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The Impact of GenAI Integration in a Guided Reading Strategy Using Digital Text to Enhance Language Creativity

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Abstract. This study aimed to investigate the impact of GenAI integration as part of a guided reading strategy using digital text on student language knowledge and language creativity. This study employed a quasi-experimental approach with a sample of 250 high school students. The data analysis used t-tests and one-way ANCOVA to assess the intervention's effect on the students' language creativity when composing short stories and reading tabloids. The study's findings indicate that integrating GenAI into a guided reading strategy using digital text can improve the students' language knowledge and language creativity more effectively than conventional reading techniques. Improved language knowledge is characterised by the complexity of the vocabulary and sentences used. Improved language creativity is evident in the students' ability to create short stories and read tabloids after the intervention. Improved language creativity is evident in the aspects of fluency, flexibility, originality, and elaboration. The use of complex language, narratives, characters, and events in the short stories produced as a result of the intervention serves as a benchmark for language creativity. Furthermore, the qualitative study findings indicate that the intervention features that significantly improved imaginative short story writing skills included the incubation phase, sharing ideas with peers, visualising concepts, teacher support, and personal portfolios. Thus, the students' language creativity improved because GenAI technology and guided reading strategies along with digital texts as part of reading activities (introductory, individual, group, and reflective) enabled the exploration of creativity and easier access to resources. This research implies that integrating GenAI technology into reading strategies not only improves language knowledge but also enhances student language creativity.

Keywords: guided reading strategy; reading skills; digital fictional stories; GenAI; language creativity

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1. Introduction

A key skill required for students to adjust and confront current challenges is creativity competency. Creativity is the greatest cognitive skill individuals have, and it is utilised to enhance their life quality (Ivcevic & Grandinetti, 2024; Regan et al., 2019). With the advancement of technology, the present educational curriculum has incorporated information and communication technology to enhance student skills and creativity. Numerous earlier studies have shown that language acquisition within digital education significantly influences the enhancement of student creativity (Bender, 2024; Gooding et al., 2019). Depending on the teaching approach employed, the integration of digital technology can positively or negatively influence said creativity.

Past research on digital storytelling interventions has successfully enhanced the students' creative thinking. Following engagement with intervention activities like questioning, forecasting, and expressing views, there has been a notable enhancement of student creativity, particularly regarding fluency, flexibility, and originality (Schleser & Kerrigan, 2024; Z. Xu et al., 2019). Nevertheless, when technology is improperly used or merely serves as an unrelated supplement, it can divert the students' attention instead of boosting creativity (Gallese, 2024; Punzi, 2021). A different study utilising GenAI technology without guidance showed that it did not notably affect the students' creativity (Haubrock et al., 2024; Jansen, 2024).

Studies have verified there to be a significant relationship between reading abilities and creative thought (Martin et al., 2021; Saritepeci & Yildiz Durak, 2024). A key internal creative endeavour is reading, which demands a range of skills such as sensitivity levels, reading comprehension, and critical thinking, as well as creative tasks like decoding and processing the text to grasp reading insights (Aytekin & Topçu, 2024; Brosseuk, 2024). Engaging in open language activities, like forming hypotheses and posing questions, can enhance interpretative abilities and yield strong creative outputs. Learners engaging in more extensive reading and writing tasks demonstrate higher levels of creativity.

Therefore, enhancing student creativity through reading activities is well-supported by prior research (Ballerini et al., 2024; Weidmann, 2024). Creativity arises not only from personal internal actions but also through interactions among individuals and with their learning environment over time. At present, the reading approach has transitioned from printed text in a manual format to digital text or brief video formats. Naturally, this creates challenges for teachers looking to promote the development of reading literacy skills, stifling the students' creativity (Cheung et al., 2024; Dong et al., 2022). Multiple studies indicate that combining reading and writing tasks with suitable methods can enhance the students' abilities and creative thinking (Hebbecker et al., 2019; Leatherman & Cleveland, 2020).

The best reading activity for enhancing language creativity is engaging in fiction reading (Hongisto, 2023; Hower, 2019). However, in its implementation, suitable learning techniques and appropriate technological support are essential. Learning

to read fictional narratives is a multifaceted reading process that has not been extensively researched. Past research has indicated various activities for interpreting fictional tales that could enhance language creativity, including creating posters, information maps, and crafting fictional narratives (Barandiaran & Pérez-Verdugo, 2024; Zhukova et al., 2024).

The guided reading strategy is a reading technique that emphasises enhancing the understanding of dynamic texts and promoting students to develop personal insights through their interactions with peers, educators, texts, and the technological environment (Kanonire et al., 2020; Peura et al., 2018). Engaging with different fictional narratives, including short stories, fables, fairy tales, and others, is thought to enhance reading abilities and foster the students' language creativity. Fiction consists of intricate narrative tales featuring character growth and a multifaceted plot across different genres (Leatherman & Cleveland, 2020; Q. F. Yang et al., 2021). Most of the earlier research examined how learning strategies in structured reading tasks affect student text comprehension abilities (Hebbecker et al., 2019; Kanonire et al., 2020).

The present study differs from earlier research. The distinction is found in the employment of guided reading strategies during fiction reading tasks, focusing on language creativity skills through short stories and tabloid reading, along with the incorporation of GenAI technology and integrated digital texts. The research hypothesis proposed in this study is that the integration of GenAI in guided reading strategies with digital texts can improve language knowledge and language creativity. Drawing from this explanation, the researcher identified several questions as follows:

- a) How does the integration of GenAI in guided reading strategies with digital texts impact the students' language knowledge?
- b) How does the integration of GenAI in guided reading strategies with digital texts impact the students' language creativity?

2. Literature Review

2.1 Guided reading strategies to enhance student creativity

Learning theory states that in order for students to create their own understanding, they must be actively involved in the learning process rather than the passive recipients of knowledge. Guided reading strategies were initially used to improve reading comprehension skills but, over time, these strategies have been used in literacy activities such as reading various types of literary genres to enhance language creativity (Brosseuk, 2024; Sanabria-Z et al., 2024). This guided reading strategy not only depends on the information given to the students but also on the students' strategies when it comes to understanding the information.

Previous studies have revealed that in-depth understanding can be achieved through various guided reading strategies, such as being trained to make summaries, mind maps, imagining, explaining oneself, teaching their friends, and experimenting (Behrens et al., 2024; Kukkonen, 2024). This approach has shown success when it comes to linking the acquired material with established schemata to create new comprehension. Students are viewed as having multiple concepts

allowing them to relate to the fictional narratives they encounter, and they are requested to create a summary. This encourages them to think from various perspectives and in a more diverse manner.

This guided reading approach is thought to assist students in generating more diverse, constructive ideas and aid them in practicing these concepts. Teachers can enhance the students' reading by prompting them to focus on the text, activate their prior knowledge, make connections between experiences, and derive conclusions (Weidmann, 2024; S. Xu et al., 2024). Following the reading practice, writing can help evaluate their creativity and both verbal and nonverbal divergent thinking abilities.

According to the theory of guided reading strategies, interventions aimed at enhancing student creativity can be implemented within reading activities as a whole (Ballerini et al., 2024; Gooding et al., 2019). This guided reading approach emphasises four methods for constructing meaning: explaining, summarising details, visualising the organisation of information, and performing knowledge simulations (Gallese, 2024; Schleser & Kerrigan, 2024).

2.2 Improving student creativity through technology

With the progression of the era, an increasing number of educational approaches have integrated different forms of technology to enhance the quality of the learning experience. Una de ellas es la tecnología GenAI (Gidiotis & Hrastinski, 2024; Hower, 2019). This technology significantly contributes to enhancing the students' creative thinking abilities. Numerous earlier studies have shown a positive correlation between creativity and proficiency when utilising technology, including GenAI technology.

Earlier research has explored how technology use affects idea generation, revealing that utilising this technological media enhances both the quantity and quality of ideas produced (Crabtree et al., 2025; Hongisto, 2023; Johnson, 2020). This technology is viewed as a tool or medium to promote student engagement as part of a highly creative process. Certain creative activities that may benefit from GenAI technology involve idea generation, establishing connections, creating content, collaborating, communicating, and assessing.

With the assistance of AI technology, students gain access to extensive digital resources that offer them more chances to engage, take part, express their creativity, create and reach objectives, enhance their originality, and contribute more value (Newsome, 2024; Zhukova et al., 2024). Multiple earlier studies have shown that AI-assisted online learning has been effective at boosting student creativity (Barandiaran & Pérez-Verdugo, 2024; C. Wang, 2024). Cognitive aids enhanced by technology and GenAI consist of concept maps, augmented reality, and digital games. Cognitive scaffolding aided by technology is thought to reduce cognitive load, enhance creative cognitive resources, boost student motivation, and foster creativity (Al-Inbari & Al-Wasy, 2023; H. Yang et al., 2024).

3. Methodology

3.1 Design and Participants

This research employed a quasi-experimental approach with 250 high school students. Through a quasi-experimental study, researchers investigated the impact of GenAI integration in guided reading using digital texts on language knowledge and language creativity. The participants' gender breakdown was 55% female and 45% male. The participants in the group were split into two equal groups; the experimental group underwent the GenAI integration intervention as part of guided reading strategies with digital fiction stories, whereas the control group engaged in conventional reading tasks using printed texts. The selection of participants for the experimental and control groups was carried out randomly because all participant competencies were confirmed to involve the same abilities in the pretest. This research received approval from the university affiliation of the researcher and the school participating in the study.

Before the intervention was carried out, it was ensured that all participant language and creativity abilities were at the same level in the pretest phase. The data analysis for this study involved an independent sample t-test that yielded separate means for each group, an effect size of 0.14, a significance level of 0.07, a power of 0.85, and a sample ratio of 0.97 for both groups. Furthermore, a t test and ANOVA were conducted with an effect size of 0.6, an alpha error of 0.05, a power of 0.98, as well as incorporating 2 groups, 4 measurements, and a correlation of 0.6 between the measurements. The skills examined in this research were the students' language creativity and linguistic knowledge.

3.2 Procedure and design of the guided reading strategy

The researcher created an instructional strategy for guided reading grounded in a conceptual framework for engaging with digital fiction stories utilising GenAI. The design was comprised of four phases: initial reading, individual reading, collective reading, and contemplative reading tasks. Introductory reading was the first phase conducted by the teacher to explain the text through different approaches, like storytelling, showing videos, fostering a comfortable environment, illustrating characters in the narrative, and enhancing the students' engagement with the reading experience. The source of the fictional narratives is GenAI, which can showcase a variety of brief fictional tales.

Additionally, students jotted down notes on the online module while engaging with the initial reading process. Personal reading is an activity focused on a specific subject where individuals independently read fictional narratives and are encouraged to reconsider the story from different viewpoints. The students were required to relate the narrative to the outline they already possessed to create their own summary. The students' comprehension of the reading of the fictional story was then posted on an online forum. The educator reviewed the submissions and offered feedback through motivating insights and contemplation. Additionally, the students conversed with their peers to achieve a deeper understanding.

The outcomes of the students' individual and group reading can lead to innovative ideas, enabling them to create artistic works through structured visual knowledge formats. Reflective reading activities conclude the last phase,

encompassing the summarising insights gained, strategies used, habits formed, and processes followed. Students can also create it as a reading tabloid and post it on an online platform. This guided reading approach can be enhanced by using GenAI technology and an online platform that is accessible by the students. The digital texts provided to the students include various fictional stories on themes of compassion, social life, kingdoms, and family life. The fictional stories, presented in the form of short stories and novels, served as the intervention materials.

The application of GenAI technology as a medium for digital fiction story reading and an online platform (referred to as a blackboard) offered guidelines for the reading tasks, virtual discussions, and the submission of assignments. GenAI's role in this research was to adapt the existing texts and personalise the reading materials. Gen AI can offer a variety of primary and secondary fictional story sources to enhance the students' creative skills. The digital platform served as a place to exchange ideas, jot down notes, and convey viewpoints. In the discussion forum, learners were able to converse with their peers and instructors regarding their comprehension to attain a deeper understanding. Furthermore, students were able to turn in their assignments via the internet. Table 1 below outlines the phases of creating the guided reading strategy instructions for fiction stories supported by GenAI and online platforms.

Table 1: Procedures for the guided reading strategy intervention assisted by GenAI and digital text

Steps	Activity Details	Key elements of guided reading	Timeline (Week)
Reading introduction	The teacher guides the reading activity. Students read the fictional story to be studied using digital text media and AI. Students take notes on an online platform (known as a whiteboard).	Attracting attention, arousing curiosity, and motivation	1-2
Reading personalisation	The teacher gives a topic on an online platform (known as a whiteboard). Students reread individually and share their reading results on the online platform.	Students' inquiry actions: Explaining oneself. Evoking existing memories	3-6
Reading group	Teachers and students can provide comments and input on friends' posts online or directly.	Students' inquiry actions: Explaining oneself. Arousing motivation through communication and sharing in groups	7-8
Reading reflection	Students summarise what they have gained from the reading process, as well as the reading methods, reading habits, and knowledge gained.	Students' inquiry actions: summarising, describing, and imagining. Arousing Motivation: Arousing interest in describing and creating fantasy stories. Arousing memories: stimulating the students' existing knowledge and experiences	9

3.3 Research instrument

3.3.1 Assessment of language proficiency level

The researcher utilised a language proficiency exam (60 points) together with a reading comprehension and essay writing assessment (40 points) to assess the students' language skills. Five seasoned educators chose test questions based on the cognitive level that matched the academic level. The instrument's reliability and validity were assessed by evaluating the questions. The test results indicated a moderate correlation (0.4~0.6) between the pre-test and post-test content, showing a correlation coefficient of 0.562** ($p < 0.01$) for both test types.

3.3.2 Assessment of language creativity

Multiple earlier studies have observed a significant connection between language skills and the creativity levels of students. The researcher also discovered that creativity in language represents a distinct area of creativity. This research examined language abilities and verbal expression as indicators of student creativity. According to the theory of language creativity, creativity in the reading and writing process can be assessed through three dimensions: flexibility, originality, and elaboration.

The tool utilised for assessing creative thinking abilities employed the four dimensions by creating two evaluation scale frameworks for the students' language creativity. The initial scale for evaluating short stories utilised the general short story evaluation scale. The second scale assessed the reading of tabloids. The short story creative assessment scale was comprised of 13 questions, featuring 2 questions to evaluate fluency, 4 questions for flexibility, 3 questions for originality, and 4 questions for elaboration.

Every dimension was rated on a scale from 1 to 3, resulting in a total assessment data range of 0 to 36. Moreover, the creativity evaluation scale consisted of 8 assessment dimensions for tabloids, specifically 2 questions pertaining to fluency, 2 regarding flexibility, 2 related to originality, and 2 focused on elaboration. Every dimension featured a data range of 0-24 and a scoring scale from 1 to 3. The validity of this instrument was tested using an empirical test on the same group of participants to measure construct accuracy. The test results showed reliability that met the criteria with a Cronbach's alpha value of 0.92. Based on this value, the instrument was able to be used in this research.

3.4 Data analysis

The data analysis in this study involved the use of t-tests to assess the effect of the intervention on language knowledge, as well as one-way ANCOVA tests to evaluate the effect of the intervention on the students' skills in writing short stories and reading fictional narrative tabloids. Before conducting inference analysis, a normality test was conducted as a prerequisite for the other analysis tests. The data analysis focused on quantitative methods to answer all research problem formulations. The t-test investigated the impact of the intervention on language knowledge as seen from the difference between the pretest and posttest. One-way ANCOVA tests were conducted to investigate the increase in language creativity in each dimension in detail when writing short stories and reading tabloids.

3.5. Research Ethics Considerations

All participants who took part in the study did so voluntarily. The participants filled out a consent form to indicate their willingness. All of the data used in the study was anonymous and used only for research purposes. This study received permission from the participating schools. In addition, the Ethics Committee of Universitas Pendidikan Indonesia granted approval for this study to take place.

4. Results

The students' language knowledge levels were initially evaluated using a language knowledge test. The findings of the analysis are shown in Table 2. According to the analysis results, there was no notable difference in language proficiency between the experimental group ($M = 113.53$) and the control group ($M = 114.24$) ($t = -1.764$). From this figure, it can be inferred that the language proficiency of the two groups is at an equivalent level. Following the intervention in both groups, the students' language knowledge levels exhibited a notable rise, with the experimental group achieving a score ($M = 146.52$) that surpassed that of the control group ($M = 117.23$) ($t = -3.563$, $p < .05$, $d = 0.732$). This discovery indicates that guided reading techniques utilising digital fiction texts supported by GenAI are more beneficial for enhancing the students' language abilities compared to traditional print materials.

Table 2: Sample t-test of the students' language knowledge values

Phase	Group	N	Mean	SD	t	p	Cohen's d
Pretest	Experimental group	125	113,53	8.473	-1.764	.112	0.547
	Control group	125	114.24	7.462			
Posttest	Experimental group	125	146.52	8.573	-3.563*	.055*	0.732
	Control group	125	117.23	7.658			

Note. * $p < .05$, ** $p < .01$

Following the intervention, creativity levels were evaluated by directing the students to craft their own short stories and submit them via an online platform (referred to as the whiteboard). The short stories were examined to explore the originality of the language and concepts they employed. The degree of creativity was measured before and after the intervention using a creativity assessment scale. The evaluation was conducted by two individuals, yielding an inter-rater reliability test result with a consistency coefficient of 0.961, a fluency consistency coefficient of 0.752, flexibility of 0.963, originality of 0.921, and elaboration of 0.872.

Prior to conducting the analysis, the fundamental assumptions in the statistical testing process were carefully evaluated. The assessment of the homoscedasticity assumption and the normality examination of the data distribution confirmed the reliability of the outcomes. According to the findings of the Levene test, similar variances were identified in both groups with a value of ($p > .05$), indicating that the data distribution was consistent. According to the outcomes of the Kolmogorov-Smirnov test, the data exhibited a normal distribution with a value

of ($p > .05$). The analysis results indicate that the parametric test used in this study is dependable and fulfils the necessary criteria. A one-way ANCOVA test was utilised to examine the differences in creative value of the short stories from both groups.

Table 3 presents the results of the one-way ANCOVA analysis. The study results, after controlling for the pretest creative value, revealed that the overall posttest creativity value of short stories in the experimental group was markedly different from that in the control group, with a value ($F = 8.678$, $p < .01$) and a substantial effect size (η^2) of 0.112. The mean value of the experimental group was 48.35, whereas the mean value of the control group was 29.31. The experimental group exhibited a greater value in the flexibility dimension than the control group, with a medium effect size (η^2) of 0.135 ($F = 8.583$, $p < .01$).

Consequently, learners who engaged with fictional narratives through GenAI technology and implemented guided reading methods crafted more imaginative short stories compared to those created by the control group, which relied solely on traditional reading strategies. The capability to adjust time and place in short stories illustrates the evolution of the students' creativity. Students may also create stories with more intricate and comprehensive sequences of events and incorporate new characters that do not appear in the original book.

Table 3: Results of the one-way ANCOVA for the short story creativity scores

Dimension	Group	N	Mean	SD	Adjusted Mean	Adjusted SD	F	p	η^2
Total	Experiment	125	37.42	8.463	48.35	.756	8.678**	.009	.112
	Control	125	28.31	6.367	29.31	.753			
Fluency	Experiment	125	8.52	1.072	7.42	.163	.000	.973	.000
	Control	125	6.42	.924	6.36	.153			
Flexibility	Experiment	125	9.56	1.756	8.68	.574	8.583**	.005	.142
	Control	125	7.42	1.736	7.53	.468			
Originality	Experiment	125	8.52	1.862	9.45	.483	5.183	.094	.063
	Control	125	6.32	1.641	7.42	.362			
Elaboration	Experiment	125	9.53	1.825	9.32	.457	.894	.446	.018
	Control	125	7.72	1.631	7.83	.462			

Note. * $p < .05$, ** $p < .01$

Following the review of several short story titles, the students were prompted to select one and, utilising the insights they obtained from their reading, develop a synopsis of the tale that could be visualised. Analysis was performed of the reading tabloids created by students in both the experimental and control groups. Two assessors judged the creativity of the tabloid reading evaluation. The analysis revealed that the creative evaluation of both values had a consistency coefficient of 0.975. The consistency coefficients for each subscale were fluency = 1.09, flexibility = 0.965, originality = 0.836, and elaboration = 0.963. These numbers show that the assessors' reliability and consistency were strong and fulfilled the necessary criteria. A one-way ANCOVA test was utilised to assess the creativity of the students when crafting their reading tabloids.

Table 4 presents the results of the one-way ANCOVA analysis. The analysis results indicated a notable difference between the post-test creativity scores of the experimental group and the control group for tabloid creation, with a value ($F = 9.286$, $p < .01$) and considerable effect size (η^2) of 0.194. The average score of the control group was 19.36, whereas the average score of the experimental group was 25.42. The differences in post-test scores across the four dimensions of student creativity were analysed using a one-way ANCOVA test. The results of the analysis are shown in Table 4.

According to the analysis results, notable differences existed between the two groups in the domains of originality ($F = 6.532$, $p < .01$, $\eta^2 = 0.084$), flexibility ($F = 7.573$, $p < .05$, $\eta^2 = 0.096$), and fluency ($F = 8.684$, $p < .01$, $\eta^2 = 0.152$). Unlike the traditional reading approach, students in the experimental group who received the guided discovery strategy intervention for reading fictional stories with the help of GenAI technology were able to improve their originality when making tabloids.

Table 4: Results of the ANCOVA test for the creativity scores when making reading tabloids

Dimension	Group	N	Mean	SD	Adjusted Mean	Adjusted SD	F	p	η^2
Total	Experiment	125	23.62	6.351	25.42	.642	9.286**	.005	.194
	Control	125	19.32	3.574	19.36	.531			
Fluency	Experiment	125	7.24	1.057	7.31	.189	8.684**	.005	.152
	Control	125	6.31	4.241	5.46	.176			
Flexibility	Experiment	125	7.52	1.050	7.42	.184	7.573*	.022	.096
	Control	125	5.34	.894	5.86	.167			
Originality	Experiment	125	7.24	1.635	8.42	.173	6.532*	.054	.084
	Control	125	6.34	1.072	6.56	.152			
Elaboration	Experiment	125	8.25	1.478	7.41	.179	5.461	.376	.017
	Control	125	5.32	1.060	5.82	.153			

Based on the quantitative findings, the general creativity level of the students' short story writings demonstrated a notable improvement following the intervention. Additionally, qualitative analysis was performed to uncover the aspects of the guided reading strategy framework that enhanced the students' creative thinking abilities. Thematic analysis was performed on the guided reading characteristics of different GenAI.

The analysis results indicated that the guided reading aspects of different GenAI significantly boosted the students' language creativity. The chance to engage with learning settings like GenAI and multimedia encouraged the students to generate distinctive, imaginative, and boundless concepts. Students appreciated the practice of independent thinking, enabling them to better articulate their inner creativity through writing. Several excerpts from the focus group interviews that exemplify the first characteristic include the following:

“GenAI technology offering references for brief story content concepts and short fiction videos from various media can facilitate students in obtaining creative and boundless ideas throughout the incubation phase”.

"The short story learning sheet aids me in establishing the structure and plot of the short story to be created. Furthermore, the learning sheet does not restrict the expression of thoughts, allowing me to convey the ideas I develop during the incubation phase".

"This guided reading approach helps me discover new concepts for crafting short stories." Until now, I had never conceived a short story idea related to superheroes, but after engaging in the learning activity, I found myself intrigued by the possibility of creating a story centered around that theme. I also had the chance to envision the characters and plot that I will create".

The second benefit of the GenAI-driven guided reading approach is that it facilitates student discussions with their classmates, which can spark motivation and interest, leading them to generate fresh ideas from diverse viewpoints. A student mentioned that one of his pieces posted on a social media site garnered favourable feedback from his peers. Exchanging ideas and reviewing others' writings will help to generate new concepts or compositions while they are crafting their short stories, thereby enhancing the students' creativity. Here are several interview excerpts that articulate the second trait:

"I can generate concepts following a brainstorming session." At first, my concept didn't seem engaging enough to turn into a short story, but after discussing ideas and reviewing the outlines of friends, I gained fresh ideas that were more captivating, imaginative, and original".

"The group discussion was the most engaging part because my friends shared numerous short story ideas that I had never thought of before. By participating in this session, I became able to think quicker due to the variety of innovative ideas I received".

"I believe that group discussions and brainstorming assisted me in developing the story outline and translating it into the learning question sheet. This session also provided me the chance to talk about the concepts or topics I would explore and seek my friends' feedback".

A key aspect that greatly enhances the GenAI-driven guided reading approach, both individually and collectively, is the visualisation of concepts, characters, and plotlines from short stories that remain ambiguous. This aspect helps enhance the creative imagination abilities of the students. On the short story learning question sheet, students had the chance to illustrate and explain. This discovery demonstrates that visualising stories can enhance the students' creative thinking abilities. Here are some interview excerpts that illustrate the third characteristic:

"I take pleasure in creating this brief tale since it enables me to convey the ideas in my head effectively." Additionally, imagining this story idea helps me recognise the framework of the short story I plan to write. I am better at recognising all the components of the short story that I imagine".

"When I view cartoons on television, I find the plot to be less engaging and dull." Following the short story writing lesson, I reflected on the modifications to the plot that I envisioned from completing the short story learning sheet. I believe that altering the storyline will enhance the story's appeal".

According to the findings from the observations of the group discussion activity, many students struggled to complete the learning sheet and use it as a resource for crafting the story. After participating in the group discussion sessions, the students managed to discover their own solutions to the issues by examining ideas from their peers, GenAI, and online resources. Both quantitative and qualitative data indicated that guided reading strategies based on GenAI effectively enhanced their creative writing abilities.

5. Discussion

This research aimed to explore the effect of integrating GenAI into guided reading techniques for digital fiction narratives related to enhancing language creativity. The effect of guided reading techniques on fiction story reading exercises enhanced by GenAI technology and online platforms on language skills was greater than that of the control group. In the pre-test phase, there were no notable differences in the language abilities between the two groups of students. In the post-test phase, the experimental group demonstrated notable enhancements in language skills. This discovery reinforces the idea that heightened creativity among students is closely linked to enhanced language abilities (Safrai & Orwig, 2024; C. Wang, 2024).

The findings of this research align with earlier studies that demonstrated that reading activities significantly enhance student creativity, particularly within the framework of collaborative and technology-supported reading (Booton et al., 2024; Cheung et al., 2024). The variations in language proficiency outcomes for the two groups were partly attributed to the questions in the reading tasks. The inquiries directed at the control group concentrated on examining specifics and overviews of the imaginative narratives. In the experimental group, the questions were varied and related. Such questions are better at sparking the students' creativity and encouraging information exploration. The outcomes of this study align with earlier research results that validate that question guidance in reading tasks significantly influences the depth of the students' comprehension of the material and can enhance their language proficiency (Dahl-Leonard et al., 2024; Dong et al., 2022).

The subsequent discovery indicates that guided reading techniques utilising GenAI-enhanced digital fiction narratives greatly enhance the students' language creativity. The linguistic inventiveness in the fictional short stories they create can be enhanced through the phases of the guided reading strategies during the narrative reading tasks, starting with the initial reading as a preparatory stage, then personal reading to foster idea development, group reading for validating creative interpretation, and reflective reading as an assessment of the creative process.

The research results suggest that reading practices can enhance overall language creativity and the adaptability aspect of the students' short story composition. Creativity is transformed through the adaptable dimensions of time and location in the process of crafting short stories. Along with crafting a narrative featuring a more intricate and layered sequence of happenings, students can incorporate

extra characters that do not appear in the original tale (Hebbecker et al., 2019; Kanonire et al., 2020). The findings of this research align with other studies indicating that reading fiction enhances creativity when crafting plots and situations (Leatherman & Cleveland, 2020; Y. H. Wang, 2021).

Students have the chance to showcase their creativity through writing by crafting extravagant fictional narratives, bizarre environments, and occurrences that spark the imagination. This is backed by the notion that a deep understanding of the key elements of the narrative, the reader's background, and the primary components of the tale define the psychological distance between individuals. The invented narratives produced are quite dissimilar to the students' actual experiences, leading to a significant psychological gap. Nonetheless, given their creativity, students can create abstract interpretations following their reading of the fictional narrative. Changing the stories can enhance the students' creativity. Students can develop emotional connections with the characters in the narrative tales they engage with.

This enables students to generate brief tales and illustrations based on their creativity (McLean et al., 2022; Synnes et al., 2021). While reading, the student engages their imagination to comprehend the story, thereby enhancing their creativity. Students have a greater belief in the influence of magic or irrational occurrences in imaginative narratives. Nonetheless, this belief will diminish as the students transition into adulthood (Dixon & Cox, 2025; Mohochi, 2019). Hence, fostering student creativity at an advanced level necessitates effective instructional design.

According to the theory, enhancing student creativity requires learning strategies that promote the students' verbal and spatial skills (Fathi & Rahimi, 2022; Ivcevic & Grandinetti, 2024). In this research, students were asked to develop a reading tabloid based on the outcomes of reading fictional narratives. While creating the tabloid readings, the students were motivated to develop not just the text but also the visual layout and imagery. The study results indicate that the creativity score for creating reading tabloids in the experimental group exceeded that of the control group. Furthermore, it was discovered that the effect size of the intervention on student creativity fell into the high category. A considerable effect size reveals notable differences in fluency, adaptability, and originality (Dahl-Leonard et al., 2024; Dong et al., 2022). The elevated levels of fluency and originality observed in the demanding tasks reflects the students' ability to engage in creative thinking.

This conclusion aligns with the results of earlier research (Dixon & Cox, 2025; Fathi & Rahimi, 2022; Leatherman & Cleveland, 2020). Verbal and spatial creativity in this assessment necessitates more sophisticated guided reading techniques like writing, positioning, and creating visuals that motivate students to transform the reading outcomes into more imaginative expressive content. Hence, employing guided reading strategies in this technology-enhanced fiction reading task can enhance the students' language creativity, which is evident

through the innovative concepts used for crafting the short stories they had encountered, which led to them producing reading tabloids.

6. Conclusion

Based on the research results, the guided discovery inquiry strategy looking into fiction reading activities assisted by GenAI technology and online platforms was found to improve the students' language creativity more significantly than traditional reading methods. The increase in language creativity can be seen from their ability to produce short stories and reading tabloids after reading fiction stories related to the dimensions of fluency, flexibility, originality, and elaboration. The use of complex language, plots, characters, and events in short stories produced following reading fiction stories is one of the benchmarks of language creativity. The increase in the students' language creativity occurs because GenAI technology and online platforms make it easier for students to explore their creativity and access resources.

In addition, the stages of the guided discovery inquiry strategy in reading activities (preliminary, personal, group, and reflective reading) are able to increase participation so then the students' language creativity abilities also increase. This study implies that guided discovery inquiry strategies in reading activities should be integrated into learning designs to enhance language creativity. The practical implication of this research is that educators and education practitioners must accommodate creative development in the curriculum design beyond understanding and knowledge. Finally, teachers can utilise technology in the learning process to strengthen learning and develop student creativity. The use of GenAI technology and online platforms integrated into the learning process, as shown in this study, can encourage students to deepen their understanding and creativity.

7. Limitations and Recommendations

This study has several limitations, including how the accompanying variables of student creativity studied were only focused on language skills and knowledge tests. Reading ability and personal factors such as interest and reading attitudes that can contribute to student creativity have not been studied. Furthermore, the evaluation of student creativity in this study only focused on their performance. No investigation was carried out on the discussions, questions, and perspectives used to foster student creativity. Finally, this study ignored student-designed instructions in favour of concentrating on instructional design from the perspective of researchers and teachers.

Based on these limitations, the researcher has formulated several suggestions for further research and for the parties involved as follows: further research is needed to explore unexplored reading interests and attitudes that can foster student creativity. Creativity assessments should be carried out on the discussions, questions, and perspectives that are part of the creativity development process. The instructional design should be adjusted from the student's perspective, which may be difficult to do on its own. 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 the competencies that need to be developed in addition to their knowledge and skills.

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