

CHAPTER II

LITERATURE REVIEW

This chapter discusses points related to the theoretical study and previous study. In the theoretical section, several theories are related to this study, such as the definition of EFL emotional in the education context, collaborative learning in digital, and creating video storytelling for young learners.

2.1 Theoretical Framework

2.1.1 Emotional Experiences of EFL in Education Context

Emotional experience is something that teammates feel concerning one another group, resulting in positive and negative emotions. The term emotional geography in the context of education has been introduced by Hargreaves (2001a). Emotional geography comes from understanding and misunderstanding the interaction relationships between teams that cause positive or negative emotions (Liu, 2016).

Hargreaves (2005) revealed that emotional geography describes patterns of closeness and distance in interactions between student relationships that help create feelings and emotions felt by the close friends of team relationships in completing a responsibility. On the other hand, emotional geography emphasizes that the environment can affect emotions. Therefore, the social interaction of the environment can produce how one feels about something, and it is closely related to how one views one's identity in a group.

Currently, studies about emotional geography have attained remarkable attention within education discourses (Liu, 2016; Misdi et al., 2021; Rejeki et al., 2018). The concept of emotional geography will help to find out how students

interact and how they face danger in groups (Hargreaves, 2001). Emotional geography is the interaction students make in relationships with the group work environment and what they face.

Pishghadam, Zabetipour, and Aminzadeh (2016) said in their research that emotions play an essential role in learning, especially in foreign language learning, which can affect the learning process, motivation, performance, and identity development (Schutz & Pekrun, 2007). Besides that, Lopez and Aguilar (2013) also showed that emotions are essential in motivating/encouraging students to make decisions. Negative and positive emotions are essential components that influence students' attitudes and behavior in the learning process. This study describes the emotional experiences of Pekrun (2006) below this:

Table 2. 1 academic emotions (Pekrun, 2006).

Academic emotions		
Prospective	Retrospective	Activity
<i>Positive:</i> Anticipatory Hope Hopelessness	Joy Pride Grateful	Enjoyment
<i>Negative:</i> Anticipatory relief Anxiety Hopelessness	Sadness Shame Anger	Anger
<i>Positive/Negative:</i>		Frustration

Based on the concept of emotions academic in Table 2.1., emotions are an integral part of the learning process. Pekrun (2006) suggested that three categories of emotions arise in learning situations. The first is prospective outcome emotions that arise before activity implementation in learning, such as hope and anxiety. The second is activity emotions that arise when process-creating in learning, such

as enjoyment, anger, and frustration. Moreover, the last is retrospective outcome emotions that arise after the implementation of learning as a reaction to the final result, such as pride, relief, gratitude, and shame.

Students often feel confused before working on a project because they find it challenging to do the project, but after studying the course, they feel emotions from anxiety to contentment (Lodge et al., 2018). After all, completing the project properly according to their version makes them proud of their abilities because they have high expectations vital for the future as a teacher candidate (Chen et al., 2022). As in the cases discussed in this study, what are the emotions EFL students feel in creating digital storytelling projects, both positive and negative emotions? This study shows that creating digital storytelling can form emotional experiences, namely emotions with the environment.

2.1.2 Collaborative Learning in Creating Video Storytelling

Collaboration is collaborating to generate ideas or solve problems towards a shared vision (Al-Khateeb, 2019). It related the concept of teaching English to young learners with duration of video 5-8 minutes in subtitle Indonesia. It has moral value in the form of folklore such as Bawang Merah and Bawang Putih, Malin Kundang, Sangkuriang, and other stories that have excellent morals to be used as role models that can help develop the young learner's imagination related to what was studied by Andayani (2019). Her research involved EFL students in creating a digital storytelling project for Teaching English for Young Learners (TEYL), which could be helpful in the creativity of EFL teachers and students in designing digital language teaching and learning activities for the preparation of future classes as teacher candidates

In completing the project, each group member interacts with the other to determine what the story would be created. Laal and Laal (2012) explained that collaboration is the ability to share ideas and thoughts openly alongside another person and to come up with a combined answer, response, and solution about a particular topic or issue. It is essential because of the ability to combine different notions, beliefs, and theories into one concrete explanation and solution that reflects the group's diversity in cooperative learning. Cooperative learning is a crucial aspect of collaboration. It is working with more than one person toward a desired goal. It is the idea of working together or teamwork toward something that can only be achieved with collaboration.

Emotions can be shaped when there is an interaction among students. Moreover, it happens when they discuss collaborative projects given by the teacher. For instance, during the discussion about a collaborative project where such different statuses emerge (high-status students and status students), that can turn to different emotions such as feeling confident and unconfident (Le et al., 2017).

2.1.2 Creating Video Storytelling for Young Learner

The educational context of video storytelling is traditional storytelling or narrative stories that can be told directly or in textbooks, but with the development of time and current technology (Pardo, 2014). Technology has become a part of human life, especially in education, which utilizes digital media in learning, such as digital storytelling.

In other words, digital storytelling is a process that combines media such as pictures, video, and audio in application to make a short video narration,

intending to create a digital learning environment (Balaman, 2020). For this reason, 21st-century skills have become a topic in the education system (Ribeiro, 2015), so digital storytelling can be utilized along with technological developments. The emergence of multimedia technology and applications for teaching featuring audio and visual effects plays a vital role in English language teaching. Utilizing audio and visual aids in teaching and learning activities is one way to help teachers of English students learn English better by creating digital storytelling.

Video storytelling is an engaging teaching strategy that can impart many skills (Pérez et al., 2019). According to Robin (2008), creating digital storytelling projects has given positive benefits for developing language proficiency and digital skills in L2 over the past two decades. In various disciplines, various types of research focus on the university level. It helps EFL students in higher education lectures provide digital storytelling projects for language skills, as Mirza (2020) proposed, to create digital storytelling projects in groups to help EFL students overcome work difficulties and make producing practical and fun language skills easier.

Another finding revealed that the impact of the digital storytelling collaboration project made students anxious and fearful of technology in the first stage. However, digital storytelling positively influenced students to trust technology education (Balaman, 2020). Finding the benefits and challenges of collaborative digital storytelling projects can create a close relationship to sharing thoughts and enjoying digital skills (Al-khateeb, 2019). Not only that, but Azis (2020) also showed that the use of digital storytelling-based collaborative

assignments significantly improves students' writing skills in the context of EFL universities in Indonesia.

Meanwhile, Andayani's (2019) research involved EFL student teachers creating digital storytelling for teaching English to young learners (TEYL). It is helpful in the creativity of EFL teacher students in designing digital language teaching and learning activities for future class preparation as teacher candidates. In creating video storytelling, there are six stages or steps to develop digital storytelling that is easy for EFL students to teach English to young students.

The first is to determine a video editing application that is easy to use. It can make it easier to design digital videos. Second, select stories that are pedagogically relevant for young learners. Choosing a topic is the first thing to do to determine what digital story to plan for the audience, especially for young students watching digital videos. After determining what story to make, the next step is to search for the desired topic on various sites, such as YouTube. Searching for short videos from YouTube can make getting the video you want more accessible, and remember to cite the search source.

They are third, collecting some pictures. After selecting a pedagogically relevant story for young learners, the next step is to collect some concepts related to the story. In collecting images, one can use the camera and the internet to clarify the results of the digital video that will be made. Fourth, write and record sound. After the images are collected as desired, the next step is to write the first draft of the script you want to submit for the video. It serves as audio narration for the created digital video. Ensure that the story's purpose is articulated and includes the identified point of view, then ask the lecturer to provide feedback on the

manuscript draft. This helps to write grammar and word choice accordingly for listeners to make the story more explicit and easier to understand or learn for young learners. The next step is to read and take notes on the revised writing. Five steps combine image, video, and sound recording into the software application. After the above activities are carried out, the next step is to import photos, videos, and sound recordings into the software application. At this stage, edit the digital video to make it exciting and expand it as desired to give it special meaning. Sixth, publish or present digital storytelling. After the digital video has been made, the next step is to share the digital video on Google Drive so that the video is not quickly deleted and can also be presented in front of the class to watch

2.2 Previous Study

In recent years, language learners' experiences have been very positive for learning, especially in English foreign language and L2 (Camacho-Morles et al., 2021; MacIntyre & Vincze, 2017; Piniel & Albert, 2018). This study showed that emotions are essential in motivating/encouraging students to make decisions. Both negative and positive emotions are crucial components that influence students' attitudes and behavior in the learning process. Emotions also have a significant effect on achieving learning success. They feel positive emotions, such as pride, when their activities run effectively and receive positive feedback.

In contrast, some of them feel negative emotions, such as frustration, because they experience difficulties in practicing their teaching, which causes unsatisfactory results and triggers feelings of frustration. After all, they have put much effort into preparation and expect good results. Many participants felt

hopeless when their activities did not work. However, they have solid hopes for the future as future teachers.

Over the past centuries, researchers have studied creating digital storytelling projects at the university level. Mirza (2020) investigates how students of English as a foreign language at Lebanon University can effectively improve their language proficiency by creating digital stories. This study found that creating digital stories is enjoyable because students can be more confident and improve their pronunciation and team skills to convey presentations. Then, Balaman (2020) discussed the impacts of digital storytelling on EFL students' self-efficacy and attitudes toward education technology. This study found that digital 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.

Then, Al-khateeb's study (2019) focused on the benefits and challenges of creating a socially oriented digital storytelling project. This study found that digital 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. Chan, Churchill, and Chiu (2017) focus on digital literacy learning in higher education through the digital storytelling approach of students studying in an associate program at a Hong Kong community college. This study found that the three students have improved in digital literacy skills, namely, digital competence, digital usage, and digital transformation, regardless of their prior knowledge and levels of digital literacy.

However, in Taiwan, digital storytelling was discussed by Liu, Huang, and Xu (2018), who focused on the effects of individual versus group work on EFL learners' autonomy and emotion in creating digital storytelling. This study found that Digital storytelling is an effective tool for achieving learner autonomy during language learning. Students are provided with multimedia author tools for training their imagination when developing stories. This study takes group work to relieve anxiety about exposing individual work to an entire class. Learner grouping patterns affect learning outcomes, such as knowledge achievement, autonomy in language learning, and emotional experience. Students working cooperatively achieve higher scores than those working individually.

Moreover, in the Indonesian context, related literature on creating digital storytelling projects in universities in Indonesia has been discussed. Azis and Husnawadi (2020) investigate the efficacy of collaborative digital storytelling-based tasks in the 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. The implications are to combine tasks-based language teaching and technology in English language teaching classrooms.

Besides, Andayani (2019) refers to Engaging English student teachers in a digital storytelling project for young learners. This study reveals engaging English student teachers in digital storytelling projects. It is helpful in language learning while improving English teachers' creativity in designing teaching and learning activities for English students' future classes. Based on this research, it is recommended for EFL lecturers and teachers, especially in creating digital

storytelling projects, to involve EFL students in improving designing teaching and learning activities as teacher candidates to be the future primary skill.

The recent literature on emotional experience in Indonesia, from Halima (2019), focuses on the four aspects of emotional geography of EFL students' emotional experiences during collaborative digital storytelling projects. This study found that there are five aspects of emotional geography, namely moral geography, physical geography, social-cultural geography, and professional geography. This research implies the importance of knowing students' emotions when creating digital storytelling projects collaboratively with the team and whether group-based learning. It is effective for students, so teachers know about emotional experiences in collaborative digital projects. Even though several researchers have conducted studies about EFL students creating digital storytelling projects, more is needed to relate to the emotional experiences of EFL students in creating digital storytelling projects in university.

Overall, with the previous research explanation above, this research is the same as previous research discussed creating videos of EFL students at the university level with different contexts and designs. Previous studies have only focused on benefits, challenges, digital literacy learning skills, writing skills, and emotional geography. In contrast, this study focuses on the emotional experiences of EFL before, process, and after creating video storytelling. Although several researchers have researched EFL students who create video storytelling, it still needs to be improved regarding the emotional experiences of EFL students in creating video storytelling at university.