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## Improving Language Creativity through AI-Assisted Generative Reading of Digital Fiction

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**Abstract.** The aspect of creativity is one of the main competencies needed by students to solve problems in real life. This study aims to investigate the effectiveness of the generative fiction story reading method assisted by Gen-AI technology and online platforms on students' language creativity levels. This study used a quasi-experimental method involving 250 high school students in Tangerang, Indonesia. Students were divided into two groups; the experimental group received an intervention of the Gen-AI assisted fiction story generative reading method, while the control group used the conventional fiction story reading method using print media. The data analysis used in this study was the t-test and one-way ANCOVA test to investigate the impact of the intervention on students' ability to continue the story and make a tabloid reading fiction story. The research findings show that Gen-AI assisted fiction story generative reading strategy and online platforms can improve students' language creativity more significantly than traditional reading methods. The increase in creativity is seen in all dimensions, such as the use of language, plot, characters, and complex events in the continuation of the story it produces. The increase in language creativity occurs due to the use of Gen-AI technology, online platforms, and stages of generative reading strategies (preliminary, personal, group, and reflective reading) in exploring creativity and accessing resources. Therefore, the generative reading strategy of fictional stories assisted by Gen-AI technology can improve language knowledge and creativity. This study implies that generative reading strategies must be integrated into the instructional design of learning to improve students' language creativity and the use of technology. The recommendation is that creative development must be accommodated in the curriculum design and learning practices at senior high school level.

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## 1. Introduction

Their lack of creativity competency, the main competency needed by students to adapt to and face today's challenges, means that most students have difficulty in overcoming problems or challenges in their academic studies. Most (Zhang et al., 2024, 2025). As technology has advanced, information and communication technology has been incorporated into the current curriculum to enhance students' skills and creativity. Language acquisition in the context of digital education significantly affects students' creative growth according to a number of earlier researches (Ballerini et al., 2024; Zhang et al., 2023).

Depending on the pedagogical strategy employed, digital technology use can have both positive and negative effects on students' creativity. Previous studies examining digital storytelling interventions found they were able to improve students' creative thinking (Biju et al., 2024; Rezapour-Nasrabad, 2025; Weng et al., 2025). After participating in intervention activities such as asking questions, predicting causes, and giving opinions, students' creativity increased significantly, especially in the aspects of fluency, flexibility, and originality.

However, when the use of technology is inadequate or just an addition that is not integrated, the technology can distract students' attention rather than increase creativity (Bender, 2024). Another study using Minecraft technology without instructions still had an impact on increasing students' creativity (Lin & Chen, 2024). However, there was no discernible creativity among students who were presented with digital usage materials without actually using them, despite being encouraged to think creatively. So, if students are placed in the context of learning knowledge without experiencing it, the effectiveness of using digital technology will not have an impact.

Several previous studies have confirmed that there is a strong correlation between reading skills and creative thinking (Alazemi, 2024; Biju et al., 2024). One of the internal creative activities is reading, which requires a variety of skills, including sensitivity levels, processing reading, and critical and creative activities through text processing and decoding to understand reading results (Ferrara, 2024; McIlroy et al., 2024). Open language use activities, such as making hypotheses and asking questions, can improve interpretation skills and produce good creative responses. Students with more intensive reading and writing activities show better levels of creativity.

Therefore, increasing student creativity through reading activities has strong evidence from previous studies. Creativity is not only produced by individual internal activities, but also as a result of interactions between individuals and the learning environment in the long term (Bender, 2024; Gooding et al., 2019). Currently, the reading method has shifted from manual printed text format to digital text or short-format videos. Naturally, this becomes a barrier to fostering students' creativity and presents new difficulties for educators in fostering the growth of reading literacy skills. However, several previous studies have proven

that reading and writing exercises can facilitate students to improve their ability to think creatively (Newsome, 2024; Schleser & Kerrigan, 2024; Xiong & Ren, 2024).

Generative reading learning strategy is one of the reading strategies that can encourage reading comprehension. This strategy includes several components of improvement, such as attention, motivation, and memory, that have been proven effective in the reading process (Kawamura & Okazawa, 2023; Stranden & Ommundsen, 2023). Generative reading is a reading method that focuses on the process of improving dynamic text understanding and encourages students to construct personal understanding through their interactions with peers, teachers, texts, and the technological environment (Barandiaran & Pérez-Verdugo, 2024; Choi et al., 2024).

Reading various fictional stories, such as short stories, fables, fairy tales, etc., is believed to be able to develop reading skills as well as students' language creativity. Fictional stories are complex narrative stories and have character development, complex storylines with various genres (Smyrnaoui et al., 2020; Xu et al., 2023). The novelty of this study, compared to previous studies, lies in the integration of generative reading methods with Gen-AI technology. In addition, this study also investigates its impact on language creativity, which is very much needed by students. The current study, unlike previous studies, focuses on the use of generative reading in Gen-AI-assisted fictional stories that present various forms of fictional stories. In addition, the aspects of creativity that are the focus of this study are students' language knowledge and language creativity. Based on this explanation, the researcher formulated several problems, as follows.

- a) How does Gen-AI integration in the digital fiction story generation reading method impact language knowledge?
- b) How does Gen-AI integration in the digital fiction story generation reading method impact language creativity?

## **2. Literature Review**

### **2.1 Increasing language creativity through fictional story reading activities**

Creativity is a basic competence for developing innovative talents. Previous studies have investigated various methods to improve students' language creativity. One such is by designing special classes (Y. Liu, 2024; Zhao et al., 2024). In addition, increasing student creativity can be improved through creative teaching such as storytelling, using digital games, and role-playing integrated into certain subjects. Curriculum development, pedagogical training, and creative training are specific tactics employed by educators or practitioners to encourage student language creativity.

Prior research has indicated a good relationship between student language creativity and literacy activities (Begus, 2023; Ferrara, 2024). According to another study, students' attitudes toward writing and reading and their level of creativity are significantly correlated (Xiong & Ren, 2024). Additionally,

students' creative performance improves with increased reading and writing time. The fantasy dimension is considered to be one way to improve students' language creativity through the integration of interaction, transformation, imagination, and fantasy (Gander & Gander, 2022; Wen & Chu, 2025). One approach is through reading fantasy literature. One of the literary works that contain fantasy is fairy tales, which refer to fictional stories that contain various illogical and supernatural stories. Thus, fairy tale reading activity is one of the effective methods in improving students' language creativity.

Fairy tale fiction is a story that integrates elements of fantasy, complex characters, contains morals, and aims to attract the interest of all groups (C. Liu et al., 2024; Zhang et al., 2024). Fairy tale fiction not only displays a traditional narrative style, but also displays various themes such as adventure, self-discovery, complex storylines, and deep characters. Previous studies have revealed that most students who were given more opportunities to read fantasy fiction books said that fantasy fiction stories were able to increase their creativity compared to reading non-fiction books (Guo et al., 2025; Zhang et al., 2023). So, this fantasy fiction reading activity can facilitate students to think more intensively in abstract thinking, generate more ideas, so that they can increase language creativity.

The majority of short fiction research has been extensively explored, but long fiction has not been explored as much. Fantasy stories have an important role in increasing language creativity, but there are still a few empirical studies that investigate the impact of long fiction reading activities on language creativity levels. Thus, the exploration of generative reading methods through reading long fiction stories such as novels and fables to increase creativity will be explored in this study in regard to a generative reading method to improve students' language creativity.

## **2.2 Increasing student language creativity through technology**

Along with the development of the technology era, more and more learning accommodates various types of technology to optimize the quality of the learning process. One such is Gen-AI technology. This technology plays a very important role in optimizing students' creative thinking skills (Ballerini et al., 2024; Lin & Chen, 2024). Several previous studies have revealed that there is a positive relationship between creativity and the level of proficiency in using technology including Gen-AI technology (Kieslich et al., 2024; Xu et al., 2024).

Previous studies investigated the impact of technology use on idea formation which found that the use of this technology media contributed to the quantity and quality of idea formation (Guo et al., 2025; Zhang et al., 2023). So, this technology is considered a tool or media to encourage student participation in a highly creative process. Gen-AI technology can support a variety of creative activities, such as ideation, connection-making, creation, collaboration, communication, and evaluation. With the aid of this artificial intelligence technology, students are provided with access to digital resources that contain substantial materials and offer opportunities for interaction, participation, and

imaginative production, goal-achieving, increased originality, and value-adding (Wen & Chu, 2025; Zhang et al., 2024).

Several previous studies have revealed the impact of electronic learning assisted by AI technology or online which has been proven effective in increasing student creativity (Ferrara, 2024; Xiong & Ren, 2024). Some cognitive scaffolds supported by the use of technology and Gen-AI include concept maps, augmented reality, and digital games. Technology-assisted cognitive scaffolding is believed to minimize cognitive load, increase creative cognitive resources, student motivation, and develop creativity (Gander & Gander, 2022; Zhang et al., 2025). So, teachers and educators can integrate technology into the learning process to train students' creativity.

The generative reading strategy is believed to be a successful method of improving reading comprehension and creativity when reading fictitious stories integrated with Gen-AI technology (Cheung et al., 2024; Ivcevic & Grandinetti, 2024; Smyrniou et al., 2020). Prior research has primarily looked at generative reading learning activities and using technology to boost creativity independently (Gallese, 2024; Schleser & Kerrigan, 2024). Based on several previous studies, there have been no studies exploring generative reading activities integrated with AI technology to improve students' language creativity through reading fictional fairy tales.

### **3. Methodology**

#### **3.1 Design and Participants**

This study used a quasi-experimental research method involving 250 high school students at State Senior High School 13 Tangerang Regency, Indonesia. The gender composition of the participants was 55% female and 45% male. The group participants were divided into two groups with the same number, the experimental group received Gen-AI integration intervention in reading generative fairy tale fiction stories, while the control group used traditional reading. Ethical considerations of research were conducted in this study by providing a consent form for students to participate in the study voluntarily.

This study has also received permission from the participating State Senior High School 13 Tangerang Regency and Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia. Independent means in both groups, an effect size of 0.12, a significance threshold of 0.05, a power of 0.82, and a sample ratio of 0.95 between the two groups, were obtained from the data analysis of this study using an independent sample t-test.

Furthermore, the F test and ANOVA were conducted with an effect size of 0.4, a probability of error  $\alpha$  of 0.05, a power of 0.96, two groups, four measures, and a correlation between measurements of 0.5. The G\*Power calculation indicates that a sample size of 55 is required. Therefore, it can be said that the sample size satisfies the requirements for examining how the intervention affected both groups.

The abilities investigated in this study are language knowledge and language creativity. The experimental group received an intervention of generative reading instructions for fictional stories assisted by Gen-AI and an online platform as a resource and discussion media. The main fictional stories used were entitled "Hikayat Panji Kuda Semirang," "Hikayat Mustika Naga," and Hikayat Patani" with several additional fictional stories read as additions. The control group received traditional reading intervention in printed form. In the initial stage, students wrote down several questions to be explored.

These questions were compiled by the teacher to be used as reading topics and instructions to explore them at the personal and group reading stages. Reading topics were given to each group. The experimental group used resources assisted by Gen-AI and an online platform to discuss the results of reading fictional stories while the control group used manual printed media. Specific reading topics in both groups are presented in Table 1.

**Table 1: Explanation of reading topics in both groups**

Reading topics	Questions Sample
Experimental group reading topics	
Changes to the Panji Kuda Semirang	1) If you were a king, what would you think about when you wanted something? 2) What changed when the horse banner disguised itself? 3) What event made the horse banner patient and strong?
Friends of Panji Kuda Semirang	1) Chart the relationship between Panji Kuda and his pals, taking into account significant occasions and character attributes. 2) What is the role of Panji Kuda? What parallels and divergences exist between him and the heroic figures in other books you've read?
If you are a princess	1) What are the beautiful imaginations in the story? 2) If you were a princess, what tasks would you give to your men?
Control group reading topics	
Description of environment	Which locations did the horse banner travel through, and what was the topography of those locations?
Content details	Where does the disguise of the horse banner occur?
Character description	1) Who are the main characters throughout the narrative? 2) What character traits do you believe he possesses? 3) Based on what incidents do you perceive his traits to be?
Storyline	1) Which parts of the narrative stand out the most? 2) What is the primary idea?

### 3.2 Intervention Procedure

The researcher designed the instruction design for the generative reading method of fictional stories through four stages, namely introduction reading activities, personalized reading, group reading, and reflective reading.

Preliminary reading is the first stage carried out by teachers to describe the text with various methods, such as reading stories, providing video shows, creating a relaxed atmosphere, describing characters in the story, and increasing students' interest in the reading process. The source media for fictional stories used is Gen-AI which can display various fictional fairy tales. Furthermore, students take notes on the online module during the preliminary reading process.

Furthermore, personalized reading is a reading activity that is guided by a certain topic by reading independent fictional stories and being asked to think back on the stories that have been read from various perspectives. Students are asked to connect the story with the schema they already have to produce their own summary. Students' understanding of fictional story reading is posted in an online forum. Teachers browse the posts and provide comments in the form of inspiring understanding and reflection.

Furthermore, students discuss with their friends to gain a more comprehensive understanding. The results of individual and group reading of students can bring up the potential for creative ideas so that they are able to produce creative works using organized visual modes of knowledge. Students can also create it in the form of a reading tabloid and upload it to an online platform. This generative reading method can be improved through the assistance of Gen-AI technology and an online platform that can be accessed by students and presents reading modules, discussion modules, and various works.

The design of the generative reading method of fictional stories is carried out based on the conceptual framework of generative reading. This generative reading instruction is carried out using the assistance of Gen-AI as a source of media for reading fictional stories and an online platform (known-blackboard). All of these technologies help researchers in providing resources, reading assignment instructions, online discussions, and collecting assignments. The types of literary works used in this generative reading method are fictional stories, fables and fairy tales.

Gen AI is able to present various primary and additional sources of reading fictional stories so that it can train students' creativity. The online platform is used to share ideas, take notes, and express opinions. In the discussion forum, students can discuss their friends and teachers about their understanding so that they obtain a more comprehensive understanding. In addition, students can also submit assignments online. The stages of designing generative reading instructions with the assistance of Gen-AI and an online platform are presented in Table 2.

**Table 2: Generative reading strategy intervention procedure**

Steps	Gen-AI Technology Assistance and Online Platform	Key elements of generative reading	Timeline (Week)
Reading introduction	The teacher guides the reading activity. Students read fictional stories to be studied on AI media and take notes on the online platform (known blackboard)	Attention grabbing, curiosity arousing and motivation	1-2
Reading personalization	The teacher gives a topic on the online platform (known blackboard). Students reread individually and share their reading results on the online platform	Student generative actions: Self-explanation. Evoking existing memories	3-5
Reading group	The teacher and students can provide comments and input on their friends' posts online or directly	Student generative actions: Self-explanation. Evoking motivation through communication and sharing in groups	6-7
Reading reflection	Students provide a summary of the knowledge they have acquired, reading strategies, reading habits, and the reading process	Student generative actions: summarizing, describing, and imagining. Evoking Motivation: Evoking interest in describing and creating fantasy stories. Evoking memories: stimulating students' existing knowledge and experiences	8

### 3.3 Research instruments

#### 3.3.1 Language knowledge level assessment

Researchers employed a language ability test (70 points) in conjunction with reading comprehension and essay writing ability tests (30 points) to evaluate students' language proficiency. Five seasoned educators chose the test questions according to the cognitive level that matches the academic level. The validity and reliability of the instrument were examined by testing the questions through empirical testing on participants directly. With a correlation coefficient value of .562\*\* ( $p < .01$ ) between the two test types, the test results showed a moderate relationship (0.4~0.6) between the content of the preliminary test and posttest.

#### 3.3.2 Language creativity assessment

Several previous studies have found a strong relationship between language ability and students' creativity levels. In addition, researchers have also found that language creativity is a special domain of creativity. Therefore, this study considers linguistic skills, language expression in measuring students' creativity. Based on the theory of language creativity, there are four dimensions used to measure creativity through reading and writing activities, namely the dimensions of flexibility, originality, and elaboration. The instrument used to measure creative thinking skills uses these four dimensions by developing two assessment scale schemes for students' language creativity. The first scale was used to assess the continuation story is presented in Table 3. The second scale



was used to assess the reading tabloid that is presented in Table 4. The creative assessment scale for the continuation story includes 13 items consisting of two items to assess fluency, four items for the flexibility dimension, three items for the originality dimension, and four items for the elaboration dimension.

Each dimension has a score level of 1-3 with an overall assessment interval of data of 0-36. Furthermore, the tabloid reading creativity assessment scale includes eight assessment dimensions, consisting of two items for the fluency dimension, two items for flexibility, two items for original, and two items for elaboration. Each dimension has a score range of 1-3 with a data interval of 0-24. The validity and reliability test of the language creativity assessment instrument was conducted through empirical testing on participants directly. Based on the results of the validity and reliability test, the test result value showed reliability that met the criteria with a Cronbach's alpha value of 0.94. Based on this value, the instrument used can be used in research.

**Table 3: Language creativity assessment scale in creating continuation stories**

Scores	1	2	3
Fluency	Under 250 words	Between 250 and 400 words	Over 400 words
	One or two components (time, place, characters, story cause, story progression, and tale outcome) make up an incomplete story	Comparatively full narrative with three to four components	Tells a full story with five or six components
Flexibility	There is no mention of time	Establishes the story's setting	Contains two or more temporal shifts
	The setting where the narrative is set is not specified	Location is clearly indicated	Has two or more changes in location
	Character relationships are isolated and incidental, and only characters from the original plot make an appearance	Only the original story's characters show up, however there are two- or three-character interactions	Adds additional people to the original plot, and the characters have a lot of relationships with each other (four or more)
	A straightforward tale without a climax	There is a climax or plot twist in the story	There are many turns and turns in the plot
Originality	There is no creation of new characters	makes up new characters	Makes at least two new characters
	Absence of creativity	Demonstrates a vivid imagination	Demonstrates some creativity
	Expressions don't convey novel concepts	Conveys some novel concepts	Fully expresses novel concepts
Elaboration	The story's events are incidental or unrelated to one	A number of events are connected and share a common goal	A tale is made up of a sequence of logically connected events

another			
No fancy words	Includes one or two complex terms	Includes three or more complex words	
Absence of rhetorical devices such as personification, metaphor, parallelism, etc.	Uses one or two rhetorical statements	Involved using at least three rhetorical statements	
No use of complicated sentences (such as transitional, conditional, or juxtapositional)	Includes one or two complicated sentences	Includes three or more intricate sentences	

**Table 4: Creativity assessment scale in making tabloids reading**

Scores	1	2	3
Fluency	Fully expressing one or two concepts	Using three to four concepts in a row	Sequentially expressing five or more concepts
	There is a lack of coherence and an uneven overall pattern	In general, the arrangement is harmonious and well-balanced	The entire design is quite well-balanced and well-organized
Flexibility	Reading the narrative from a single perspective	The story can be interpreted from two or three points of view	Reading the narrative from four or more distinct angles and points of view
	Only one format, such as text or images, can be used to communicate the same information	Able to convey the same information in multiple formats, including text and visuals, however the text and graphics do not correspond	The same information is presented in a variety of ways, including well-matched text and images
Originality	The content of the tabloids is not unique	Though original, the text is dull and lacks original ideas	Creating a unique impression through reading, character assessment, event planning, and character interactions
	Only the text is listed; no mind maps, tables, or other creative alteration elements are used as structural elements	Stickers and backdrops are examples of creative artistic components, whereas tables and mind maps are examples of structural aspects	Displaying unique perspective, contrast, and developing vision. Both artistic and structured components are employed
	The example of tabloid reading is still difficult	Although the artwork is lovely overall, it is devoid of detail	The illustrations' details are exquisite

### 3.4 Data collection process

Data collection begins with collecting language ability data and continues with collecting language creativity data. The researcher collected language ability data through language ability tests, reading comprehension ability tests and essay writing tests. Furthermore, the researcher collected data on students' language creativity with instructions to continue the story and create a tabloid reading. The language creativity assessment scale includes the dimensions of fluency, flexibility, originality, and elaboration.

### 3.5 Data analysis

The data analysis used in this study was the t-test to investigate the impact of the intervention on language knowledge and the one-way ANCOVA test to investigate the impact of the intervention on students' ability to continue stories and make tabloids reading fictional stories. The normality test was also carried out as a requirement for other analysis tests. Data analysis focused on quantitative analysis to answer all research problem formulations.

## 4. Result

### 4.1 The Impact of Gen-AI integration in the generative reading method of digital fiction stories on language knowledge

A linguistic knowledge test was used to determine the pupils' starting proficiency levels. Table 5 displays the findings of the analysis which showed that there was no discernible difference between the two groups' language proficiency, with the experimental group's value ( $M = 102.82$ ) and the control group's value ( $M = 103.76$ ) ( $t = -1.758$ ). Based on this score, it can be said that both groups' levels of language proficiency are equal. The experimental group's score ( $M = 124.51$ ) was higher on knowledge than the control group's ( $M = 105.04$ ) ( $t = -2.142$ ,  $p < .05$ ,  $d = 0.602$ ), indicating a substantial increase in the students' language knowledge level after the outcome of the intervention. This research suggests that generative reading exercises including Gen AI-assisted fictional story reading are superior to manual printed media reading in terms of enhancing students' language proficiency.

**Table 5: Sample T-test of students' language knowledge scores**

Test	Group	N	Mean	SD	t	p	Cohen's d
Pretest	Exp	125	102.82	6.959	-1.758	.110	0.412
	Cont	125	103.76	5.400			
Posttest	Exp	125	124.51	7.708	-2.142*	.052*	0.602
	Cont	125	105.04	6.636			

Note. \* $p < .05$ , \*\* $p < .01$ ; Exp: Experiment, Cont: Control

After reading the fictional story texts entitled "The Tale of Panji Kuda Semiring," "The Tale of Mustika Naga," and the Tale of Patani" alongside several additional fictional stories as additional reading. The level of creativity was assessed by instructing students to continue the story they read using Gen-AI media and uploading it using an online platform (known as blackboard). The students' continued stories were analyzed to investigate the creativity of the

language and ideas they used. The level of student creativity before and after the intervention was carried out using a creativity assessment scale.

The assessment was carried out by two people with the results of the reliability test between assessors being a consistency coefficient of 0.947, fluency consistency coefficient of 0.730, flexibility of 0.951, originality of 0.905, and elaboration of 0.864. Before the analysis was carried out, the basic assumptions in the statistical testing procedure were assessed thoroughly.

An evaluation of the homoscedasticity assumption and the data distribution normality test verified the results' dependability. Comparable variances were discovered in both groups with a value ( $p > .05$ ) according to the Levene test results, indicating that the data distribution is stable. Furthermore, according to the Kolmogorov-Smirnov test results, the data had a value ( $p > .05$ ) and was regularly distributed. The analysis's findings indicate that the parametric test used in this investigation is dependable and satisfies the requirements.

#### 4.2 The impact of Gen-AI integration in the generative reading method of digital fiction stories on language creativity

To investigate the variations in the two groups' perceptions of the importance of ongoing story invention, a one-way ANCOVA test was used. Table 6 displays the findings of the one-way ANCOVA analysis. The overall posttest value of the experimental group and the control group in prolonged tale creativity differed significantly ( $F = 9.432$ ,  $p < .01$ ) with a high effect size ( $\eta^2$ ) of 0.108, according to the analysis results by controlling the pretest creativity value. The control group's average value was 26.21, whereas the experimental group's average was 35.24. In particular, the experimental group had a medium effect size ( $\eta^2$ ) of 0.123 and a greater flexibility dimension value ( $F = 8.645$ ,  $p < .01$ ) than the control group. Therefore, compared to the control group, which solely uses the traditional reading method, students who employ the generative reading method with the help of Gen-AI technology and online platforms exhibit better levels of creativity in the follow-up tales they produce.

**Table 6: Results of one-way ANCOVA test on story continuation creativity scores**

Aspect	Group	N	M	SD	Adj Mean	Adj SD	F	p	$\eta^2$
All	Exp	125	34.35	6.241	35.24	.782	9.432**	.009	.108
	Cont	125	25.81	4.435	26.21	.791			
Fluency	Exp	125	8.35	1.050	5.41	.142	.000	.973	.000
	Cont	125	6.73	.804	4.32	.138			
Flexibility	Exp	125	9.78	1.753	9.68	.289	8.645**	.005	.123
	Cont	125	7.45	1.705	7.52	.298			
Originality	Exp	125	7.34	1.962	7.40	.282	3.082	.085	.050
	Cont	125	5.42	1.521	6.45	.292			
Elaboration	Exp	125	8.67	1.852	8.31	.331	.875	.347	.016
	Cont	125	6.45	1.430	7.62	.340			

Note. \* $p < .05$ , \*\* $p < .01$ ; Adj: Adjust

After reading several fairy tale titles, students were asked to choose one title and make a summary of the story that could be accompanied by pictures based on the reading experience they had gained. The tabloid readings resulting from students' reading in the experiment and control groups were analyzed. Two examiners evaluated the creativeness of tabloid reading assessments and the findings demonstrated that both values' creativity ratings had a consistency coefficient of 0.978. Fluency = 1.04, flexibility = 0.981, originality = 0.730, and elaboration = 0.952 were the consistency coefficients for each subscale. These numbers show that the assessors' consistency and dependability are good and meet the requirements. A one-way ANCOVA test was used to gauge how creatively pupils created their reading tabloids. Table 6 displays the findings of the one-way ANCOVA analysis.

According to the analysis findings, there was a significant difference between the experimental group's and the control group's posttest creativity scores in the area of creating tabloids with a value ( $F = 9.086$ ,  $p < .01$ ) and a substantial effect size ( $\eta^2$ ) of 0.152. The control group's average value was 17.32, but the experimental group's average was 21.46. Additionally, the variations in posttest scores of the four aspects of student creativity were examined using a one-way ANCOVA test. The results of the analysis are shown in Table 7. The results of the study showed that the two groups differed significantly in the following areas: fluency ( $F = 8.974$ ,  $p < .01$ ,  $\eta^2 = 0.146$ ), flexibility ( $F = 7.534$ ,  $p < .05$ ,  $\eta^2 = 0.095$ ), and originality ( $F = 4.442$ ,  $p < .01$ ,  $\eta^2 = 0.066$ ). As a result, students in the experimental group were able to improve their creativity better in developing tabloid readings than students in the control group.

**Table 7: Results of ANCOVA test of creativity in making tabloid readings**

Aspect	Group	N	M	SD	Adj M	Adj SD	F	p	$\eta^2$
Total	Exp	125	20.46	3.509	21.46	.487	9.086**	.005	.163
	Cont	125	17.36	2.951	17.32	.480			
Fluency	Exp	125	5.02	1.058	5.14	.189	8.974**	.005	.146
	Cont	125	5.14	2.245	4.20	.198			
Flexibility	Exp	125	4.31	1.034	5.24	.172	7.534*	.016	.095
	Cont	125	3.46	.878	3.82	.164			
Originality	Exp	125	5.26	1.462	6.21	.160	6.352*	.042	.075
	Cont	125	4.72	1.051	4.34	.145			
Elaboration	Exp	125	5.02	1.273	5.72	.197	5.654	.392	.014
	Cont	125	3.72	1.046	4.68	.135			

## 5. Discussion

The impact of the generative reading method assisted by Gen-AI technology and online platforms on language skills is more significant than the control group. The language skills of students in both groups in the pretest phase did not show a significant difference. However, in the posttest phase, the experimental group showed a significant increase in students' language skills. These findings strengthen the theory that increasing student creativity is strongly correlated with improving students' language skills (Guo et al., 2025; Zhang et al., 2024). The results of the study are also in line with previous studies which found that

reading activities greatly contribute to student creativity, especially in the context of collaborative and technology-assisted reading (Xu et al., 2023; Zhan & Jiang, 2024).

The difference in language ability results in the two groups was partly due to the generative reading guide questions. The questions used in the control group focused on extracting details and summaries of fictional stories. However, in the experimental group, they were divergent and associated. This type of question is more able to stimulate students' imagination and information extraction (Lin & Chen, 2024; Weng et al., 2025). The knowledge and language ability test includes reading comprehension and essay writing. The results of this study are in line with previous research findings that confirm that question guidance in generative reading activities greatly determines the level of students' understanding of the content of the reading and can enrich students' language knowledge (Ballerini et al., 2024; Xu et al., 2024; Zhao et al., 2024).

The next finding is that the generative reading strategy assisted by Gen-AI and online platforms contributes significantly to improving students' language creativity. Students' linguistic creativity in the follow-up stories they write can be enhanced by the generative reading stages, which include introductory reading as a prelude, personalized reading as an idea development process, group reading as a means of confirming creative, and reflective reading used as an assessment of creative reading (Ferrara, 2024; McIlroy et al., 2024). The findings of the study show that generative reading activities are able to improve overall language creativity and the flexibility dimension of students' writing of follow-up stories. The transformation of students' creativity can be seen in the flexible dimensions of time and place in creating follow-up stories. In addition to developing a storyline with a richer and more intricate sequence of events, students are able to introduce additional characters that are not in the original novel. The results of this study are consistent with other research showing that reading fictional stories enhanced the creative nature of developing plots and events (Xu et al., 2023; Zhan & Jiang, 2024). These findings also confirm previous findings which prove that various fictional stories can encourage students to use their imaginations so that they produce better creativity (Begus, 2023; Zhao et al., 2024).

Students were given the chance to express their creativity through written language through fanciful plots, ridiculous settings, and imaginatively stimulating happenings. This is supported by the notion that claims that a high degree of interpretation of the story's important elements, the reader's background, and the primary aspects characterize an individual's psychological distance. The fictional stories created were very different from the students' real lives, creating a large psychological distance. However, with their level of creativity, students were able to produce abstract transformations after reading the fictional story (Dixon & Cox, 2025; Fisher et al., 2024; Mahmoudi et al., 2024). The ability to transform the story can increase students' creativity. Students can build emotional relationships with the characters in the fictional stories they

read. This helps students to create sequels to the story and some images according to their imagination (Wen & Chu, 2025; Xiong & Ren, 2024).

In the reading process, these students mobilize their imagination when they understand the story so that they can increase their creativity. Students have more confidence in the power of magic or unreasonable events in fictional stories. However, this belief will decrease when students become adults. So, developing student creativity at a higher level requires instructional design (Zhang et al., 2023). The theory is in accordance with the findings of the current study; students at the high school level were instructed to create a continuation of the story and make a tabloid reading after receiving instructions on technology-assisted generative reading strategies (Gander & Gander, 2022; Zhang et al., 2025).

Based on the theory that in improving student creativity, a learning strategy is needed that encourages students' verbal and spatial abilities (Ballerini et al., 2024; Zhang et al., 2025). In this study, students were instructed to create a reading tabloid from the results of reading fictional stories. The creation of students' reading tabloids encouraged not only to create verbal content but also the layout of images and content. The findings of the study showed that the creativity score for making tabloid readings in the experimental group was higher than the control group.

In addition, it was also found that the effect size value of the intervention on student creativity was in the high category. Significant differences lie in the fluency dimensions, flexibility dimensions, and originality dimensions with a fairly high effect size. This finding is in line with earlier research that demonstrated that high levels of fluency and originality, which may be assessed on challenging assignments, are indicators of students' capacity for creative thought (Bender, 2024; Schleser & Kerrigan, 2024). Verbal and spatial creativity in this evaluation requires more complex generative strategies such as writing, placing, and making images that encourage students to rearrange reading results into more creative expression content. Therefore, this technology-assisted generative reading strategy can improve students' language creativity, which can be seen through creative ideas to continue the fictional stories they have read and create tabloid readings.

## **6. Conclusion, Implication, and Recommendation**

Based on the results of the study, the generative reading strategy of fictional stories assisted by Gen-AI technology and online platforms can significantly improve students' language knowledge and language creativity more than traditional reading methods. The increase in students' language creativity is evident in their ability to produce story sequels and create tabloid readings after reading fictional stories in the characteristics of originality, elaboration, fluidity, and flexibility. The use of complex language, plot, characters, and events in the continuation of the story resulting from the results of fiction reading activities is a measure of language creativity.

The increase in students' language creativity occurs because Gen-AI technology and online platforms make it easier for students to explore creativity and access resources. In addition, the stages of the generative reading strategy (preliminary, personal, group, and reflective reading) can increase participation so that students' language creativity abilities also increase. This study implies that generative reading strategies must be integrated into the instructional design of learning to improve students' language creativity, the use of technology, and creative development must be accommodated in the curriculum design and learning practices to improve the quality of the learning process and the development of students' creativity.

This study has several limitations, including that the companion variable of student creativity studied only focuses on language knowledge skills and tests. Reading ability and personal factors such as reading interests and attitudes have not been studied, which may contribute to student creativity. Furthermore, the study's evaluation of students' creativity is solely dependent on their performance; the discussions, queries, and viewpoints that go into cultivating students' creativity have not been examined. Lastly, this study ignores student-designed instructions in favor of concentrating on instructional design from the viewpoints of researchers and teachers.

Based on these limitations, the researcher formulates several suggestions for further research and for the parties involved, as follows. More research is required to explore unexplored reading interests and attitudes that may foster student creativity; assessments of creativity must also be conducted on the discussions, queries, and viewpoints that are part of the process of fostering creativity; and instructional design must be accommodated from the viewpoint of the student, which may be difficult in and of itself. In addition, the researcher also recommends that educational institutions and teachers adopt the use of technology in curriculum design and teaching practices. Stakeholders also need to integrate student creativity into competencies that need to be developed in addition to knowledge and skills.

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