The Effect of StoryJumper on Jordanian Male EFL Fourth-Grade Students' Creative Writing Skills

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Abstract

Objectives: This study aimed to investigate the effect of using StoryJumper on developing creative writing skills among fourth-grade male EFL Jordanian students.
Methods: To achieve the study objective, a quasi-experimental design was used. The study sample consisted of 40 students from Um Al Qura Primary School for Boys in Al-Quwaismeh Directorate of Education during the 2024/2025 academic year. The students were assigned to two equal groups: an experimental group taught through StoryJumper and a control group taught through the traditional method. A creative writing skills test was administered before and after the treatment to assess students' performance in narration and dialogue.
Results: The results showed that students who were taught through StoryJumper achieved better performance in creative writing skills than those who were taught using the traditional method. The improvement was particularly evident in students' ability to organize narrative events, express ideas more clearly, and use dialogue within short written texts.
Conclusion: In light of these results, the study recommends training EFL teachers to use StoryJumper systematically in classroom writing activities and integrating digital storytelling tools into English language instruction to support young learners' creative writing development.

Keywords: Creative writing skills, Male EFL students, StoryJumper.

أثر منصّة StoryJumper في تنمية مهارات الكتابة الإبداعيّة لدى طلّاب الصفّ الرّابع الأردنيّين من مُتعلّمي اللُّغة الإنجليزيّة كلغة أجنبيّة

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الملخص

الأهداف: هدفت هذه الدّراسة إلى الكشف عن أثر استخدام منصّة StoryJumper في تنمية مهارات الكتابة الإبداعيّة لدى طلبة الصّفّ الرّابع الذّكور من مُتعلّمي اللُّغة الإنجليزيّة كلُغة أجنبيّة في الأردنّ.

المنهجيّة: لتحقيق هدف الدّراسة، استُخدم المنهج شبه التّجريبيّ. وتكوّنت عيّنة الدّراسة من 40 طالبًا من مدرسة أُم القُرى الأساسيّة للبنين التّابعة لمديريّة التّربية والتّعليم في لواء القويسمة خلال العام الدّراسيّ 2025/2024. وقد وُزّع أفراد العيّنة إلى مجموعتين متكافئتين: مجموعة تجريبيّة دُرّست باستخدام منصّة StoryJumper، ومجموعة ضابطة دُرّست بالطّريقة التّقليديّة. وطُبّق اختبار مهارات الكتابة الإبداعيّة قبل المعالجة وبعدها لقياس أداء الطّلبة في مهارتي السّرد والحوار.

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النّتائج: أَظهرت النّتائج أَنَّ الطّلبة الّذين دُرِّسوا باستخدام منصّة StoryJumper حقّقوا أداءً أفضل في مهارات الكتابة الإبداعيّة مقارنة بالطّلبة الّذين دُرِّسوا بالطّريقة التّقليديّة. وظهر التّحسُّن بصورة خاصّة في قدرة الطّلبة على تنظيم أحداث القصّة، والتّعبير عن الأفكار بوضوح أكبر، وتوظيف الحوار في النّصوص الكتابيّة القصيرة.

الخلاصة: في ضوء هذه النّتائج، تُوصي الدّراسة بتدريب مُعلّمي اللّغة الإنجليزيّة على توظيف منصّة Story Jumper بصورة منهجيّة في أنشطة الكتابة الصّفّيّة، ودمج أدوات السّرد الرّقميّ في تعليم اللّغة الإنجليزيّة؛ لدعم تنمية مهارات الكتابة الإبداعيّة لدى المُتعلّمين الصّغار.

الكلمات المفتاحيّة: مهارات الكتابة الإبداعيّة، طلبة اللّغة الإنجليزيّة كَلُغة أجنبيّة، StoryJumper.

Introduction

Writing is a process characterized by complexity and difficulty, in which the abstract ideas, meanings, and mental images of the writor are transformed into written symbols (Esmaeil Nejad et al., 2022). Additionally, Sembiring and Simajuntak (2023) defined it as a skill that requires expressing ideas and presenting them in a written manner, this skill is measured by the grade the student obtains in the process of evaluating the skill in classroom tests.

The stages of the writing process are ways in which the focus is on how writing instruction is viewed by moving from students' final writing to what they think and do when they write (Gavriluţ, 2023). To improve writing in the English language, Wahidah (2023) explained that it is necessary to choose the best words that have a different impact on the ear and soul of the student than other words of the English language, and to exploit terminology in a way that serves literary goals. Mdodana-Zide and Mukuna (2023) also pointed out the importance of arranging the visions and ideas that students will include in their writings, so that they are sequential and organized according to a specific order that serves the topic of the text.

Creative writing represents the ability to create texts and influence others through correct linguistic style, the strength of meaning, originality of the idea, accuracy of the image, and the literary rhetorical formulation that creates interaction, arouses feelings, moves the conscience, and develops aesthetic taste (Türkben & Karaca, 2023). Moreover, Göçen (2019) defined it as a student's ability to write in grammatically correct paragraphs that are as fluent, flexible, and original as possible with regard to the topic or issue under discussion, in an engaging and interesting way.

Türkben and Karaca (2023) defined creative writing as a structured mental, intellectual, and writing process undertaken by students on a variety of topics. It involves expressing thoughts, feelings, and opinions in a literary forms such as a story, a personal letter, or a description of an event or situation, accompanied by the use of diverse evidence and testimonies, diverse styles, both informative and constructive, and careful choice of words. This results in literary essays and articles that are acceptable in terms of content, clarity of expression, and organization, that affects the recipient. Gavriluţ (2023) highlighted the importance of creative writing in English in providing students with sufficient and organized opportunities to freely express what meets their needs and inclinations. Creative writing skills are special intellectual and linguistic abilities, combined with a readiness to transform an ordinary event into a text based on an aesthetic structure and wonderful images that leave a certain impression on the reader (Paragas & Francisco, 2020).

Creative writing is a fertile field for practicing the use of language, as it helps to master reading and writing skills. It is innovation, not imitation, as the writer shows a rich vocabulary and a mind full of creative ideas that attract and influence the reader (Fitria, 2024). Creative writing can be a talent that a person is born with, but it is also an art that can be mastered with training and practice (Göçen, 2019). Among the objectives of creative writing skills, Vicol et al. (2024) stated that creative writing skills contribute to enable students to employ rhetorical concepts in their writings, develop a love of reading and learning among students, help students to achieve their self-actualization and feel respected by others, and working to develop the talents of gifted students and encourage and guide them in the right direction to hone their talents.

In addition, Fitria (2024) explained a set of objectives for teaching creative writing skills, including students' ability to write essay on politics, literature, sociology, and other different fields. Creative writing is increasingly important for primary school students, since it makes students more confident as they feel satisfied when they present a successful topic or useful work (Gavriluţ, 2023). It helps students exchange opinions and ideas, conduct dialogue, exchange cultures, open up to others, cooperate in solving problems, discuss them, and try to solve them (Song & Song, 2023). Any society can learn

about the trends of other societies and the extent of their development and progress (Türkben & Karaca, 2023).

Creative writing has a set of skills and abilities that enable students to write creative texts, such as novels, stories, poetry, plays, and other genres (Fitria, 2024). These skills include imagination, creativity, clarity, organization, narration, dialogue and description.

Imagination is the ability to come up with new ideas and create imaginary worlds that attract the reader's interest. Creativity is the ability to use language in an innovative and attractive way and find new expressive formulas (Al-Shamrani & Haj Omar, 2023). Clarity is the expression of thoughts and feelings in a clear and direct manner. Besides, organization is the arrangement of ideas and information in a logical way that makes sense to the reader. Narration is the telling of events in an interesting way that keeps the reader's interest. Dialogue is the ability to write realistic dialogue that appeals to the characters in the text. Finally, description is the ability to portray people, places and events in a way that appeals to the reader's feelings (D'Souza, 2021).

Despite the importance of creative writing throughout the various academic years, weaknesses in students' writing are evident. These weakness is evident in their limited ability to express themselves, their needs, or their problems in correct language. It is also evident in the confusion and ambiguity of ideas, students' confused and ambiguous organization, their clumsy style, shallow thinking, weak expressions, limited ability to visualize, and numerous spelling and grammatical errors (Taye & Mengesha, 2024). The sources of difficulties in creative writing in English language are student's weakness in other English language skills such as spelling, difficulty in using grammar, inappropriate evaluation methods, and the lack of extracurricular activities that support the writing skill.

Furthermore, Adelita et al. (2023) concluded that difficulties in creative writing are due to the lack of training and time allocated to writing resulting from large class size, and limited time available for feedback, weakness in teaching methods, books and curricula. Additionally, Nenotek et al. (2022) indicated that there are many manifestations of creative writing difficulties, including the failure to distinguish between words that are similar in form and pronunciation but different in meaning, and students' inability to use linking tools between sentences. Moreover, Alghazo (2025) explained that the lack of incentives that encourage students to write, the poor selection of topics by teachers, and the failure to use modern teaching methods are some of the factors that cause difficulties in writing.

Literature Review and Research Gap

In recent years, teaching and learning have witnessed a remarkable development due to the entry of technology into the education sector (Thavi et al., 2024). Therefore, benefiting from digital technology is an urgent necessity to keep pace with the major changes in order to create a bright future for the next generation (Urath, 2024; Khataibeh & Al-Abderuhman, 2022). For this to happen, teachers must possess the necessary professional knowledge, which includes understanding the requirements of technology (Timotheou et al., 2023; Al-Dosari & Hoaimel, 2022). One of the most crucial teaching resources that teachers employ to instill values, knowledge, skills, and attitudes in their students may be the digital story (Abu-Hayyani, 2024). It also contains elements that increase the power of embodiment through the formation of characters and situations (Kara & Gulozer, 2023). Thus, it not only presents meanings and ideas, but also leads to arousing the child's emotions towards a specific virtue, skill, or value, thereby arousing works to arouse cognitive mental processes such as perception, imagination, and thinking (Kaya, 2023).

StoryJumper is an educational platform that aims to improve students' writing skills and integrate technology into education (Ezeh, 2020). It is a popular tool for creating digital storytelling, as it is characterized by its ease of use, and it can be used by all individuals, whether they are teachers or students. In addition, it creates a fun and exciting atmosphere among students (Drajati et al., 2023). David (2020) showed the significant role of StoryJumper in developing expression skills, as it made students in an urban primary school enthusiastic about expressing themselves and trying to write.

Nurlaela et al. (2022) examined how StoryJumper, a digital learning tool, affects EFL students' capacity for narrative writing. The research methodology was action research in the classroom, using mixed method. The participants in this study were 32 students from Universitas Muhammadiyah Luwuk's English department. The results showed the significant role of StoryJumper in teaching narrative writing skills to EFL learners in higher education. Students extracted a list of writing topics that can be learned using StoryJumper, and built a common study unit for the language within its writing activities. Moreover, the results showed that StoryJumper had led to the excitement of EFL students and had stimulated their interests and motivation towards acquiring creative writing skills.

Fitriyani et al. (2023) described the effect of using StoryJumper on teaching writing skills through descriptive text at the tenth-grade at MA Al Ikhsan Beji. Classroom Action Research (CAR) was used in this study. Throughout the academic year 2022–2023, observations, exams, and interviews were used to gather the data. The research sample consisted of 20 teachers in MA Al Ikhsan Beji. The results showed the significant impact of digital storytelling (StoryJumper) on improving the tenth-grade students' writing skills at MA Al Ikhsan Beji. StoryJumper improved students' attitudes and motivation toward the writing, since they felt that they were receiving the skill in a more modern way. The study recommended preparing training courses for teachers that explain how to design and use digital stories

in curricula to develop various skills in a manner that is consistent with the characteristics of the age group of male and female students.

Habibah et al. (2023) explored the impact of StoryJumper on enhancing English writing skills. In this study, a pre-experimental one-group pretest–posttest design was adopted through the pretest, treatment, and posttest with one group design. The research sample included 26 students from the second semester at Muhammadiyah Muara Bungo University. The results concluded that there was a positive impact of StoryJumper on developing writing skills such as linking sentences, and structuring sentences and paragraphs using several different strategies. StoryJumper helps students improve their English learning writing skill, as this website can provide definitions for words, form sentences, provide training exercises. The study recommended focusing is on integrating StoryJumper into the educational process, keeping pace with technological advancements through teacher training on modern strategies and electronic applications, with the aim of improving the writing skills of students at this stage.

Murtini (2023) clarified the influence of StoryJumper on descriptive text writing among EFL first-semester students in the English Language Education Study Program's 1B class. The research sample included 25 students. The results showed that StoryJumper helped students with their writing assignments, as it can provide suggestions, alternative phrases, and help with grammar and spelling. As the teacher's role has changed in light of cognitive strategies, such as providing students with continuous feedback, expanding the scope of writing provided, and drawing on previous experiences, the instructional use of StoryJumper helps increase EFL students' writing motivation.

Purba et al. (2024) explored the effect of StoryJumper on students' writing skills. A quasi-experimental design and a quantitative approach were adopted. The control class had no treatment other than what the teacher typically employed, while the experimental class was treated by the researcher using StoryJumper in the 2023/2024 academic year. The results of this research showed that StoryJumper could support the teaching and learning of the English language due to its comprehensive benefits for students and teachers, as well as its ease of use and diversity of contents. Moreover, the results indicated that students' attitudes towards using StoryJumper in learning the skills of writing in the English language were high, as they showed a great desire and interaction.

Previous empirical research has agreed that StoryJumper is an effective educational component in improving students' English language writing skills and vocabulary, especially if it is effectively exploited. The current study will benefit from previous studies in writing the theoretical literature, the background and the importance of the study, defining the methodology and the tool that are used, and discussing the results. David (2020) and Purba et al. (2024), have relied on the use of the StoryJumper program to teach a limited number of creative writing skills to students. This study is distinguished from these studies in that it may be the first study, to the researcher's knowledge, that examines the impact of StoryJumper on the acquisition of English language writing skills, including two creative writing skills, namely narration and dialogue, in Jordanian primary schools. Nurlaela et al. (2022); Fitriyani et al. (2023), relied on the descriptive approach to assess students' creative writing skills. This study differs from them in that it relies on the quasi-experimental research design, which is more suitable for this type of study. Nurlaela et al. (2022); Habibah et al. (2023) dealt with the university stage, while the current study is distinguished in that it addresses the primary stage in Jordanian schools. The primary stage is considered the real beginning of the development process, where the student acquires multiple and diverse skills and knowledge in writing skills and vocabulary in the English language.

Most previous studies have reported that digital storytelling tools can support language learning outcomes, particularly writing skills, motivation, and student engagement (Urath, 2024; Khataibeh & Al-Abderuhman, 2022). These studies generally show that technology-supported writing may help learners organize ideas, use imagination, and express themselves with more confidence in the target language. However, many earlier studies focused on general writing performance rather than on specific creative writing skills. In addition, several studies targeted secondary school or university students, which limits the extent to which their findings can be applied to younger learners in primary education contexts (Nusair & Palmer, 2023; Murtini, 2023).

From a methodological perspective, many previous studies relied on descriptive or qualitative approaches, whereas fewer studies adopted quasi-experimental designs that can provide clearer evidence about the effect of digital storytelling tools on writing development. Some studies were also conducted with small or culturally different samples, which makes generalization to Jordanian EFL learners less certain (Habibah et al., 2023; Murtini, 2023). Another limitation is that several studies examined digital storytelling in general without focusing specifically on StoryJumper as an instructional tool. Therefore, the current study attempts to add empirical evidence from the Jordanian primary school context regarding the use of StoryJumper in developing creative writing skills among young EFL learners (Timotheou et al., 2023; Al-Dosari & Hoaimel, 2022).

Although many studies support the role of digital storytelling in improving writing skills, some researchers have been more cautious in explaining its educational value (Nurlaela et al., 2022; Fitriyani et al., 2023). For example, David (2020) noted that students' improvement

may sometimes be related to motivation and the novelty of using digital tools rather than to the tool itself. From this point of view, learners may initially become more engaged because technology makes the lesson more enjoyable. However, this effect may decrease if digital tools are not supported by clear teaching procedures and continuous teacher guidance. Purba et al. (2024) also indicated that too much attention to visual and multimedia elements may distract some students from linguistic accuracy and organization in writing (Drajati et al., 2023).

Other studies have referred to practical and instructional challenges in using digital storytelling tools in EFL classrooms (Ezeh, 2020; Kara & Gulozer, 2023). Obeiah and Bataineh (2016) emphasized that the effectiveness of platforms such as StoryJumper depends on teachers' technological competence, classroom management, and the availability of suitable digital resources. In schools where such resources or training are limited, the use of digital storytelling may be less effective. These views suggest that the effect of StoryJumper should be examined within a specific educational context, such as Jordanian primary EFL classrooms (Drajati et al., 2023).

Furthermore, the literature shows a contextual and methodological gap. Most previous studies were conducted outside Jordan, and this may limit their relevance to Jordanian EFL classrooms because of differences in curriculum, culture, and classroom practices (Nusair & Palmer, 2023; Murtini, 2023). Moreover, only a limited number of studies have examined StoryJumper specifically, although it is increasingly used in language teaching. Methodologically, several earlier studies relied on descriptive or qualitative methods, whereas the present study uses a quasi-experimental design to examine the effect of StoryJumper on creative writing skills among Jordanian male EFL fourth-grade students (Güvey Aktay, 2020; Murtini, 2023).

Problem and Study Question

Given the importance of English as a basic school subject, students need to acquire writing skills in an appropriate and gradual way (Kitila et al., 2023). Drawing on her experience as a school principal, one of the researchers conducted informal interviews with female English language teachers at Um Al Qura Primary School for Boys in the Directorate of Education in Al-Quwaismeh. The purpose was to identify possible reasons for students' weak performance in English writing. The teachers noted that many students had difficulty writing clearly in English. They also reported that students often lacked creativity in presenting new ideas or expressing familiar ideas in a different way.

In this regard, many studies have indicated that there is a weakness in learning to write in the English language in Jordanian primary schools (Nusair & Palmer, 2023; Murtini, 2023). Students' concerns about poor writing skills throughout primary schools may be due to the continued use of traditional methods, strategies, and summative timed tests (Obeiah & Bataineh, 2016). On the other hand, Al-Sharah et al. (2021) showed that some Jordanian teachers do not use any strategy when teaching new English writing skills. Based on that, other studies have recommended using StoryJumper to develop EFL students' writing skills in primary schools (Güvey Aktay, 2020; Murtini, 2023).

Despite the increasing use of digital technologies in language education, creative writing remains one of the most challenging skills for young EFL learners, especially in primary education. Many Jordanian fourth-grade students face difficulties in generating ideas, organizing thoughts, using suitable vocabulary, and expressing themselves creatively in English. These difficulties may be related to the continued use of traditional teacher-centered instructional methods (Kara & Gulozer, 2023). Such methods often focus on memorization and mechanical writing practice rather than imagination, interaction, and meaningful language use (Habibah et al., 2023). As a result, students' motivation toward writing may decrease, and their opportunities to practice creative writing in the classroom may remain limited (Timotheou et al., 2023; Al-Dosari & Hoaimel, 2022).

Although previous studies have examined digital storytelling tools in language learning, there is still limited empirical research on the effect of StoryJumper on creative writing skills among Jordanian male EFL fourth-grade students (Urath, 2024; Khataibeh & Al-Abderuhman, 2022). Most existing studies have focused on secondary or university-level learners, whereas less attention has been given to young learners in the Jordanian primary school context. In addition, few studies have used a quasi-experimental design to measure the direct effect of StoryJumper on students' creative writing development (Nurlaela et al., 2022; Fitriyani et al., 2023). Therefore, this study seeks to address this gap by examining the effectiveness of StoryJumper in improving creative writing skills among Jordanian male EFL fourth-grade students.

Therefore, the current research deals with developing writing skills by using StoryJumper. This research raises the following main question:

Are there any statistically significant differences at the $\alpha \leq 0.05$ level between the experimental and control groups on the creative writing skills post-test attributable to the modality of teaching (Traditional vs. StoryJumper) among Jordanian male EFL fourth-grade students?

Study Aim

This paper aims to investigate the effect of StoryJumper on creative writing skills among Jordanian male EFL fourth-grade students.

Significance of the Study

This study may derive its importance from theoretical and practical aspects.

Theoretical Significance: The study offers an appropriate theoretical framework for understanding the significance of StoryJumper and its impact on the creative writing abilities of Jordanian male EFL fourth-grade students, addressing the value of its theme and variables. It enhances comprehension of the subject's many facets. The study's instrument, implementation techniques, findings, and suggestions may be useful to researchers. Future research may also examine how effectively StoryJumper enhances creative writing abilities among male students.

Practical Significance: This study provides students with the opportunity to participate in the educational process and interact with and respond positively to technology. It also ensures the development of students' ability to use vocabulary and linguistic structures by developing their creative writing skills, which may positively impact their academic and cognitive achievement. Teachers in Jordanian schools in general may become aware of the importance of applying and using StoryJumper in education, which may result in the development of English language writing skills among primary schools' students. Moreover, it may be beneficial for those responsible for planning the English language curricula in the Jordanian Ministry of Education to include various writing activities that rely on the use of StoryJumper to improve students' writing skills. Finally, the Jordanian Ministry of Education may conduct training courses and workshops for primary school teachers on the use of StoryJumper to improve creative writing skills.

Study Limitations and Constraints

This study includes the following limitations and constraints:

Spatial Limitations: This study was limited to EFL fourth-grade students at Um Al Qura primary school for boys at the directorate of education in al-Quaissmeh.

Temporal Limitations: This study was conducted during the second semester of the academic year 2024/2025.

Human Limitations: The study was restricted to 40 students selected randomly from Jordanian male EFL fourth-grade students at Um Al Qura primary school for boys at the directorate of education in al-Quaissmeh.

Study Constraints: This study was limited to the concept of StoryJumper and its impact on the acquisition of English language writing.

Terminological and Procedural Definitions

Creative Writing: a type of writing that depends on transforming various topics into a creative entity that gives the reader pleasure and has an emotional impact on them (Fitria, 2024). Procedurally, it is defined as the ability of Jordanian male EFL fourth -grade Students at um Al Qura primary school for boys to communicate and think in writing, as expressed within the framework of functional or objective writing in the English language subject for non-native speakers. It is based on a number of pillars such as handwriting quality, correct dictation, clarity and accuracy.

Creative Writing Skills: a set of abilities that enable students to transform ideas into grammatically acceptable letters, words, sentences, and short texts in different forms (Fitriyani et al., 2023). Procedurally, creative writing in this study includes two skills: narration and dialogue. These skills are measured through the pre- and post-tests prepared by the researcher.

StoryJumper: a digital tool through which students can use their creativity to write stories from scratch or modify pre-made templates (Habibah et al., 2023). Procedurally, it is defined as the website used by the teacher at Um Al Qura Primary School for Boys to develop creative writing skills among Jordanian male EFL fourth-grade students.

Methodology

Study Design

The researchers used a quasi-experimental research design. In this study, StoryJumper represented the independent variable, whereas creative writing skills represented the dependent variable. The experimental group was taught through StoryJumper, while the control group was taught through the traditional method.

Study Participants

The population of this study consisted of all male EFL fourth-grade students in Jordanian public schools. The study sample consisted of 40 students from Um Al Qura Primary School for Boys in the Directorate of Education in Al-Quwaismeh during the academic year 2024/2025. The sample was divided into two groups: an experimental group (n = 20) and a control group (n = 20).

Study Tool

To achieve the study's aim, the researchers developed pre- and post-tests for creative writing skills. The tests were evaluated using a creative writing scoring rubric adapted from Carey et al. (2022), Vaezi and Rezaei (2019), and Mozaffari (2013). Some items were modified to suit the aims and context of the current study. The final score of the assessment was 50 points, distributed as follows: narration (25 points) and dialogue (25 points).

The unit of analysis was the creative writing activities in the six selected units of Action Pack 4. The categories of analysis were the creative writing skills identified according to the General Guidelines and General Outcomes of Action Pack 4, namely narration and dialogue. Units 10, 11, 12, 13, 14, and 15 provided the foundation for the teaching materials. The control group was taught these units according to the teacher's guide and the conventional method usually used in the classroom. The experimental group was taught the same units through texts and activities designed on the StoryJumper website. The program lasted for eight weeks, during which the creative writing activities in the selected units were redesigned according to StoryJumper-based instruction. The activities were implemented in two or three 45-minute sessions per week.

Test Validity

After preparing the writing skills test, the researchers presented it to six experienced judges specializing in English language curricula at Jordanian universities. This procedure was used to ensure the validity of the creative writing skills test. Cronbach's alpha was then used to examine the reliability of the test. Table (1) shows the Cronbach's alpha coefficient for the creative writing skills test, which was 0.837. This value indicates an acceptable level of reliability for the purposes of the study.

Table (1): Cronbach's Alpha for the Creative Writing Skills Test

Scale	Cronbach's Alpha
Creative Writing Skills Test	.837

Item Difficulty and Discrimination

Table (2) shows the difficulty and discrimination coefficients for the creative writing skills test. The acceptable difficulty coefficient ranged between 0.20 and 0.80 for each item. The discrimination coefficient was considered good when it was higher than 0.39, acceptable when it ranged between 0.20 and 0.39, and weak when it ranged between 0 and 0.19. Accordingly, no test items were deleted on the basis of the difficulty or discrimination coefficients.

Table (2): Difficulty and Discrimination Coefficients for the Creative Writing Skills Test

Test	Difficulty Coefficient	Discrimination Coefficient
Creative Writing Skills Test	.37	.48

Study Implementation Procedures

The following set of procedures served as the foundation for the implementation of the current study:

- Examining prior research and theoretical literature pertaining to the study's topic.
- A pre-test for creative writing skills was conducted for the entire study sample.
- The sample was divided into two groups, control and experimental.
- The experimental group was taught using StoryJumper, while the control group was taught using the traditional method.
- The two groups were subsequently tested on creative writing to see if there were any differences.
- The tests were scored, the data were entered into Excel, and then the data were analyzed using SPSS.
- The results were analyzed, and discussed, and some conclusions and recommendations were drawn in light of the results obtained.

Study Variables

The study included the following variables:

Independent Variable: Teaching method, with two levels: StoryJumper activities and the conventional method.

Dependent Variable: Mean performance of Jordanian male EFL fourth-grade students on the creative writing skills test, including narration and dialogue.

Statistical Analysis

The researchers used the Statistical Package for the Social Sciences (SPSS) to analyze the data. Descriptive statistics were used to calculate means and standard deviations, and inferential statistics were used to examine differences between the experimental and control groups on the creative writing skills test.

Results

The main question states that: Are there any statistically significant differences at the level of $\alpha \leq 0.05$ between the experimental and control groups in creative writing skills post-test according to the modality of teaching (Traditional vs. StoryJumper) among Jordanian male EFL fourth-grade students? To answer this question, means and standard deviations of the pre-/ post creative test scores writing skills test for both the control and experimental groups were calculated, as shown in Table (3).

Table (3): Means and Standard Deviations of Students' Pretest and Posttest Scores on the Creative Writing Skills Test

Group	n	Pretest M	Pretest SD	Posttest M	Posttest SD
Experimental	20	29.50	7.42	43.50	3.66
Control	20	27.25	4.13	35.00	3.63

Note. The total score is out of 50.

Table (3) shows that the post-test mean score of the experimental group was higher than that of the control group. The experimental group obtained a post-test mean score of 43.50, whereas the control group obtained a post-test mean score of 35.00. This result suggests that students who were taught through StoryJumper showed better performance in creative writing than those who were taught through the traditional method. To examine the effect of the teaching method on creative writing skills while controlling for pre-test scores, a one-way analysis of covariance (ANCOVA) was used, as shown in Table (4).

Table (4): One-Way ANCOVA for the Effect of Teaching Method on Creative Writing Skills After Controlling for Pretest Scores

Source	Type III SS	df	Mean Square	F	p	Partial η²
Pretest (covariate)	138.247	1	138.247	13.947	.001	.274
Group	584.435	1	584.435	58.961	<.001	.614
Error	366.753	37	9.912			
Corrected Total	1227.500	39				

Table (4) shows the results of the one-way ANCOVA used to examine the effect of the teaching method on students' post-test creative writing scores after controlling for their pre-test scores. The results indicated that the pre-test scores had a statistically significant effect on post-test scores, $F(1, 37) = 13.947$, $p = .001$, partial $\eta^2 = .274$. More importantly, the teaching method had a statistically significant effect on students' post-test scores, $F(1, 37) = 58.961$, $p < .001$, partial $\eta^2 = .614$. This finding indicates that the experimental group outperformed the control group after controlling for pre-test differences.

To further confirm the difference between the two groups, an independent-samples t-test was used to compare the experimental and control groups on the post-test creative writing scores. The results showed a statistically significant difference in favor of the experimental group. This means that students who were taught using StoryJumper achieved higher creative writing scores than those who were taught through the traditional method, as shown in Table (5).

Table (5): Independent-Samples t Test for Posttest Creative Writing Scores

Group	*n*	*M*	*SD*	*t*	*df*	*p*
Experimental	20	43.50	3.66	7.37	38	<.001
Control	20	35.00	3.63			

Table (5) shows that there was a statistically significant difference between the experimental and control groups in the post-test creative writing scores, $t(38) = 7.37$, $p < .001$. The experimental group achieved a higher mean score ($M = 43.50$, $SD = 3.66$) than the control group ($M = 35.00$, $SD = 3.63$). This result indicates that students who were taught using StoryJumper achieved higher creative writing scores than those who were taught through the traditional method.

Table (6): Paired-Samples t Test for the Experimental Group

Test	n	M	SD	t	df	p
Pretest	20	29.50	7.42	10.47	19	<.001
Posttest	20	43.50	3.66			

Table (6) shows that there was a statistically significant improvement in the experimental group's creative writing scores between the pre-test and post-test, $t(19) = 10.47$, $p < .001$. The mean score increased from 29.50 in the pre-test to 43.50 in the post-test. This suggests that the improvement was associated with the StoryJumper-based writing activities implemented during the treatment period.

Table (7): Effect Size (Cohen's d) for Posttest Creative Writing Scores

Group comparison	Mean difference	Pooled SD	Cohen's d	Effect size interpretation
Experimental vs. control group	8.50	3.65	2.33	Large effect

Table (7) shows that Cohen's d value was 2.33, which indicates a large effect size according to Cohen's classification. This means that the difference between the experimental and control groups was not only statistically significant, but also educationally meaningful. The size of the effect suggests that StoryJumper had a strong positive effect on students' creative writing skills, particularly in narration and dialogue.

Discussion

The findings showed statistically significant differences in creative writing skills in favor of the experimental group among Jordanian male EFL fourth-grade students. This result is consistent with the findings of Trianingsih (2025), Habibah et al. (2023), and Rojas et al. (2023). The result may be attributed to the nature of StoryJumper, which gives students a more visual and organized space for writing. Instead of asking students to write directly on a blank page, the platform allows them to build a story gradually through characters, scenes, and short written parts. This may have helped them plan narrative events and produce clearer dialogue.

In addition, the result may be related to the classroom atmosphere created by StoryJumper. The platform can make writing less mechanical and more connected to students' interests, especially at the primary stage. When students see characters and scenes while writing, they may find it easier to imagine events and choose suitable words. This does not mean that the platform alone improves writing; rather, its value appears when it is used with clear teacher guidance and suitable writing tasks.

In addition, the results can also be interpreted in relation to motivation and engagement in language learning. Traditional writing instruction is sometimes viewed by young learners as repetitive and rule-based, which may limit their willingness to write. In contrast, StoryJumper provides a more interactive environment where students can construct stories, choose characters, and arrange visual events. This sense of ownership may have increased students' motivation and reduced writing anxiety, which are important factors in developing creative writing in a foreign language context.

The improvement in the experimental group may also be explained by the support that StoryJumper provides for narration and dialogue. In narration, students need to arrange events in a logical order and connect ideas clearly. The visual sequence of pages in StoryJumper can help them understand the beginning, development, and ending of a story. In dialogue, students need to write short exchanges that fit the characters and the situation. The presence of characters and scenes may have made it easier for students to imagine who is speaking and what should be said.

Furthermore, StoryJumper activities appeared to improve students' attitudes toward writing because they learned through a more engaging method. The platform can serve different learning styles by combining written language with visual support. This may be useful for young EFL learners who still need concrete prompts before producing written language. The findings therefore suggest that digital storytelling can be helpful when it is connected to clear learning objectives and when the teacher guides students through planning, drafting, and revising their work.

Finally, from a pedagogical perspective, the findings suggest that StoryJumper may help move writing instruction from a purely product-oriented approach toward a more guided process. Students can plan, draft, revise, and present their stories in stages. This process gives them more opportunities to think about idea development, narrative coherence, and dialogue, not only grammatical accuracy. However, the findings should be understood within the limits of the study sample, the duration of the treatment, and the two creative writing skills measured in this research.

Conclusion

Technology can support lesson planning by providing flexible tools that encourage students to participate more actively in learning. The findings of this study showed that using StoryJumper as a digital storytelling tool improved Jordanian male EFL fourth-grade students' creative writing skills. The platform provided students with a classroom context that helped them use visuals, characters, and short story events to organize their ideas and write more meaningfully in English. The results also point to the importance of moving beyond purely traditional writing instruction toward carefully planned technology-supported activities.

The results indicate that StoryJumper can be a useful tool for developing narration and dialogue among Jordanian male EFL fourth-grade students. In this type of learning environment, the teacher's role remains important. The teacher guides students, explains the writing steps, provides feedback, and helps them revise their work. StoryJumper should therefore be used as a supportive instructional tool, not as a substitute for the teacher. When used appropriately, it may help students organize their thoughts, build simple storylines, and express ideas more confidently in English.

Recommendations

In light of the findings, this paper recommends the following:

- Raising English language teachers' awareness of the role of StoryJumper and clarifying how it can be used to develop narration and dialogue in creative writing lessons.
- Conducting further studies on the use of StoryJumper with middle and high school students in Jordanian public and private schools.
- Integrating StoryJumper into selected English language lessons as a supportive tool for developing creative writing skills among Jordanian male EFL fourth-grade students.
- Providing practical training workshops for teachers on how to design StoryJumper activities, guide students' writing, and assess creative writing skills.

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