

CHAPTER I

INTRODUCTION

This research explores EFL students' emotional experiences in creating digital storytelling projects. This chapter presents several aspects related to research, such as background, scope, questions, aims, significance, and definitions of key terms.

1.1 Background of the Study

In education, emotions are never lost in student and teacher interaction in the classroom. It has an important role, especially in learning (Scheer, 2012). In learning, students often feel depressed by projects given by lecturers and feel the difficulty shaping variations of both positive and negative emotions by students. Emotions are essential in the learning process, especially in finishing projects. Students face various feelings when finishing tasks, such as moods, laziness, frustration, confusion, and test tubes (Ismail, 2015).

Emotions can also be different when there is an interaction among students. In language learning for EFL students, when doing the project, emotions give a signal to do the project, such as worry, anxiety, overthinking, and stress. It makes students decide whether to keep doing the project until it is finished. When students feel difficulty doing a project (Lopez & Aguilar, 2013), emotions too motivate a student to give the energy to create the project (Kone, 2021) and make decisions, and students will feel happy and unhappy. For instance, students feel happy and proud and thank god when finishing their projects. Otherwise, students feel unhappy, guilty, blamed, and frustrated for a team when they do not finish

their project (Liu, 2016), so emotions play an essential role in the learning process, such as creating digital storytelling projects.

Video storytelling as a project has become a teaching and learning tool that interests teachers, lecturers, and students (Mirza, 2020). Various disciplines, including this study, focused on creating video storytelling, a teaching strategy that can provide various skills (Pérez et al., 2019). In line with 21st-century skills have become a topic in the education system (Ribeiro, 2015), so it is not surprising that various levels of school Elementary school (Pérez et al., 2019) and Junior High School (Rahimi & Yadollahi, 2017), Elementary and Middle School (Smeda et al., 2014), Senior High School (Staley & Freeman, 2017; Sudarmaji et al., 2020) and university level (Al-khateeb, 2019; Mizan, 2020) have used digital storytelling in learning to motivate and develop digital literacy (Chan et al., 2017), with relationship workmate (Rahimi & Yadollahi, 2017).

Besides, video storytelling as a project has been beneficial for developing language proficiency and digital skills in an L2 for the past two decades (Robin, 2008). In various disciplines, this study focuses on the university level. Several international universities have studies on EFL students in creating video storytelling, such as in Lebanon by Mirza (2020) investigated whether students of English as a foreign language (EFL) at Lebanese Universities can effectively improve their language proficiency by creating digital video stories. This study found that creating digital video stories is enjoyable because students can be more confident and improve their pronunciation and team skills to convey presentations.

Then, in Turkey, Balaman (2020) also investigated whether video storytelling integrated pedagogy effectively developed students' self-efficacy and attitudes toward educational technology. This study found that digital video storytelling positively impacts students' attitudes toward technology in educational learning. It is beneficial for students to create a teaching environment that can meet the needs and expectations of 21st-century students. While in Saudi Arabia, Al-khateeb (2019) explored the benefits and challenges of creating socially oriented video storytelling. This study found that video storytelling has proven to be very helpful in building solid interactions between individuals, creating more inspiring relationships and an atmosphere for sharing thoughts, and improving digital skills.

Moreover, in the Indonesian context, studies on video storytelling have been carried out with various focuses. One of them is Aziz and Husnawadi (2020), who investigated the efficacy of collaborative video storytelling-based tasks in an Indonesian EFL writing classroom. This study found that collaborative digital storytelling-based tasks significantly improve students' writing skills, English language skill development, engagement, motivation, and interpersonal relationships. However, the limitation of this research is that it is more focused on creating collaborative video storytelling-based tasks for EFL students in writing classrooms without involving students' emotions.

Besides, engaging English student teachers in video storytelling for young learners was researched by Andayani (2019). This study revealed that engaging English student teachers in video storytelling is helpful in language learning while improving English student teacher creativity in designing teaching and learning

activities for English students' future classes. Nevertheless, the limitation of this research is focused on Engaging English student teachers in collaborative video storytelling for young learners without involving emotional experiences students are involved.

Meanwhile, Santana, Lesmana, Marzuki, and Erizar (2021) investigated three university students who used the Anitales App in Digital Storytelling. This study found that students find it helpful in making video storytelling and producing the development of imagination, writing, and speaking skills students. However, the limitation of this research is that it is more focused on students who used the Anitales App in digital storytelling without involving students' emotional experiences.

Studying emotional experiences is essential to explore them, especially from the history of narrative experiences from EFL students who have created video storytelling that faces pain and pleasure. They created positive and negative emotions when creating digital storytelling until students finished creating the digital project as the final Teaching English for Young Learners (TEYL) class exam.

This issue has become of interest to all researchers creating video storytelling material to be researched. However, many people have studied this issue in the global and local contexts related to creating video storytelling at the University level. It needs to focus more on research on teams or issues about emotional experiences in creating video storytelling. So related to the current research above, this other intention is to analyze the emotional experiences of EFL

students in creating digital storytelling, both positive and negative emotions they feel, especially in teaching English for Young Learners (TEYL) class.

The researcher chose that context because the researcher has been involved in creating video storytelling tasks by experiencing various emotional experiences. The emotions the researcher feels are both positive and negative. Therefore, the researcher plans to discuss the emotional experiences of EFL students who have graduated from teaching English to young learners, whether they have the same emotions as themselves or are different.

1.2 Scope of the Study

This study focused on the emotional experiences of EFL student teachers who have created video storytelling. This study involved six EFL students teaching an English for Young learner class in the sixth semester of the 2018 academic year. This study was limited to scrutinizing the emotions contained before, process, and after EFL students create a video of digital storytelling. The researcher used a reflection sheet and interview to find out the emotions of EFL students before, during, and after creating video storytelling.

1.3 Research Question

Based on the background of the study above, the research question for this study is "What are the emotional experiences of EFL students in creating a video storytelling."

1.4 Purpose of the Study

Based on the research question formulated, this study aims to explore the emotional experiences of EFL students in creating video storytelling, which can

be seen in the emotional before, process, and after of students collaborating with the team group.

1.5 Significance of the Study

This study has some significance for the readers. First, this study provides information about the emotional experiences of EFL students in creating video storytelling. Next, this study can help EFL students discover what emotional experiences positively and negatively shape emotions when creating video storytelling with real work. It is incredibly emotional to face together before creating video storytelling until the digital storytelling ends. Then, they create and contribute meaningful knowledge as historical inspiration by reading these papers. Besides, this study can be a reference for further researchers who want to research the emotional experiences of EFL students in creating video storytelling.

1.6 Definition of Key Terms

For the study, the researcher defined the key terms that were used in this study, which are

Emotional experiences: Emotional experiences are emotions the EFL students feel when creating video storytelling. In this section, the researcher explored EFL students' positive and negative emotional experiences in collaborative learning with teamwork. The researcher has divided it into three themes. The first is whether students felt negative or positive emotions before creating video storytelling, the second is whether students feel positive or negative in the process of creating video storytelling, and the last is whether students feel positive or negative after creating video storytelling,

EFL students: There are six students majoring in the English education department at the university. These students had created digital storytelling projects with the team and had good marks in teaching English to young learners as the final task.

Creating video storytelling: In this study, students creating video storytelling first discuss how to determine an exciting theme, second look for videos they wanted with moral values, then third remove the sound on the videos obtained; the four start to compose the storylines they wanted. The five group members consulted the lecturer, and after being accepted, each student got their respective recording assignments and put them in a video. The six students each made a translation or script from the recording results. The seventh is if all of them have been prepared, put together, and edited using a video editing application. Finally, after finishing the editing process, one of the group members uploads it to YouTube or Google Drive, where the assignment is stored. Related to what we discuss is the perception in which students create digital stories at the beginning, in the middle, and at the end of the process.