

BIBLIOGRAPHY

- Abdullah, F., Tandiana, S. T., & Amelia, R. (2020). Storybird-Based Narrative Writing Activities among Indonesian EFL Learners: Focusing on Contributions. 164-182. <https://doi.org/10.24127/pj.v9i2.2805>
- Amelia, R., Natasha, H., & U. (2023). Using Picture-Series-On-Instagram to Improve Students' Narrative Writing Skills at A Public Senior High School in Kampar. *Milenial: Journal for Teachers and Learning*. <https://doi.org/10.55748/mjtl.v3i2.155>
- Anderson, M., & Anderson, K. (2003). *Text types in English 2*. South Yarra, Australia: Macmillan Education Australia.
- Arafah, A. A., Sukriadi, S., & Riyanti, R. (2024). THE INFLUENCE OF USING THE MIRO APPLICATION ON THE UNDERSTANDING LEVEL OF PLANE GEOMETRY IN ELEMENTARY EDUCATION. *JURNAL NALAR PENDIDIKAN*. <https://doi.org/10.26858/jnp.v12i1.54206>
- Arikunto, S. (2018). *Prosedur penelitian: Suatu pendekatan praktik* (Rev. ed.). Jakarta, Indonesia: Rineka Cipta.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297–308.
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153–160.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Brown, H. D. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). White Plains, NY: Pearson Education.
- Byrne, D. (1988). *Teaching writing skills*. Harlow, England: Longman.
- Chan, T., Ho, J., & Tom, M. (2023). Miro: Promoting Collaboration through Online Whiteboard Interaction. *REL C Journal*, 55, 871 - 875. <https://doi.org/10.1177/00336882231165061>
- Chen, J., et al. (2024). Effects of smart classroom on students' learning outcomes: A meta-analysis. *Computers & Education*. Amsterdam, Netherlands: Elsevier.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.

- Dillenbourg, P. (Ed.). (1999). *Collaborative learning: Cognitive and computational approaches*. Oxford, England: Elsevier.
- Dillenbourg, P., & Jermann, P. (2007). Designing integrative scripts. In F. Fischer, I. Kollar, H. Mandl, & J. Haake (Eds.), *Scripting computer-supported collaborative learning* (pp. 275–301). New York, NY: Springer.
- Fathi, J., & Rahimi, M. (2022). Electronic writing portfolio in a collaborative writing environment: its impact on EFL students' writing performance. *Computer Assisted Language Learning*, 37, 1659 - 1697. <https://doi.org/10.1080/09588221.2022.2097697>
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365–387.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Sydney, Australia: Gerd Stabler.
- Harmer, J. (2004). *How to teach writing*. Harlow, England: Pearson Education.
- Hidayati, N., & Manshur. (2024). Innovation of learning media with Smart TV to increase students' interest in learning. *Jurnal Pendidikan dan Pembelajaran*. Probolinggo, Indonesia: Universitas Nurul Jadid.
- Hoang, D., & Hoang, T. (2024). Enhancing EFL students' academic writing skills in online learning via Google Docs-based collaboration: a mixed-methods study. *Computer Assisted Language Learning*, 37, 1504 - 1526. <https://doi.org/10.1080/09588221.2022.2083176>
- Hyland, K. (2003). *Second language writing*. Cambridge, England: Cambridge University Press.
- Hyland, K. (2004). *Genre and second language writing*. Ann Arbor, MI: University of Michigan Press.
- Hyland, K. (2009). *Teaching and researching writing* (2nd ed.). Harlow, England: Pearson Education.
- Khair-allah, et al. (2023). The use of Miro in teaching practice. Research report. Retrieved from ResearchGate.
- Klimova, B. F. (2019). The importance of writing. *International Journal of Language and Literary Studies*, 1(2), 1–11.

- Laurillard, D. (2009). *The pedagogical challenges to collaborative technologies*. London, England: Routledge.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 1–55.
- Maruf, N., Anwar, K., & Latifa, S. (2025). INTEGRATION OF DIGITAL STORYTELLING IN WRITING INSTRUCTION TO ENHANCE STUDENTS' CREATIVITY AND LITERACY PROFICIENCY: A CASE STUDY. *Indonesian EFL Journal*. <https://doi.org/10.25134/ieflj.v11i2.11895>
- Masdar, Z., Yauri, A. M., Hidayat, L. D., Nur, H., M., Hidayat, H., & Nur, M. (2025). The Use of Smart TV in Teaching English. *Didaktika : Jurnal Kependidikan*. <https://doi.org/10.30863/didaktika.v19i02.10657>
- Masdar, Z., Yauri, A. M., Hidayat, L. D., Nur, H., M., Hidayat, H., & Nur, M. (2025). The Use of Smart TV in Teaching English. *Didaktika : Jurnal Kependidikan*. <https://doi.org/10.30863/didaktika.v19i02.10657>
- Muslikhah, T. S. (2023). *The effectiveness of using Miro digital mind mapping for students' vocabulary mastery at Hidayatullah Islamic High School Semarang* (Undergraduate thesis). Semarang, Indonesia: Sultan Agung Islamic University.
- Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). *The significance and sources of student engagement*. Madison, WI: University of Wisconsin.
- Nunan, D. (2003). *Practical English language teaching*.
- Nunan, D. (2003). *Practical English language teaching*. New York, NY: McGraw-Hill.
- Pincas, A. (1982). *Teaching English writing*. London, England: Macmillan.
- Rahimi, M., & Fathi, J. (2021). Exploring the impact of wiki-mediated collaborative writing on EFL students' writing performance, writing self-regulation, and writing self-efficacy: a mixed methods study. *Computer Assisted Language Learning*, 35, 2627 – 2674. <https://doi.org/10.1080/09588221.2021.1888753>
- Rahimi, M., & Fathi, J. (2021). Exploring the impact of wiki-mediated collaborative writing on EFL students' writing performance, writing self-regulation, and writing self-efficacy: a mixed methods study. *Computer Assisted Language Learning*, 35, 2627 – 2674. <https://doi.org/10.1080/09588221.2021.1888753>

- Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. Christenson et al. (Eds.), *Handbook of research on student engagement* (pp. 149–172). New York, NY: Springer.
- Reeve, J., & Tseng, C. M. (2011). Agency as a fourth aspect of students' engagement during learning activities. *Contemporary Educational Psychology*, 36(4), 257–267.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Sivakami, N., & Gunasekaran, S. (2025). Innovative Instructional Strategies for The Digital Age: A Study on Multimedia-Enhanced Writing Pedagogy In English Language Classrooms. *International Journal of Basic and Applied Sciences*. <https://doi.org/10.14419/m63na081>
- Stahl, G. (2006). *Group cognition: Computer support for building collaborative knowledge*. Cambridge, MA: MIT Press.
- Stahl, G., Koschmann, T., & Suthers, D. (2006). Computer-supported collaborative learning: An historical perspective. In R. K. Sawyer (Ed.), *Cambridge handbook of the learning sciences* (pp. 409–426). New York, NY: Cambridge University Press.
- Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D* (2nd ed.). Bandung, Indonesia: Alfabeta.
- Teng, F. (2021). Interactive-whiteboard-technology-supported collaborative writing: Writing achievement, metacognitive activities, and co-regulation patterns. *System*. <https://doi.org/10.1016/j.system.2020.102426>
- Tribble, C. (1996). *Writing*. Oxford, England: Oxford University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wang, M. T., & Degol, J. L. (2014). Staying engaged: Knowledge and research needs in student engagement. *Child Development Perspectives*, 8(3), 137–143.
- Warschauer, M. (2010). *Digital literacy studies: Progress and prospects*. New York, NY: Peter Lang.
- Yusuf, Q., Yusuf, Y. Q., Erdiana, N., & Pratama, A. (2018). ENGAGING WITH EDMODO TO TEACH ENGLISH WRITING OF NARRATIVE TEXTS TO EFL STUDENTS. *Problems of Education in the 21st Century*. <https://doi.org/10.33225/pec/18.76.333>

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 3–17.