3%	40,9%	31,8%
14	DST activities help me understand how to describe characteristics, colors, textures, and atmosphere.	0%	0%	9,1%	50%	40,9%
15	I would like DST activities to be a regular part of writing class.	0%	0%	0%	34,8%	65,2%

The questionnaire result on the students' perception in using digital story telling (DST) in develop descriptive writing shows the positive perceptions. There result dominated in neutral, agree and strongly agree about the perception in using DST in descriptive writing. The 13% students neutral and 87% agree that they enjoy in using of digital storytelling (DST) in writing class. The general perception about DST strengthens with 60,9% agree and 39,1 strongly agree that DST makes writing lessons more interesting also motivate them in learning.

Related with the perceive impact of DST on develop descriptive writing especially find the writing idea 39,1% students agree and 43,5% strongly agree on that stamen. It reinforced with 52,2 agree and 39,1% strongly agree about the use of DST (images/audio) makes it easier to elaborate descriptive details then just 8,7% neutral. Then, in organizing the ideas in writing, 39,1% agree and 60,9% strongly agree that DST helps students in organizing descriptive paragraphs systematically. From that we can see that students gives positive perception in developing idea especially in descriptive writing.

Therefore, in the aspect of vocabulary and word choice, 60,9% agree and 34,8% strongly agree that by using DST can increases the variety of vocabulary which students used in descriptive writing. They also agree that DST makes the students become more aware of selecting appropriate words to describe objects/settings. Meanwhile, in the aspect of sentence and fluency, 56,5% agree and 34,8% strongly agree that DST improves the fluency and variety of students' sentence structures. So almost all students agree that by using DST can help them varying their vocabulary selected. Then in the mechanics aspect, 86,9% agree that DST helps them pay more attention to punctuation and spelling in descriptive writing.

In the relevance and learning aspect, it can be seen that 27,3% neutral and 72,7% agree that the outcome of DST (multimodal product) is relevant to the objectives of descriptive writing lessons. Meanwhile, 9,1% neutral and 90,9% agree that DST activities help me understand how to describe characteristics, colors, textures, and atmosphere. To strengthen that, 34,8% agree and 65,2% strongly agree that the students would like DST activities to be a regular part of writing class. To sum up the result of questionnaires shows that in average almost 80% students give positive perception in digital story telling as media in develop descriptive writing. Then to find out deeper about the students' perception on DST, the researcher continues gain more information from the interviewing the students which is 2 students with high, 2 students with moderate and 2 students with low perception.

This interview is semi-structured. This interview used eight following guiding questions to explore students' perceptions about Digital Storytelling (DST) in develop descriptive writing. The questions are adapted from studies by Yang et al. (2020) and Shemy (2023). The researcher just show two answer as a sample and give explanation about all the answer to sum up the result.

Question 1: Can you tell me about your first experience using digital storytelling in a writing class?

There are six answer from students who has high, moderate and low perception. Among six participant 4 participants said that they feel excited while using DST for the first time and 2 still confuse about that digital media but still feel exited. These some answer of them.

Participant A: *Saya merasa senang karena DST merupakan sesuatu yang baru dan menarik ketika diterapkan dalam pembelajaran.* (I feel happy because DST is something new and interesting when applied in learning)

Participant B: *Awalnya bingung ketika mencoba menulis berdasarkan media DST, tetapi lama-lama semakin menarik untuk mengembangkan ide ketika menggunakan DST.* (At first, I was confused when

trying to write based on DST media, but over time it became more interesting to develop ideas when using DST.)

From the answer, 70% of the participants feel excited when using DST for the first time then 30% of them still confuse but excited when using DST for the first time. It shows that using DST gives new experience so they feel excited during teaching and learning process.

Question 2: In your opinion, does digital storytelling make writing lessons more interesting compared to traditional methods? Why?

From all participant 5 of them states that digital story telling make the teaching learning process more interesting because DST give the audiovisual experience in learning and 1 of them stated that digital story telling media is the same with other method.

Participant A: *DST Lebih menarik karena ada visual dan audio, jadi tidak membosankan.* Yes, it's more interesting because there are visuals and audio, so it's not boring.

Participant B: *Lumayan menarik, saya bisa membayangkan lebih jelas mengenai tema yang dijelaskan dalam materi melalui video bahkan ada suara yang juga bisa menambah kegiatan pemahaman materi jadi lebih mudah.* (It's quite interesting because I can visualize the theme of the material more clearly through the video, and the audio also makes it easier to understand the lesson.)

From that answer, 83% students feel that using DST is more interesting than traditional method and 17% is just feel the same whether using DST or Traditional method. It shows that almost all participant agree that using DST in writing lesson more interesting than traditional method.

Question 3: How did DST affect your motivation to learn writing?

From the answer of all participants 5 of them says DST can motivate me in learning writing because they can clearly understand in detail of the theme being show in DST and 1 of them still confuse when using DST in writing so they feel not really motivated about it.

Participant A: *Mantap sekali jika belajar menulis dengan menggunakan DST, karena menarik jadi motivasi menulis saya meningkat.* (It is really great to learn writing using DST, because it is interesting and increases my motivation to write.)

Participant B: *Dengan melihat video dan suara dari DST dapat meningkatkan motivasi saya untuk belajar menulis karena saya dapat memahami dan mendapatkan detail informasi melalui DST sebelum mulai menulis karya saya sendiri.* (Watching the video and listening to the audio in DST helps increase my motivation to learn in writing, as it allows me to understand and obtain detailed information before starting my own writing.)

From that answer, 83% students feel that using DST affect students motivation in learning writing and 17% students just not really motivate to write. It shows that almost all participant feel motivate in learning writing while using digital story telling.

Question 4: Did using a digital story help you generate ideas or details for descriptive writing? Can you give an example?

Participant A: *Ya, saat menonton digital storytelling, misalnya tentang Botok Tawon, video tersebut memberikan informasi detail mengenai bahan-bahan serta cara membuatnya. Hal ini membantu saya untuk menghasilkan ide menulis deskriptif setelah menonton video tersebut.* (Yes, while watching digital story telling for example about Botok Tawon, in that video there is detail information about the ingredients and also how to make them. So I can create ideas to write descriptive writing after watching the videos of Botok Tawon.)

Participant B: *Ya, dengan menggunakan DST saya bisa mendapatkan ide dari materi dalam video. Misalnya, saat menonton Botok Tawon, saya bisa memahami warna, tekstur, aroma, dan berbagai detail lainnya sebagai bahan untuk tulisan deskriptif yang akan saya buat.* Yup, while using DST I can get the

ideas about the materials in video for example while watching botok tawon I can understand the colour, texture smell and many others as a materials in descriptive writing that I am going to write.

From the answer, 4 (70%) participants or says that digital story telling help them generate the ideas for descriptive writing because they can gain understanding in details about materials likes colour, texture, shape, the steps how to write and many more. Then 2 (30%) says they still confuse how to use digital story telling in descriptive writing.

Question 5: How did DST influence the way you organize your descriptive paragraphs (e.g., sequence of details)?

Participant A: *Dalam digital storytelling, urutan cerita ditampilkan dengan jelas. Hal ini membantu saya menuliskan urutan informasi ketika mendeskripsikan suatu objek. Misalnya, setelah menonton video Botok Tawon, saya bisa mendapatkan ide untuk merinci urutan bahan-bahan yang digunakan dalam membuat Botok Tawon, serta mendeskripsikan warna dari bahan-bahan tersebut dan teksturnya ketika makanan itu dimakan.* (In digital story telling shows the sequence clearly about the story. It help me to write the sequence of information in descriptive the subject. For example the after watching Botok Tawon video, I can get the ideas in detailing the sequence of the ingredients used in making Botok Tawon, the color of the ingredients also the texture after we eat the food.

Participant B: *Ya, DST membantu saya mengorganisasi urutan informasi detail tentang subjek yang saya deskripsikan, karena dengan menggunakan DST saya mendapatkan pengalaman yang lebih nyata dalam memahami urutan informasi dalam cerita.* (Yes, DST help me organized the sequence of detail information of the subject that I described, because using DST it gives me more real experience in understanding the sequence of information of the story.)

From the answer, 5 (83%) students states that digital story telling influence the way they organized their descriptive paragraph by watching the detail sequence of information on the video and 1 (17%) students cannot understand how to analysed the sequence of detail in his writing although he already used DST. So it can be seen that almost all the participant feel DST can help them to organized their descriptive writing.

Question 6: Do you feel your vocabulary improved after using DST? Why or how?

Participant A: *Ya, saya mempelajari banyak kosakata baru saat menggunakan DST dalam pembelajaran, dan saya menggunakannya untuk menambahkan lebih banyak detail dalam tulisan saya.* (Yes, I learn a new vocabulary a lot while using DST in learning so I used it in creating detail in my writing.)

Participant B: *Kosakata saya meningkat, terutama kata sifat, saat belajar menggunakan DST karena saya membutuhkannya untuk mendeskripsikan subjek dalam tulisan saya.* (My vocabulary improve, especially adjective, while learning using DST because I need them to describes the subject in my writing.)

From the answer, 4 (70%) students feel that their vocabulary improved after using digital story telling in learning because DST give then realistics experience understanding the detail information about the subject being described and 2 (30%) students still confuse and has difficulties in construct the new vocabulary in writing after learning using DST. It shows that, almost all students fell their vocabulary improved after learning using DST.

Question 7: How do you think DST affected your use of grammar, punctuation, or spelling in writing?

Participant A: *Saya belajar untuk lebih memperhatikan aturan tata bahasa, tanda baca, dan ejaan ketika mendengarkan kalimat yang terdengar benar dalam video. Karena itu, saya juga belajar meningkatkan tata bahasa, tanda baca, dan ejaan saya dalam menulis deskriptif.* (I learned to pay more attention to grammar rules, punctuation and spelling while listening sentences that sounded correct in the video. Because of that I also learn to improve my grammar, punctuation and spelling in descriptive writing.)

Participant B: *Saya menjadi sedikit lebih memperhatikan terhadap ejaan, tetapi grammar masih sulit bagi saya meskipun saya sudah belajar menggunakan DST.* (I became a little more aware of spelling, but grammar was still difficult for me although I have learned using DST.)

From the answer 4 (70%) students states their grammar, punctuation and spelling is affected after learning using digital storytelling, while 2 (30%) students still feel difficult in grammar, punctuation and spelling. So it can be seen that almost all students feel that DST helps the them in practicing their grammar, punctuation and spelling. They feel positive perception in the field of grammar punctuation and spelling while using digital storytelling.

Question 8: How do you think DST affected your ideas in construct the content in writing?

Participant A: *Karena DST, saya mendapatkan pengalaman yang lebih mendalam dalam memahami detail. Gambar, suara, dan video memberikan informasi rinci yang bisa saya tambahkan ke pengetahuan saya untuk mendeskripsikan suatu subjek. Hal ini terutama mengaktifkan detail indera saya seperti warna, suara, dan perasaan, karena saya bisa mencocokkannya dengan gambar dan music.* (Because of the DST, I gain deeper experience in understanding detail. The images sound and video gives detail information that can be added in my knowledge to describe the subject, especially activate my sensory details likes colour, sound and feeling because I can match them with pictures and music.)

Participant B: *Terkadang hal itu membantu, tetapi terkadang saya masih mengalami kesulitan dalam menyusun isi tulisan deskriptif.* (Sometimes it help, but sometimes I still get the difficulties in constructing the content in descriptive writing.)

From the answer 4 (70%) of students feel digital storytelling affected their ideas in constructing the content in writing and 2 (30%) of students says that sometimes it helps but they still feel difficult in construct the content in describing the subject. Therefore, it can be seen that almost all the students feel that by using digital storytelling help them in constructing the ideas when they develop their descriptive writing.

The eight questions that already answered by six students gather all information about the use of digital storytelling in developing descriptive writing. They give their opinion based on every aspect that the researcher need by give some questions which is focuses on first their first the impression in using digital storytelling in descriptive writing, second the impact in using digital storytelling in the aspect of ideas, the detail of the sequence, vocabulary, grammar, punctuation and spelling. The average students response stated that 75% of students has good perception about digital story telling used in descriptive writing then 25% is neutral.

CONCLUSION

Students perception is about how the students behave that affect their attitude, willingness, motivation and the engagement in classroom activities. It became one that affected in developing their writing besides learning method. If the students have positive perception, indirectly they have highly motivation in teaching learning process so they can learn effectively opposite than the negative perception. Because of that, we need the method that can activate their positive perception in learning especially descriptive writing. In recent years, the integration among technology and learning has become increase over times. Technology is partner in developing learning tools that help the students to learn more effectively. Digital storytelling is one of media that combine technology, innovation that used in education as media in teaching. This research has aim to know the students' perception in the use digital storytelling in developing descriptive writing. The researcher used questionnaire and interview to gain the data then analysed using likers scale for questionnaire using the formula $P = F/N \times 100\%$, and data analysis of interview will be used systematically coded, in which specific statements are analyzed and categorized into themes that reflect the phenomenon under investigation. The result of questionnaire shows that almost 80% students give positive perception in digital story telling as media in develop descriptive writing and the result of interview shows that the average students response stated that 75% of students has good perception about digital story telling used in descriptive writing then 25% is neutral. Based on both questionnaire and interview result we can concluded that digital storytelling gives positive perception in developing descriptive writing ability.

ACKNOWLEDGEMENT

The researcher would like to thank the Ministry of Higher Education, Science, and Technology of the Republic of Indonesia for the support through fundamental research funding in 2025 with contract number 128/C3/DT.05.00/PL/2025 dated May 28, 2025

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