

Improving First Year EFL Students' Narrative Writing Ability through Storytelling

تطوير قدرة طلاب السنة الأولى في الإنجليزية كلغة أجنبية على الكتابة السردية من خلال سرد القصص

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Received: 27/03/2026 published: 11/06/2026
تاريخ الاستلام: 2026/03/27 تاريخ النشر: 2026/06/11

Abstract:

This quantitative study explores the impact of storytelling on the narrative writing skills of first- year EFL students at Larbi Ben M' Hidi University. Employing a quasi-experimental design, the study comprised an experimental group and a control group, with both groups evaluated on four key narrative elements before and after storytelling intervention. The results showed a significant improvement in the experimental group's post-test mean score ($M=13.36$) compared to the control group's mean score ($M=11.00$). Further analysis of the experimental group's post-test performance revealed that the use of descriptive language received the highest mean score ($M=4.4$).

Key words: EFL Students; Narrative Writing; Storytelling; Stories

الملخص :

تهدف هذه الدراسة الكمية إلى بحث وتقصي أثر سرد القصص على مهارات الكتابة السردية لدى طلاب السنة الأولى في الإنجليزية كلغة أجنبية بجامعة العربي بن مهيدي. وباستخدام تصميم شبه تجريبي، شملت الدراسة مجموعتين تجريبية وضابطة، وقد خضعت كلتا المجموعتين لتقييم أربعة عناصر أساسية في الكتابة السردية قبل وبعد تدخل قائم على سرد القصص. أظهرت النتائج تحسناً ملحوظاً في متوسط درجات الاختبار النهائي للمجموعة التجريبية ($M=13.36$) مقارنة بالتقدم الذي أحرزته المجموعة الضابطة ($M=11.00$). كما كشف تحليل إضافي لأداء المجموعة التجريبية في الاختبار النهائي أن استخدام اللغة الوصفية حصل على أعلى متوسط الدرجات ($M=4.4$).

كلمات مفتاحية: طلاب اللغة الإنجليزية كلغة أجنبية; الكتابة السردية ; سرد القصص; القصص

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Introduction

Writing is an important part of learning English as a foreign language (EFL). It is much more than just putting words on paper; it is a key skill that helps students get better at the language overall and succeed in their studies. When students write, they are not just practicing grammar and vocabulary, but they are also learning to think critically, organize their thoughts, and express themselves clearly. For someone learning English, writing is a powerful way to solidify what they are learning and be able to communicate effectively (Bora, 2023).

Specifically, being able to write a well-structured narrative paragraph is especially valuable. A well-structured narrative paragraph typically includes a topic sentence, supporting sentences, and sometimes a concluding sentence, which together enhance readability and coherence (Gray, 2019). Narrative texts are characterized by a clear storyline, events or conflicts, and elements such as theme, setting, plot, characters, and point of view (Bal, 1985). Developing proficiency in this form of writing extends beyond mere technique; it also cultivates students' creativity and critical analysis and encourages the articulation of personal experiences (Qatrinada & Apoko, 2024).

To better understand the challenges students face in writing well-crafted narrative paragraphs, I recently observed a group of first-year English language learners at Larbi Ben M' Hidi University. Their writing revealed common difficulties: many struggled to develop clear main ideas, organize their narratives effectively, and present events in a logical sequence. Their writing also often lacked the smooth transitions and vivid descriptions needed to engage the reader.

These observations highlight a need to reconsider how we teach narrative writing. While research exists on general writing challenges, there is a noticeable gap in understanding the specific struggles of first-year EFL students regarding this specific type at the university of Larbi Ben M'Hidi. Filling this gap is essential for creating targeted teaching methods that address their particular needs. A potentially effective strategy is to incorporate storytelling activities into the classroom. Therefore, this study aims to:

1. evaluate the effect of storytelling activities on the narrative writing ability of first-year EFL university students.
2. identify and explore which specific aspects of narrative paragraph writing (e.g., main idea, story organization, coherence and flow, and use of descriptive language) are improved through storytelling instruction.

This study is framed by the following questions:

1. What is the impact of storytelling activities on the overall narrative writing ability of first-year EFL students?
2. Which specific aspects of narrative paragraph writing (such as the main idea, story organization, coherence and flow, and use of descriptive language) show significant improvement after engaging in storytelling activities?

Based on these questions, the following hypotheses were developed:

- H1: There will be a statistically significant improvement in the experimental group students' overall narrative paragraph writing ability after participating in storytelling activities.
- H2: Students in the experimental group will show significant gains in writing clear main ideas and employing descriptive language.

This study is structured into three sections. The first section establishes the theoretical framework by exploring key concepts in narrative writing and storytelling and reviewing relevant previous

research. The second section details the methodological approach, including descriptions of the participant population and sampling procedures, the research instruments utilized, and the instructional procedures implemented with the experimental group. Finally, the third section presents the findings and discusses their implications.

1. Literature Review

1.1 Narrative Writing:

Narrative writing is a form of storytelling that presents a connected series of events, which may be imaginary or based on personal experience. As Evans (1998) explained, a narrative often includes the thoughts and reactions of the main characters, describing the action from their perspective, whether written in the first person ("I/we") or third person ("he/she"). This approach helps to create an engaging and immersive experience for the reader, making the story more compelling and relatable.

Beyond mere entertainment, narrative writing effectively communicates ideas or asserts opinions through the art of storytelling. Wagner (2002) emphasized that a narrative follows the conventions of good storytelling, such as character development, plot progression, and thematic coherence. It is frequently used as a reflective tool, encouraging writers to explore their own experiences or perspectives while constructing meaningful stories that resonate with readers.

Structurally, a narrative typically consists of three main components: a beginning, middle, and end (Evans, 1998). The beginning sets the scene by establishing the setting—place, time, and characters—and aims to capture the reader's interest through an intriguing mood or hook. The middle elaborates on the sequence of events, providing detailed descriptions of the characters and locations involved, thereby advancing the plot. The end then wraps up the story, often with an unexpected twist or resolution, and may include characters' emotional reactions or the outcomes of the events to leave a lasting impression.

When crafting a compelling narrative, Evans (1998) highlighted several key considerations for writers. First, developing a clear story outline is crucial. This involves deciding on the beginning, middle, and end, identifying the characters and setting, and outlining the sequence of events. A well-structured plot ensures coherence and flow throughout the story. Second, attention to writing techniques enhances engagement; vivid descriptions of people, places, feelings, and actions are vital. Writers should utilize direct speech, adjectives, and adverbs to create more dynamic and immersive narratives. Since most narratives are set in the past, employing a range of past tenses, such as past simple, past continuous, and past perfect, can help convey timing and sequence effectively. Additionally, using time markers like "before," "after," "then," "later," and "in the end" ensures clarity and logical progression, guiding the reader smoothly through the story's events.

In summary, narrative writing is a versatile and engaging form of storytelling that combines structural elements, descriptive techniques, and careful tense usage to create compelling stories. By understanding the components and key considerations, writers can craft narratives that not only entertain but also convey meaningful ideas and reflections.

1.2 Storytelling:

Storytelling has become an increasingly important tool in language teaching, with literature playing a vital role in fostering engaging and meaningful learning experiences. The use of literary texts and storytelling materials helps create rich, captivating contexts that motivate learners and support

comprehensive understanding. According to Zaro and Salaberri (1995), storytelling is a powerful resource derived from literary works, offering numerous benefits for language development and cultural awareness. It has been suggested that 'using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and writing' (Miller & Pennycuff, 2008, p. 36).

At its core, storytelling can be defined as the vivid narration of ideas, beliefs, personal experiences, and life lessons, designed to evoke strong emotions and insights. Serrat (2008) emphasized that stories serve as a dynamic means of communication, capable of inspiring reflection and deep understanding. When integrated into language teaching, stories help learners improve their listening skills by encouraging them to identify main ideas and important details without becoming overwhelmed. Moreover, stories expand vocabulary by presenting new words in meaningful contexts, often reinforced through visual aids or pictures, which facilitate retention and comprehension.

Beyond vocabulary and listening skills, storytelling provides learners with exposure to the structures and techniques of narrative construction. It introduces them to literary devices such as metaphors (Hoggan, 2009) and the use of time and space (Alexander, 2007) within a story, thereby deepening their understanding of how stories are built. Importantly, storytelling fosters a deeper understanding of course material by activating meaning, creating a safe environment for sharing and risk-taking, and encouraging students to invest their cognitive effort and attention. It also appeals to students' imagination and allows them to connect with others, share experiences, and consider different perspectives, which might lead to increased student engagement and cross-cultural competence (Hughes et al., 2022). Ultimately, the process of storytelling not only develops linguistic competence but also nurtures emotional growth and creativity, making language learning a more enjoyable and meaningful experience.

The effectiveness of storytelling heavily relies on the teacher's role as an engaging storyteller. By narrating stories with enthusiasm and confidence, teachers create a relaxed and supportive environment that inspires students to experiment with language and participate actively. Incorporating gestures, visual aids, and improvisation can make stories more comprehensible and captivating. Classroom settings that foster face-to-face storytelling, especially in informal arrangements like sitting in a circle, help students feel comfortable and motivated to communicate. The primary goal is to inspire learners to enjoy using the language naturally, transforming storytelling into a joyful and integral part of their language learning journey, as highlighted by Zaro and Salaberri (1995).

To better understand the essence of a story, Kane (2000) described it as a meaningful arrangement of events organized in a specific order. These events typically follow a logical pattern, often aligned with the flow of time, and aim to convey a central message or theme. The characters within a story, whether they are real people, fictional figures, animals, or environmental elements, act and react in ways that drive the plot. Actions and dialogues are interconnected through cause-and-effect relationships, creating a coherent sequence that guides the narrative. This plot structure ensures that the story remains natural and logical, engaging the audience through its organized presentation of events. While stories can become complex with multiple characters and intricate relationships, simpler stories in factual or expository writing serve to illustrate ideas or clarify information effectively.

In conclusion, storytelling is a multifaceted approach that enriches language teaching by making learning engaging, interactive, and meaningful. When teachers skillfully craft and deliver stories, they foster an environment where learners' listening, vocabulary, and comprehension skills flourish, all while nurturing creativity and emotional development. Understanding the fundamental elements of

storytelling, as explained by Kane, further enables educators to employ stories as effective educational tools that engage learners and support their linguistic and cognitive growth.

1.3 Previous Studies:

Storytelling, as an instructional approach, has been explored for its potential to enhance students' writing outcomes. To investigate this, a few studies have been conducted, including notable research by Alkaaf (2018) and Demirci (2021). Alkaaf (2018) carried out a follow-up mixed-methods study with 30 Omani students, who had previously experienced storytelling, and four teachers. Story-writing tests showed statistically significant further improvement in students' story-writing skills over time, while interviews indicated that teachers continued to use the storytelling strategy and wished it to be incorporated into the official teacher's guide. The results of the study conducted by Demirci (2021) also demonstrated significantly higher academic improvement in their story-writing skills.

Recognizing the limited research specifically linking traditional storytelling to narrative writing development, and acknowledging the overlap with digital storytelling, I examined the literature on digital storytelling. This provided me with insights into traditional storytelling's role in education.

Numerous studies have demonstrated the positive impact of digital storytelling on narrative writing skills. A study conducted by Fitri (2021) involved 24 English language learners who were taught narrative writing skills using digital storytelling. The results showed significant gains in writing abilities, as measured by a pre-test and post-test, and students expressed positive opinions about the digital storytelling approach, citing its ability to improve their writing, motivation, and listening and vocabulary skills.

Riani et al. (2021) further investigated its effectiveness in improving narrative writing and speaking skills in an Indonesian Islamic school. The study involved 42 students, divided into two groups: an experimental group that used digital storytelling and a control group that did not. The results showed that the students in the experimental group significantly outperformed the control group in narrative writing skills, with a statistically significant difference ($t = -12.02$, $p = 0.000$).

More recent studies have also highlighted the potential of digital storytelling in engaging and supporting students who struggle with writing. A study by Ngoi (2024) examined the impact of digital storytelling on the narrative writing abilities of 30 underachieving Chinese primary school students with limited English proficiency. Using a pre-post assessment, the researcher found that those who participated in a digital storytelling intervention showed significant improvement in their narrative writing skills, compared to their peers who did not receive the intervention.

Furthermore, a study by Nofitasari (2024) found that digital storytelling improved narrative writing skills among eighth-grade students ($p < 0.05$, $F = 71.070$). Similarly, Beldjenna (2025) explored the use of digital storytelling with Algerian university students. The findings indicated that those who utilized it outperformed their peers in narrative writing, demonstrating improvements in organization, language, and creativity. Both students and teachers held positive attitudes towards its implementation, which suggest that digital storytelling is a valuable tool for enhancing language learning and creating engaging learning environments.



2. Methodology

2.1 Population and Sampling:

This research involved 22 first-year students at the English Department, from a population of around 380. Since the design used is a quasi-experiment, one group was designated as the control group and the other as the experimental group.

The study's small sample size ($N=22$) was a consequence of an external policy change. The obligatory attendance requirement was removed during our data collection, drastically reducing the pool of available participants. Consequently, while the calculated effect sizes are substantial, the findings from this constrained cohort should be viewed as preliminary.

We specifically chose to engage with first-year EFL students because this is an extremely important time for them as they are developing the foundational skills needed for writing in general and, more specifically, for narrative writing. Many students find it difficult to express their ideas clearly and creatively in a new language at this stage. Consequently, our focus on these learners allows us to see how well storytelling can help them develop their narrative writing. In addition, their enthusiasm and fresh start to university life present a great opportunity to explore how storytelling can be integrated into early language learning to boost their writing abilities overall.

2.2 Tools of Research:

The researcher opted for a quantitative approach. A quasi-experimental design was employed to assess participants' narrative writing abilities prior to and following the intervention. A pretest-posttest design was implemented with both the experimental and control groups. Both groups took a pre-test on the following topic: "Think of a time when you faced a challenge. Describe that experience in a narrative paragraph, including the setting, characters, the conflict you faced, and how you resolved it." After the intervention, they completed a post-test on a different topic, but they were still asked to write a narrative paragraph. The topic was as follows: "Describe a memorable experience you had with a friend. Include descriptive details that evoke the setting, emotions, and any challenges you faced together."

The use of distinct prompts for the pre-test and post-test was strategically implemented to evaluate the transferability of the learned skills. If the same topic ('a challenge you faced') was used, improved performance on the post-test could stem from familiarity with the topic rather than from the internalization of narrative techniques. By requiring students to apply the core components of narrative writing (main idea, organization, coherence and flow, and descriptive language) to a new thematic context, the assessment more accurately measures the generalizable improvement in narrative writing due to storytelling that is the central aim of the intervention.

The narrative paragraphs are scored out of 20 points. The 20-point rubric was used because it breaks the writing score into four clear parts: the main idea, organization, coherence and flow, and descriptive language. Each part was scored out of 5 points. This makes scoring more detailed and fair than a simpler 10-point or less-balanced 30-point one. Although inter-rater reliability was not measured in this study, the rubric's specific descriptions help keep scoring consistent. The design allows for a focused evaluation of each writing skill separately.

2.3 Teaching the Experimental Group:

In the second semester of the 2024-2025 academic year, students in the experimental group were taught about narrative paragraphs for 8 weeks; each session lasted 90 minutes twice a week. These paragraphs were explained as a type of writing that tells a story or describes an event, and they usually include characters, a setting, a sequence of events (or plot), and a main message or theme. The basic structure of such paragraphs was also demonstrated, showing that they have a beginning (topic sentence), a middle (supporting details), and an end (concluding sentence). The purpose of this teaching was to capture the reader's interest by sharing a personal experience or a specific story in a clear and organized way. During the intervention, a selection of short stories was introduced, including *The Hole in the Wall* and *True Beauty* sourced from the British Council, *The Mystery of Room 342* from the work of Jensen (1950), along with many other stories. The stories were read aloud, then the different parts of each story were analyzed with the class. Once students understood the components, they were encouraged to analyze stories on their own. The core scaffolding technique involved guiding students to translate oral stories into well-organized written paragraphs. This was done through explicit modeling of how to turn a spoken story into a topic sentence, supporting details, and a concluding sentence, followed by guided practice using graphic organizers that bridge oral storytelling and paragraph structure.

2.4 Teaching the Control Group:

Students assigned to the control group received comprehensive, explicit instruction on the conventional structure and composition of a narrative paragraph. This traditional pedagogical approach began with a lesson defining the purpose of a narrative paragraph and outlining its standard organizational pattern. Instruction then systematically detailed each core component: the topic sentence (including its function and requisite elements), supporting sentences that develop the story, and a concluding sentence. Key narrative elements-characters, events, conflict, and resolution-were explicitly taught and exemplified. A focus was placed on structuring events in chronological order and employing time order transition words to maintain coherence. Following this theoretical framework, students analyzed multiple models of sample narrative paragraphs. Finally, they engaged in composing their own narrative paragraphs based on structured prompts. This instruction provided a robust, baseline treatment against which the experimental group could be compared.

3.Results and Discussion:

3.1 Results

3.1.1 Testing Hypothesis 1

3.1.1.1 Descriptive Statistics

Table1. Pre-test and Post-test Results of the Control and Experimental Groups

	CG Pre-test	CG Post-test	Ex G Pre-test	Ex G Post-test
1	7,00	10,00	6,00	10,00
2	7,00	8,00	7,00	12,00
3	7,00	9,00	7,50	12,00
4	9,00	10,00	8,00	11,00
5	9,00	10,00	8,00	14,00
6	10,00	11,00	9,00	13,00
7	10,00	10,00	10,00	14,00
8	11,00	10,00	12,00	14,00
9	13,00	14,00	13,00	15,00
10	14,00	14,00	14,00	15,00
11	14,00	15,00	15,00	17,00
Mean	M=10.09	M=11.00	M=9.95	M=13.36

Before the intervention, both the control and experimental groups demonstrated similar levels of narrative writing ability, as indicated by their pre-test scores. The control group's mean score was approximately 10.09, with individual scores ranging from 7 to 14. Similarly, the experimental group's mean score was around 9.95, with scores between 6 and 15. This close similarity indicates that both groups started at a comparable baseline, which is essential for confirming that any subsequent differences observed can be ascribed to the intervention itself rather than pre-existing variations between the groups.

Following the intervention, the control group exhibited a slight increase in their mean score, reaching M=11.00. Individual gains in this group were generally minor, with most students improving by only one point or maintaining their initial scores. In contrast, the experimental group showed a considerable increase in their average score to M=13.36. Individual scores varied between 10 and 17, with a number of participants displaying significant improvement. For example, Student 3 improved

from 7.5 to 12 (+4.5 points) and Student 6 from 9 to 13 (+4 points). These remarkable gains demonstrate that the storytelling technique effectively enhanced students' ability to write narratives.

3.1.1.2 The Paired Samples T-test and the Independent Samples T-test

To thoroughly analyze our intervention's impact, we first used a paired samples t-test to assess if the experimental group showed significant improvement from their pre-test to post-test scores, after confirming the normality of these differences. Subsequently, an independent samples t-test was conducted, following checks for normality and homogeneity of variances, to determine if the experimental group's post-test scores are statistically significantly higher than those of the control group.

3.1.1.2.1 The Paired Samples T-test for the Experimental Group's Pre- and Post-test Scores The Normality Test

To check whether the data in the experimental group (pre-test and post-test) are normally distributed, a Shaipro-Wilk test was conducted.

Table 2. Shaipro-wilk Test for Experimental Group Pre- and Post-tests

Test	Shaipro-wilk	
	Statistic	p-value
Experimental Group Pre-test	0.958	0.520
Experimental Group Post-test	0.962	0.480

The Shapiro-Wilk test results for both the pre-test and post-test scores in the experimental group show p-values of 0.520 and 0.480, respectively. Since both p-values are greater than 0.05, we can conclude that the data for both pre- and post-test scores are normally distributed. This is important because it means the assumptions for conducting the paired samples t-test are met.

Table3. Paired Samples T-test (Experimental Group Pre vs. Post)

Paired Differences	N	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of Difference	t	df	Sig. (2-tailed)
Difference (Post-Pre)	11	3.41	1.54	0.46	2.47 to 4.35	7.42	10	0.001

The analysis shows that the experimental group improved significantly from the pre-test to the post-test. On average, participants scored about 3.41 points higher after the intervention. The confidence interval suggests that this improvement likely falls between 2.47 and 4.35 points. The t-value of 7.42 and a p-value of 0.001 indicate that this increase is statistically significant. These results suggest that the treatment had a positive and meaningful impact on the participants' scores.

3.1.1.2.2 The Independent Samples T-Test for the Control and Experimental Groups' Post-test Scores

The Normality Test

Table 4. Normality Test for Control and Experimental Post-test Scores

Test	Shaipro-wilk	
	Statistic	p-value
Control Group Post-test Scores	0.950	0.450
Experimental Group Post-test Scores	0.962	0.480

The Shapiro-Wilk test for normality was done on the post-test scores for both the control and experimental groups before running the independent samples t-test. The results showed a statistic of 0.950 for the control group and 0.962 for the experimental group. The p-values were 0.450 and 0.480, respectively. Since both p-values are above 0.05, it suggests that the scores are roughly normally distributed in both groups.

The Homogeneity Test

Prior to comparing post-test scores between groups, Levene's test was conducted to assess the equality of variances:

Table 5. Levene's Test of Homogeneity of Variances (Post-test Scores)

Levene's Test	Statistic	p-value
Post-test Scores (Control vs. Experimental)	0.65	0.43

The Levene's Test for homogeneity of variances on the post-test scores for the control and experimental groups provided a statistic of 0.65 with a p-value of 0.43. Because the p-value exceeds 0.05, it indicates that there is no significant difference in the variances between the two groups' scores. This confirms that the assumption of equal variances is met, which is a necessary condition before performing the independent samples t-test.

Table 6. Independent Samples T-test (Post-test Scores Control vs. Experimental)

Levene's Test for Equality of Variances	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of Difference
Control vs. Experimental	0.65	0.43	2.83	20	0.009	2.36	0.65 to 4.07

The results of the statistical comparison between the control and experimental groups, based on their narrative writing abilities assessed through storytelling techniques, indicate a significant

difference. Levene's test for equality of variances gave an F-value of 0.65 with a p-value of 0.43, confirming that the assumption of homogeneity of variances was satisfied. The independent samples t-test produced a t-value of 2.83 with 20 degrees of freedom and a two-tailed p-value of 0.009, which is statistically significant at the 0.05 level. This suggests that the observed difference in narrative writing scores between the two groups is unlikely due to chance.

The mean difference in scores was 2.36 points, with a 95% confidence interval ranging from 0.65 to 4.07. This interval further supports the conclusion that the experimental group outperformed the control group in narrative writing ability following the intervention. To summarize, the findings demonstrated that the storytelling technique employed in the experimental group significantly enhanced their narrative writing skills compared to the control group.

3.1.2 Testing Hypothesis 2

Table 7. Pre- and Post-Intervention Analysis of the Experimental Group's Performance on Four Narrative Writing Aspects

Student	A well-crafted main idea		Story organization		Coherence and flow		Use of descriptive language	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1	1	2	1.5	2	2	2.5	1.5	3.5
2	1	3	2	3	2	3	2	3
3	1.5	2.5	2	2.5	2	3	2	4
4	1.5	2	2	2.5	1.5	2.5	3	4
5	2	3	2	3.5	1	3.5	3	4
6	1.5	3	2.5	3	2.5	3	2.5	4
7	1	3	2	3	4	4	3	4
8	2	2.5	3	3.5	3.5	4	3.5	4
9	2.5	4	3	3	4	4	3.5	4
10	3.5	4	3	3	3.5	3	4	5
11	4	4	3	4	4	4	4	5
Total	21.5	33	26	33	30	36.5	32	44.5
Mean	M=1.95	M=3.00	M=2.36	M=3.00	M=2.72	M=3.31	M=2.90	M=4.04

The analysis of the pre-test and post-test results revealed substantial improvement across all four assessed aspects of narrative writing (the main idea, story organization, coherence and flow, and use of descriptive language) following participation in storytelling activities. The total scores indicated that students improved in each area, with the most significant gains observed in the use of descriptive

language, which increased by 12.5 points. This suggests that students developed a stronger capacity for using vivid details and imagery into their narratives, which is more likely to be a direct effect of engaging in storytelling exercises that emphasize expressive language.

Similarly, main idea skills showed considerable development, with an increase of 11.5 points, reflecting enhanced ability to generate and articulate mental images within stories. Story organization also improved, though to a slightly lesser extent (+7), highlighting some progress in structuring stories more effectively. The smallest yet meaningful gain was observed in coherence and flow (+6.5).

3.2 Discussion of the Results

The findings of this study provided evidence supporting the positive impact of storytelling on students' ability to write clear and well-organized narrative paragraphs. The statistically significant mean scores obtained by the experimental group, which participated in storytelling activities, strengthen this conclusion.

However, our study took a further step by examining the improvements in four specific narrative aspects from pre- to post-tests within the experimental group: clear main idea, story organization, coherence and flow, and use of descriptive language. Our analysis revealed that students made significant gains in the use of descriptive language followed by the main idea, exceeding the gains made in the other narrative aspects. This finding suggests that storytelling exerts a significant influence on students' ability to employ descriptive language effectively and write well-crafted main ideas. This is consistent with research by Tarigan and Liana (2018), who utilized storytelling-based instruction to demonstrate significant improvements in both the quality of descriptive writing and the specific use of descriptive language through pre- and post-test measurements.

We propose that this disparity in mean scores may be attributed to the inherent emphasis that storytelling places on vivid descriptive techniques and the core message or the point of the story. Because storytelling is inherently narrative, it is well-suited for incorporating descriptive language. It enables students to create mental images of events, characters, and settings, thereby engaging readers and conveying the main idea effectively. As a result, strong performance in these areas suggests students effectively used descriptive language and established a focused main idea. This highlights the potential of storytelling to enhance students' writing skills, especially concerning these two skills.

Conclusion

This study aimed to investigate the effectiveness of storytelling in enhancing students' narrative writing ability. The analysis of the findings confirmed the first hypothesis, which posited that there will be a statistically significant improvement in the experimental group students' overall narrative paragraph writing ability following participating in storytelling activities.

Regarding the second hypothesis, which suggested that students in the experimental group will demonstrate significant gains in writing clear main ideas and employing descriptive language, the results indicated that both aspects showed a substantial improvement. Consequently, this hypothesis was also confirmed.

The results collectively suggest that storytelling is an effective pedagogical strategy for enhancing students' overall narrative writing. Particularly, the most substantial improvements observed were in the use of descriptive language and writing a clear main idea.

However, it is essential to acknowledge certain limitations in the present study, including a limited sample size and the short duration of the intervention. These factors may have impacted the generalizability of the findings.

In light of these findings, it is suggested that researchers design targeted interventions to specifically address underdeveloped narrative writing aspects assessed in this study, namely story organization and flow and coherence. Future research studies should also consider incorporating thematic analysis to provide a more comprehensive understanding of the impact of storytelling on students' writing skills. A comparative analysis of the exact language used in the pre- and post-test assessments could offer valuable insights into the effectiveness of storytelling as a pedagogical strategy.

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