

## Abstract

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This study aimed at investigating the influence of incorporating critical pedagogy and digital storytelling in promoting students' writing skill at secondary school. Time series was used as the research design and paired-samples t-test was utilized to analyze data in forms of narrative and recount texts. One control-experimental class consisted of 25 ninth grade students participating in this study. Based on the result of paired-samples t-test, implementing critical pedagogy significantly influenced the students' writing. However, incorporating digital storytelling did not necessarily and significantly influence the students' writing. The first two writing tests required the students to write in recount and then the second two writing tests measured the students' writing skill in composing narrative text. It seemed that the authentic reading materials used during the implementation of critical pedagogy contributing to better quality writing in recount text. Due to teacher's dominant role in controlling the students' narrative text and the students' unpreparedness in peer-editing, the writing quality of narrative texts failed to improve. Future studies are suggested to investigate the utilization of digital storytelling to promote different areas of language skills.

Keywords: *Critical pedagogy, digital storytelling, writing skill*