## REFERENCES

- Adara, R. A., & Haqiyyah, A. (2020). The effects of integrating digital storytelling to students' motivation. Edukasi: Jurnal Pendidikan dan Pengajaran, 131-145. https://doi.org/10.19109/ejpp.v7i2.6023
- Al-Amri, H. (2019). Fostering intrinsic motivation and willingness to communicate in English as a foreign language classroom: The case of digital storytelling. Multi-Knowledge Electronic Comprehensive Journal for Education and Science Publications, 19, 1–16. www.mecsj.com
- Alemi, M., Givi, S. S., & Rezanejad, A. (2022). The role of digital storytelling in EFL students' writing skill and motivation. Language Teaching Research Quarterly, 32(November), 16–35. https://doi.org/10.32038/ltrq.2022.32.02
- Andriani, A., Fatimah, A. S., & Irsalina, S. (2024). Disclosing students' challenges during digital storytelling class: A case study in higher education in Indonesia. English Teaching Journal: A Journal of English Literature, Linguistics, and Education, 12(1), 1–14. https://doi.org/10.25273/etj.v12i1.19063
- Apsari, Y., & Satriani, I. (2016). Students' perception toward the implementation of digital storytelling in teaching writing. P2M STKIP Siliwangi, 3(2), 97. https://doi.org/10.22460/p2m.v3i2p97-102.632
- Asmaa, B., & Boussena Leila, K. M. (2024). Exploring benefits and challenges of implementing digital storytelling in EFL writing classrooms. Djoussour El-Maarefa, 10(2), 48–70.
- Barrett, D. and Twycross, A. (2018). Data collection in qualitative research. https://doi.org/10.1136/eb-2018-102939
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/147 8088706qp063oa

- Dewi, P., & Sari, D. E. (2022). Perception of digital storytelling in overcoming fear for speaking english through interdisciplinary project of gender issues. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10(2), 1635–1642. https://doi.org/10.24256/ideas.v10i2.2748
- Hava, K. (2019). Exploring the role of digital storytelling in student motivation and satisfaction in EFL education. Computer Assisted Language Learning, 34(7), 958–978. https://doi.org/10.1080/09588221.2019.1650071
- Kasami, N. (2017). The comparison of the impact of storytelling and digital storytelling assignments on students' motivations for learning. CALL in a Climate of Change: Adapting to Turbulent Global Conditions Short Papers from EUROCALL 2017, 2017(2017), 177–183. https://doi.org/10.14705/rpnet.2017.eurocall2017.709
- Kasami, N. (2021). Can digital storytelling enhance learning motivation for EFL students with low proficiency and confidence in English? The EuroCALL Review, 29(1), 68. https://doi.org/10.4995/eurocall.2021.12754
- Keller, J. M. (2010). Motivational design for learning and performance: The ARCS Model Approach. Springer. http://dx.doi.org/10.1007/978-1-4419-1250-3
- Lindawati, N., Jabu, B., & Baa, S. (2022). Students' perception on the use of WhatsApp in learning EFL during covid 19 at remote area. Journal of Excellence in English Language Education, 1(4), 391–404.
- Morra, S. (2014, March 14). 8 steps to great digital storytelling. Transform Learning ~written by Samantha Morra. https://samanthamorra.com/2013/06/05/edudemicarticle-on-digital-storytelling/
- Rachmawati, D. L., & Putri, W. S. (2018). The Use of English Language Learning Strategy Viewed from Intrinsic Motivation and Learning Style. EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English, 2(2). https://doi.org/10.26905/enjourme.v2i2.2363

- Rahmawati, L., Hastuti, H., Syarifaturrahman, W. K., Syahid, A., & Dewi, P. (2023). Application of multimedia digital storytelling in speaking learning at information technology study program. Humanitatis: Journal of Language and Literature, 10(1), 279-290. https://doi.org/10.30812/ humanitatis.v10i1.3515
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2013). Qualitative research practice: A guide for social science students and researchers. SAGE.
- Robin, B. R. (2016). The power of digital storytelling to support teaching and learning. Digital Education Review, 30, 17–29.
- Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: basic psychological needs in motivation, development, and wellness. New York: Guilford Press.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. Contemporary Educational Psychology, 61(April), 101860. https://doi.org/10.1016/j.cedpsych.2020.101860
- Santiana, S., Surya Lesmana, D., Arini, N. H., Muthmainnah, M., Galal, M., & Marzuki, A. G. (2021). Anitales: a modern application used perceived by the students in digital story telling class. International Journal of Social Science & Management Studies, 7(5), 1–11.
- Setiawan, D., Masuwd, M. A., Maliki, N., Laily, I. F., & Fitriyani, Y. (2023). Impact of digital storytelling for developing oral communication skills, digital literacy, and learning motivation among pre-service elementary teachers. 2(2), 34–42. https://doi.org/10.58418/ijeqqr.v2i2.118
- Setiyorini, T. J. (2020). The effect of using digital storytelling on students' intrinsic motivation for learning vocabulary. Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan, 20(1), 54–65. https://doi.org/10.30651/didaktis.v20i1.4336
- Tamimi, M. A. (2024). Effects of digital story-telling on motivation, critical thinking, and academic achievement in secondary school English learners. Research in Social

- Sciences and Technology, 9(1), 305-328. https://doi.org/10.46303/ressat.2024.18
- Yang, Y. T. C., & Wu, W. C. I. (2012). Digital storytelling for enhancing student academic achievement, critical thinking.; learning motivation: A year-long experimental study. Computers and Education, 59(2), 339–352. https://doi.org/10.1016/j.compedu.2011.12.012
- Yin, R. K. (2018). Case study research and applications: design and methods. Sixth edition. Los Angeles, SAGE.