

The Effect of Using Book Creator as a Digital Storytelling Media on Students' Narrative Writing Skills About Local Culture

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Abstract

Abstract: This research was conducted at SMAN 1 Kutorejo in Class XI-4 as the experimental class with 36 students and Class XI-5 as the control class with 36 students. Based on preliminary observations, students experienced difficulties in writing English Narrative texts. Therefore, the researcher used Book Creator as a digital storytelling media to address these problems in narrative writing, especially on local culture themes. This study aims to determine the effectiveness and the effect of using Book Creator on student's ability to write narrative texts about local culture. The method used in this research was quantitative with a quasi-experimental design using a nonequivalent control group. The experimental class was taught narrative writing using book creator, while the control class was taught using PowerPoint media. Data collection consisted of a pre-test, treatment, and post-test. Writing performance was assessed using five components: Content, Organization, Vocabulary, Language Use, and Mechanics. The scores obtained from these assessments were analyzed using SPSS version 25. The results are shown from t test, where $t\text{-count} (4,086) > t\text{-table} (2007)$ at a significance level of $(0,05/2) = 0,025$ and Sig (2-tailed) is $0,000 < 0,05$ with a df of 52. Based on the calculation above, it can be concluded that $t\text{-count} > t\text{-table}$ or Sig. (2-tailed) $< 0,05$, which means that H_0 is accepted. Therefore, the application of Book Creator as a Digital Storytelling media is effective and has a positive effect on improving students' ability to write narrative texts using local culture themes.

Keywords: Book Creator; Digital Storytelling; Local Culture; Narrative Writing.

Introduction

Language learning involves the development of four fundamental skills, which must be balanced to achieve proficiency. These skills are categorized into receptive skills (reading and listening) and productive skills (speaking and writing) (Hidayah, Hasyim, & Azizah, 2023). Among these, writing is often considered the most challenging skill as it requires mastery of grammar, sentence structure, vocabulary, and coherence (Sa'adah, 2020). Compared to listening, reading, and speaking, writing demands a higher level of cognitive effort because it involves organizing ideas logically and structuring sentences correctly. Despite these challenges, writing remains an essential skill for English learners, as it enables them to express thoughts, emotions, and experiences in written form (Rizki, Nouvaldi, & Apsari, 2020).

Writing plays a crucial role in personal and intellectual development. It serves as a medium for self-expression, critical thinking, and communication. Through writing, students can articulate

their perspectives, share information, and enhance their creativity (Fitria, 2024). Furthermore, writing helps students develop essential skills such as problem solving, logical reasoning, and the ability to convey complex ideas effectively (Asraf, Ahmed, & Eng, 2018). However, despite the benefits, many students face difficulties in writing, particularly in a foreign language like English. These difficulties often stem from a lack of vocabulary, grammatical errors, poor organization of ideas, and limited exposure to engaging writing activities (Aminah & Supriadi, 2023).

Based on preliminary observations at SMAN 1 Kutorejo during the teaching practicum (PPL) Program, students in Class XI experienced several challenges in writing narrative texts. They struggled with generating ideas, organizing their thoughts coherently, and structuring their narratives according to the conventions of English grammar. These challenges indicate the need for innovative teaching strategies that can enhance students' writing skills while fostering their engagement and creativity (Samosa et al., 2021).

Based on the discussion above, this research addresses these gaps by utilizing Book Creator as a specific digital storytelling media to teach narrative writing while incorporating local culture elements. This research aims to determine the effectiveness of Book Creator as a digital storytelling media for writing narrative texts about local culture, specifically examining whether there is a significant difference in writing performance between students taught using Book Creator and those taught using conventional PowerPoint media in class XI at SMAN 1 Kutorejo.

Literature Review

One suggested approach to overcome these challenges is the use of digital storytelling media. Digital storytelling combines text, images, audio, and video to create engaging and meaningful narratives. Among the available platforms, Book Creator is a user-friendly digital media that enables students to design and publish their own interactive stories. Using Book Creator in teaching writing offers several advantages: it provides a structured yet flexible framework for storytelling, encourages creativity, and enhances students' digital literacy skills (Muliarta, 2024). Moreover, digital storytelling supports multimodal learning, making it easier for students to understand narrative structures and develop their writing skills in an engaging manner.

In addition to improving writing skills, incorporating culturally relevant themes such as local folktales into narrative texts can make writing tasks more meaningful. Local stories, legends, and traditions serve as valuable resources for teaching narrative writing, enabling students to connect their learning with their cultural backgrounds (Sutawan & Winangun, 2024). Embedding local culture in writing tasks aligns with culturally responsive teaching principles, which emphasize the importance of relating learning materials to students' cultural experiences.

The effectiveness of digital storytelling in enhancing students' narrative writing skills has been investigated by previous researchers. For example, (Amelia & Zulfitri, 2024) examined the impact of using digital storytelling on senior high school students' narrative writing skills, revealing significant improvements in structure, creativity, and clarity of expression. However, their research did not incorporate local culture content or use a specific platform such as Book Creator. Similarly, (Alemi, Givi, & Rezanejad, 2022) demonstrated that digital storytelling improved young EFL learners' writing skills, but the focus remained on general writing abilities without integrating culturally relevant materials. Meanwhile, (Nguyen, Nguyen, & Ho, 2024) investigated teachers' perceptions of digital storytelling in EFL classrooms, finding positive attitudes toward its use, yet their study involved teachers rather than students and did not quantitatively assess narrative writing skills. Although these research provides valuable insights into the role of digital storytelling in language learning, they have not specifically examined the application of Book Creator to teach

narrative writing while incorporating local culture elements in the Indonesian senior high school context.

Methodology

This research used a quantitative approach with a quasi-experimental design. to determine the effectiveness of Book Creator as a digital storytelling media in enhancing students' narrative writing skills. The research was conducted at SMAN 1 Kutorejo during the 2024/2025 academic year, involving 72 eleventh-grade students divided into two classes. These classes were selected using convenience sampling due to the class availability and similarity of characteristics. This research conducted in class XI-4, with 36 students as the experimental class taught using Book Creator, while class XI-5, also with 36 students served as the control group taught using conventional methods such as PowerPoint and printed materials.

Both groups completed a pre-test before the intervention and a post-test after the instructional period. The test required students to write narrative texts about local culture. The writing tests were evaluated based on (Heaton, 1988) scoring rubric, which includes five key components: content, organization, vocabulary, language use, and mechanics. This rubric ensured an objective assessment of students' narrative writing abilities.

Data collected from the pre-test and post-test were analyzed using SPSS version 25. The analysis began with descriptive statistics to summarize the average scores and variability in each group. Next, test for normality and homogeneity of variances ensured that the data met the assumptions necessary for further statistical testing. Finally, an independent sample t-test was conducted to compare the post-test results between the experimental and control groups. The entire sequence of statistical analyses aimed to determine whether the use of Book Creator significantly improved students' narrative writing compared to traditional teaching methods, with significance determined at the 0,05 level.

Results and Discussion

Result of the Data Analysis

The data in this research were obtained from pre-test and post-test result during the implementation of using Book Creator as a digital storytelling in the experimental class and PowerPoint in the control class. In the pre-test, both the experimental and control classes were given the same writing task before any treatment. The post-test was administered after the treatment to determine the improvement in students' writing skills. The scoring used in the test was adapted from J.B Heaton, focusing on five components, namely: organization, content, vocabulary, language use and mechanics to determine students' abilities in writing narrative text. The data obtained from the data collection results then analyzed using descriptive analysis, normality test, homogeneity test, and independent sample t-test. The data analysis process was carried out using Statistical Product and Service Solution (SPSS) version 25 program.

1. Descriptive Analysis

The descriptive statistics analysis was conducted to provide an overview of the research data before performing hypothesis testing. The data analyzed include the minimum score, maximum score, mean, and standard deviation of the pre-test and post-test scores in both the experimental and control classes. The following table below presents the descriptive statistics results for both groups:

Table 1 (Result of Descriptive Analysis with SPSS)

Descriptive Statistics					
		N	Minimum	Maximum	Mean Std. Deviation
Experimental Class	Pre-Test	36	42	79	62.19 10.558
	Post-Test	36	80	90	84.36 3.109
Control Class	Pre-Test	36	41	75	60.08 8.996
	Post-Test	36	68	88	78.89 6.084

Table 1 shows the result of the Pre-Test in the Experimental class has a minimum score of 42 and maximum score of 79 with a standard deviation of 10,558. The Post-Test in the Experimental Class has a minimum score of 80 and a maximum score of 90 with a standard deviation of 3,109. Meanwhile, the Pre-Test in the Control class has a minimum score of 41 and maximum score of 75 with a standard deviation of 8,996. The Post-Test in the Control class has a minimum score of 68 and maximum score of 88 with a standard deviation of 6,084.

2. Normality Test Analysis

In the normality test section there are 4 tests to see the distribution data of Pre-Test and Post-Test in the experimental and control class. The tests included: the experimental class pre-test normality test, the control class pre-test normality test, the experimental class post-test normality test, and the control class post-test normality test. The following table shows the normality test for the pre-test and post-test for the experimental and control class.

Table 2 (Normality Test for Experimental and Control Class)

Tests of Normality				
Writing Skill Outcomes	Class	Kolmogorov-Smirnov		
		Statistic	df	Sig.
	Pre-Test Experimental (Digital Storytelling)	.114	36	.200
	Post-Test Experimental (Digital Storytelling)	.114	36	.200
	Pre-Test Control (PowerPoint)	.097	36	.200
	Post-Test Control (PowerPoint)	.140	36	.072

Table 2 above shows that the result of the normality test using the Kolmogorov-Smirnov test are known to have Sig values in each of the data: 1) Pre-Test Experimental class of 0,200; 2) Post Test Experimental class of 0,200; 3) Pre-Test Control class of 0,200; 4) Post-Test Control class of 0,072. In the data analysis it was determined that the significance level was 5% or 0,05. Based on the decision that the significance value (p) is greater than 0,05 ($p > 0,05$). Thus, the distribution of Pre-Test and Post-Test data in the experimental class and control class using the Kolmogorov-Smirnov normality test, the data is declared normally distributed.

3. Homogeneity Test

This part was carried out to determine whether the post-test scores of the experimental and control classes had equal variances. This test is important to ensure that the assumption of homogeneity of variance is met, which is one of the requirements (not an absolute requirement) for applying parametric tests. The test used is Levene's Test for equality of variances. If the Levene's Sig. (p-value) $> 0,05$ it can be concluded that the Post-Test data of Experimental and Control classes are homogenous. The result of the homogeneity test is presented in the following table.

Table 3 (Test of Homogeneity of Variance)

Test of Homogeneity of Variance		Statistic	Lavene	df1	df2	Sig.
Writing Skill Outcomes	Based on Mean		21.752	1	70	.000
	Based on Median		17.100	1	70	.000
	Based on Median and with adjusted df		17.700	1	54.131	.000
	Based on trimmed mean		21.111	1	70	.000

Based on table 3, the Lavene's test for equality of variances shows a significance value (Sig.) based on mean of (0,000), which is lower than 0,05. This result indicates that there is a significance difference in variance between the experimental and control classes. In other words, the data do not meet the assumption of homogeneity of variance. Therefore, in the subsequent analysis using the Independent Sample T-Test, the researcher referred to the row "Equal variances not assumed", which is appropriate when the assumption of equal variances is violated.

4. Independent Sample T-Test

This section is used to see if there is a significance difference in students' ability to write narrative texts between the experimental class and control class. The analysis was conducted using SPSS version 25, and the independent sample t-test was computed based on the Post-Test scores for the experimental and control class.

The basis for decision making in this independent sample t-test analysis is determined by the significant value of the significance level. There are 2 possible, namely; 1) If the value of Sig. (2-tailed) < 0,05, then there is a significant effect of using Book Creator as a Digital Storytelling tool on students' writing skills in narrative texts about local culture; 2) If the value of Sig. (2-tailed) > 0,05, then there is no significant effect of using Book Creator as a Digital Storytelling tool on students' writing skills in narrative texts about local culture. The following table shows the results of the t-test scores for the experimental and control class.

Table 4 (Independent Sample T-Test Group Statistics)

Group Statistics		Class	N	Mean	Std. Deviation	Std. Error Mean
Writing Skill Outcomes	Experimental	Post-Test	36	84.3611	3.10900	.51817
		Control	36	78.8889	6.08407	1.01401
	Control	Post-Test	36	78.8889	6.08407	1.01401
		Control	36	78.8889	6.08407	1.01401

Based on the "Group Statistics" output table above, it is known that the average value of student learning outcomes for Experimental Class is (84,3611) with a standard deviation value of (3,10900) and a mean standard error value of (0,51817). Meanwhile for the Control Class the average is (78,8889) with a standard deviation value of (6,08407) and a mean standard error value of (1,01401). Thus, based on the descriptive statistics, it can be concluded that there is a difference in the post-test scores between the experimental and control classes.

Furthermore, to determine whether this difference is statistically significant, the researcher needs to interpret the results of the Independent Sample t-test presented below.

Table 5 (Independent Sample T-Test)
Independent Samples Test

		F	Sig.	T	df	Sig. 2tailed	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Skill	Equal variances assumed	21.752	.000	4.806	70	.000	5.472	1.138	3.201	7.743
	Equal variances not assumed			4.806	52.11	.000	5.472	1.138	3.187	7.757

Based on the result of the Independent Sample t-test presented in the output table above, it can be seen from table 3 that the assumption of homogeneity of variance is not met. Therefore, the researcher refers to the "Equal variances not assumed" row in the table 5. It is known that the value of Sig. (2-tailed) of $0,000 < 0,05$ then as the basis for decision making in the Independent Sample t-test, it can be concluded that H_0 is rejected and H_a received. Thus, it can be concluded that there is a significant effect of using Book Creator as a Digital Storytelling tool on students' writing skills in narrative texts about local culture.

Furthermore, based on the output table, it is known that the "Mean Difference" value is (5,47222). This value indicates the difference between the average learning outcomes of Experimental Class and the average learning outcomes of Control Class, calculated as $84,3611 - 78,8889 = 5,4722$ and the gained score between those data is (3,20109) to (7,74336) (95% Confidence Interval of the Difference Lower Upper)

The following decision basis can be used to guide decision making in the Independent Sample T-test based on comparison of the t count value with the table.

1. If the t-count $>$ t-table then H_0 is rejected and H_a is accepted, it means that there is a significant effect of using Book Creator as a Digital Storytelling tool on students' writing skills in narrative texts about local culture
2. If the t-count $<$ t-table then H_0 is accepted and H_a is rejected, it means that there is no significant effect of using Book Creator as a Digital Storytelling tool on students' writing skills in narrative texts about local culture

It is known that the t-count is 4,806. To compare it, the t-table value is used by referring to the formula $(\alpha/2)$. If inserted into formula, it becomes $(0,05/2 = 0,025)$. Therefore, the significance level used is 0,025. The degrees of freedom (df) is 52 as shown in the table 5. Based on the statistical value distribution, the t-table value obtained for $df = 52$ at the 0,025 significance level is approximately 2,007.

Thus, the t-count value is $4,806 >$ t-table value of 2,007. Based on this comparison, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. According to this decision, the final result of the independent Sample t-test shows that there is a significant effect of using Book Creator as a digital storytelling tool on student's writing skills in narrative texts about local culture.

5. Statistical Hypothesis

Statistical hypothesis testing is a crucial part of data analysis, as it is intended to answer the research problem. In testing the hypothesis, the following conclusions were obtained:

1. H_a : there is a significant effect of using Book Creator as a digital storytelling tool on students' writing skills in narrative texts about local culture.
2. H_0 : there is no significant effect of using Book Creator as a digital storytelling tool on students' writing skills in narrative texts about local culture.

The following are the hypothesis testing criteria:

1. H_0 is accepted if $t\text{-count} > t\text{-table}$ or if $\text{Sig. (2-tailed)} < 0,05$
2. H_0 is rejected if $t\text{-count} < t\text{-table}$ or if $\text{Sig. (2-tailed)} > 0,05$

Based on the result of the post-test from the experimental and control class, it can be seen that the t count value is 4,806, which is greater than the t -table value of 2,007 at the significance level of $\alpha = 0,05$ (or $\alpha/2 = 0,025$). The Sig. (2-tailed) value is 0,000 which is less than 0,05.

Based on these result, since $t\text{-count} > t\text{-table}$ and $\text{Sig. (2-tailed)} < 0,05$, it means that H_0 is accepted. Therefore, it can be concluded that there is a significant effect of using Book Creator as a digital storytelling tool on students' writing skills in narrative texts about local culture.

Discussion

The data was taken at SMAN 1 Kutorejo in class XI-4 and XI-5. During the data collection, it is known that the tests given to students are Pre-Test and Post-Test. The first step in collecting data was that students did the Pre-Test. After the students did the Pre-test, the next step was conducting treatment which was carried out for several meetings. During the treatment, it was known that class XI-4 as the experimental class used Book Creator as a digital storytelling tool in learning narrative texts in the form of folktales about local culture. Meanwhile, class XI-5 as the control class used PowerPoint media in learning narrative texts in the same form. After that, the Post-Test was carried out as the final step of data collection.

The next step is data analysis based on the assessment using 5 components and SPSS. The 5 components in question include Content, Organization, Vocabulary, Language Use, and Mechanic. The Content component includes the interpretation of relevant topics, and presenting characters or settings in a precise and detailed manner. The Organization component includes a logical and organized sequence of the story based on the generic structure of narrative text. The Vocabulary component includes the selection of effective and appropriate words or idioms according to the storyline. The language Use component includes grammar elements such as prepositions, tenses, articles, conjunctions, pronouns. Lastly, the Mechanic component covers spelling, punctuation, capitalization, paragraphing, and layout.

The Post-Test results are shown based on the data analysis above. Students who were taught using Book Creator as a digital storytelling media achieved better or higher scores than the students who were taught using PowerPoint media. This can be proven in Tables 4.4 and 4.5 where the experimental class before receiving Treatment (Pre-Test) had an average score of 62,194 and after receiving Treatment (Post-Test) had an average score of 84,361. Meanwhile the control class before receiving Treatment (Pre-Test) had an average score of 60,083 and after receiving Treatment (Post-test) had an average score of 78,888. There is a difference in the Post-Test result, showing that the experimental class achieved superior results compare to the control class. This means that Book Creator as a digital storytelling media can be used effectively to strengthen students' ability in writing narrative texts in the form of folktales about local culture.

Scores from the Pre-Test and Post-Test were also computed with SPSS version 25. The results of the hypothesis obtained from the Post-Test of both experimental and control classes show that $t\text{-count}$ value is $4,806 > t\text{-table}$ value is 2,007 at a significance level of $(0,05/2) = 0,025$, and Sig. (2-tailed) is $0,000 < 0,05$. Based on these results, it can be concluded that $t\text{-count} > t\text{-table}$ or $\text{Sig. (2-tailed)} < 0,05$, which means that H_0 is accepted. It can be said that there is a significant effect of teaching narrative texts in the form of folktales about local culture through Book Creator as a digital storytelling media to strengthen students' writing skills.

The effectiveness of digital storytelling in enhancing students' narrative writing skills has previously been investigated by Indah Amelia and (Amelia & Zulfitri, 2024), whose research demonstrated its success in improving students' writing proficiency. Their study focused on the implementation of digital storytelling to improve narrative writing among eleventh grade students.

However, their research primarily emphasized general narrative writing skills without integrating local culture content or utilizing a specific digital platform. In contrast, the current study addresses these gaps by incorporating Book Creator, a specific digital storytelling media to teach narrative writing enriched with local culture elements. This focus on language development through culturally relevant digital

storytelling represents the novelty and contribution of the present research to the field of English Language Education.

Conclusion

Based on the research findings, data analysis, and discussion above, it can be concluded that there is a significant effect of using Book Creator as a digital storytelling media on students' narrative writing skills about local culture. This is supported by the statistical calculation using an independent sample t-test, which shows a Sig. (2-tailed) value of $0,000 < 0,05$. Therefore, it can be concluded that there is a significant difference in the writing performance of students in the experimental class and the control class.

This research provides evidence that integrating digital storytelling platforms, such as Book Creator, into language learning can enhance students' writing skills and engagement. It also contributes to the advancement of current knowledge by demonstrating the effectiveness of culturally relevant digital media in teaching narrative writing. The findings may serve as a reference for future studies seeking to explore innovative approaches to language teaching and the integration of technology in educational practices.

Limitations and Future Direction

This research has several limitations. First, it was conducted in a single school using convenience sampling with two classes of eleventh-grade students, which may limit the generalizability of the findings to a wider population. Future research could apply this approach to a different educational levels or grade levels to obtain a more comprehensive picture. Second, the focus of this research was limited to writing narrative texts on local culture, so the findings may be less applicable to other text types or cultural contexts. Third, the relatively short intervention period restricted the researcher's ability to observe long-term retention and transfer of skills.

Nevertheless, the findings of this research may serve as a valuable reference for future research exploring the integration of digital storytelling platforms, such as Book Creator, in language teaching. Future studies are encouraged to expand the scope by exploring other text genres and cultural themes, implementing the approach at different educational levels or in diverse regions. In addition, further research could examine the sustained impact of Book Creator on writing skills, integrate with collaborative learning strategies, or assess its influence on other language skills such as speaking or reading comprehension.

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Declarations

The author declares that this research is the result of her own work and has not been submitted for any degree or publication elsewhere. The author is responsible for all aspects of the research, including data collection, analysis, and interpretation. All data and materials used in this research are available upon reasonable request. The author confirms that there is no conflict of interest related to the research its publication.

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