

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented a brief finding and discussion of the study intended to answer the research question. The researcher reported the findings during data collection of six EFL students in the English Education Department. This part presents the result of data analysis from the participants 'including the result of collecting data through a reflection sheet.

4.1 Findings

The finding of this study gave information on the results of data analysis of reflection from six EFL students who became participants to explore their emotional experiences in creating a digital storytelling project. Reflections from the participants presented various themes found during the coding process.

Reflections from the participants presented various themes found during the coding process. This research reflection consists of three questions related to emotional experiences in the beginning, middle, and after creating video storytelling and the factors influencing it.

4.1.1 Students' Emotion before Creating Video Storytelling

This section describes the research findings presented the negative emotions before creating a video storytelling project. The figure below shows six participants who felt negative emotions, namely confusion, anxiety, and unconfidence.

Emotions before creating digital storytelling

■ confusion ■ unconfidence
■ anxiety ■ confusion and anxiety

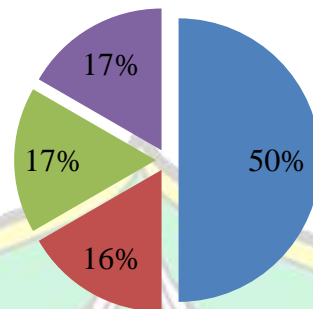


Figure 4.1 Students before Creating Video Storytelling

Based on the participants' responses, they had negative emotions and did not have positive emotions before creating digital storytelling. Three of four participants answered that they felt confused based on their expressed negative emotions follow;

"When I made digital storytelling for the first time in TEYL class, I felt confused because I had never done a task like this before and I had no skills in digital video editing." (P1)

"The first time I did digital storytelling, I felt confused about how to do the task well because I personally didn't know how to make digital storytelling, especially in the video section." (P5)

" For the first time, I was very confused because this my first project made digitally. Then I was also confused because I didn't understand what I was going to do with this project." (P6)

Based on the participants' answers (P1, P5, P6) above regarding their personal views. Participants stated that they related negative emotions of confusion before creating video storytelling. They felt confused because it was their first time

getting a video storytelling. They needed to gain expertise in editing videos and understanding the instructions. It shows that the highest frequency is in the confused emotions category, which is 50%. Then the other participants responded with negative emotions because of confusion and anxiety, as stated by P2.

“When I first made a digital storytelling task, of course I felt anxiety, and confused, afraid I wouldn't be able to complete it on time.” (P2)

Based on the participants' answers, the data above stated that related emotions were negative anxiety and confusion. Before creating video storytelling with her team, she had two emotions, namely, anxiety and confusion, because she feared being unable to complete the task on time. It shows the frequency of confusion and anxiety emotions category, which is 17%. Then the other participants responded that negative emotions were because of anxiety, as expressed by P4.

"In making digital storytelling for the first time, I was worried whether I could finish this task or not because my team and I didn't know how to make digital storytelling video." (P4)

The data above participant P4 stated that she related the emotion of anxiety before creating a video storytelling with her team; she felt anxiety because of fear of not completing the task on time, and also, she and the team members did not know how to make digital video storytelling. Anxiety emotions show that 17% of figure emotions before creating a video storytelling. Then the other participants responded that they had negative emotions before creating video storytelling because of unconfident emotions, as stated by P3.

"The first time I made digital storytelling, I felt a little insecure with the way I told stories in a video." (P3)

The data above of participant P3 stated that related felt negative emotions about being unconfident before creating a video storytelling with her team; she felt confident about her pronunciation that would be included in the digital video; she was afraid that it would not sound interesting to listen later. It shows that the low frequency is in the unconfident emotions category, which is 16%.

4.1.1.1 Factors that Influence Negative Emotions before Creating Video Storytelling

Some factors influenced negative emotions before creating the video storytelling that felt all participants because various challenges referred to problems, disturbances, and difficulties participants of the team faced in creating video storytelling, which they had to finish video storytelling with on time. There were some categories from the data analysis to explain more detail in this finding. The participants referred to their challenges. In this section, divide three categories, namely 1.) The needs to have adequate digital competence. 2.) Individual differences among social groups. 3.) Necessity of additional time. The researcher divided it into three categories based on the concept of Al-khateeb (2019).

4. 1.1.1.1 The needs to have Adequate Digital Competence

Challenges students faced, there were negative emotions felt before creating a video storytelling, namely, needs to be adequate digital competence. Students felt difficulty and confusion editing digital videos because they lacked

digital competence. This part described the research findings showed inadequate digital competence. Participants P1 P2 P5 and P6 showed their feeling when they were having difficulty in creating video storytelling following;

"My digital competence skills was lack, such as when edited video, I felt difficult because less of digital competence." (P1)

"The lack of my digital competence made me confused about how I should did digital story telling project." (P2)

"we divided the tasks and between us on average had inadequate digital competence because the members of team have the lack of digital skill so that in task is very complicated and need good skill in digital to produce good video with a short time." (P5)

"My digital competence skill was lack, so I was trouble in learning how to edit digital video that will be made." (P6)

Based on the data above, participants (P1 P2 P5 P6) stated the importance had digital competence in making digital video storytelling. They faced difficulty editing videos because they lacked the digital competence to do storytelling projects. It needs good skill in digital to produce good videos in a short time. Furthermore, it took much work to learn how to edit digital video, such as inserting sound into the video, making video animation, and deleting the natural sound from the video because of inadequate digital competence. Then the other participants responded that there were Individual differences among social groups.

4.1.1.1.2 Individual Differences among Social Group

Besides inadequate digital competence, there were Individual differences among social groups as challenges their face. This part describes the research findings showing the Individual differences among social groups. Participants P1

P3 and P4 showed their challenge when they had different opinions from other members following;

"When there were differences of opinion with group members because, we had different skills, so it felt difficult to combine ideas that were equivalent." (P1)

"We had different opinions several times, such as selecting the character in the story telling video." (P3)

"The challenge I faced was differences of opinion with group mates. At that time, we had differences of opinion regarding the title of the story that we will be took." (P4)

Based on the data above, participants (P1 P3 P4) stated that they had different opinions from the group members because they had different skills; many ideas and opinions made it difficult for them, such as putting the ideas together, choosing characters, and determining the topic. Then the other participants responded to the necessity of additional time as factors influence negative emotion before creating digital storytelling.

4.1.1.1.3 Necessity of Additional Time

Besides inadequate digital competence and Individual differences among social groups, there was the necessity for additional time, such as the challenges they faced. This part described the research findings and showed the necessity of additional time. Participants of P2, P3, and P5 showed their challenge when conditions in the KKN area and had bad network following;

"At that time, each of us was in the KKN area so it was difficult to meet face to face and also we had a bad network so need necessity of additional time it took to complete the task." (P2)

"We were in the KKN area and some of our team members had a bad network, so that the process was a little slow and we need necessity of additional time." (P3)

"The challenges I faced, namely the coincidence with the KKN program process which required to do KKN activities every day, so that overcoming the need for additional time to finish the project." (P5)

The data above group of participants (P2 P3 P5) stated that they needed the necessary time because of the condition in the KKN area and had a bad network, and they had to complete tasks at KKN every day. So made they could not meet each other to discuss tasks.

4.1.2 Students' Emotion in The Process of Creating Video Storytelling

This stage is divided into only one emotion based on the response participants, namely positive emotions in taking control doing project digital video storytelling project with teamwork. This section described the research findings presented the positive emotions process in creating a digital storytelling project. Six of the participants showed some positive emotions, namely curiosity, enjoyment, and frustration when processing to creating digital storytelling in the figure below,

Emotions Processing Creating Digital Storytelling

■ curiosity ■ frustration ■ enjoyment

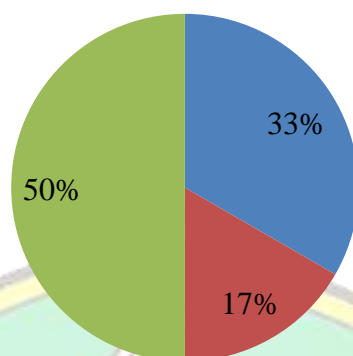


Figure 4.2 Students' Emotion processing in Creating Digital Storytelling

4.1.2.1 Enjoyment

When processing creating digital video storytelling, students had negative emotions at first creating digital video storytelling, but they could control their emotions, and negative emotions became emotion positive. Namely, students thought it felt not easy to create digital video storytelling, but they had the motivation and initiative to keep doing that project become positive emotion, namely enjoyment, follow;

"When I did it, it turned out that it was not so difficult as I thought, in fact I felt happy with this digital storytelling project. I learned a lot with my group mates how to made teaching videos (digital storytelling)." (P2)

"I feel happy because finally my friends and I can edit videos that will be used as digital storytelling tasks. At first we didn't know how to make it, but we tried to find out on youtube how to make digital storytelling make it. In the end, we were able to complete the task well." (P4)

"When I was making a digital storytelling project in the TEYL class, I felt that this task was very difficult to did well, but because

this was the final task in class, I tried to do it as much as possible so I could get good grades and not repeat it for the next semester."
(P5)

Based on the participants' answers, P2, P4, and P5 felt enjoyment when creating a digital video storytelling project, even though they felt this project was challenging to do well for the first time. However, it was the final task in class TEYL so they tried to do it as much as possible to get good grades and not repeat it for the subsequent semesters. It shows the highest frequency is in the processing enjoyment emotions category, which is 50%. Then the other participants responded with curiosity and emotion in processing the video storytelling.

4.1.2.2 Curiosity

When processing digital video storytelling, students feel the emotion of curiosity with the result while creating a digital storytelling project. In this part, students felt challenged with this project, so made students took the initiative to do the task seriously until they finished the project, following;

"I though this project was very challenging and made me curious when I saw the results. So that my group mates and I really worked on this project and finished it well." (P1)

"I felt challenged because this project is quite interesting and made me curious. This project was interesting because it was new for me in creating digital videos like this. I feel curious about how to make this video project so that during the process I could enjoy it and felt challenged and excited to worked on it." (P6)

Based on the data, the participants above felt challenged, which made them curious to see the result. They took the initiative to do the task seriously and finished the task with excitement to work. It shows the moderate frequency is in

the processing emotions curiosity category, which is 33%. Then the other participants responded that frustrated emotion in processing the digital storytelling project.

4.1.2.3 Frustration

When processing creating digital video storytelling, students had negative emotions for the first time in creating digital storytelling, but she could reduce her emotions from negative emotions to positive emotions because it can be seen that they could complete the project even though they felt frustration following;

"During the process of made storytelling video, I was frustrated because I had to repeat again and again when recording the sound for the video, because I felt that my intonation and pronunciation often didn't match, which made my throat hoarse, but I tried to stay calm until I got the result what I wanted, so that I could complete task." (P3)

Based on the data, the participant above P3 felt frustrated because she had to repeatedly repeat when recording her voice for making the video. She felt that because her intonation and pronunciation always did not match, it made her throat hoarse, but she tried to stay calm until she finished, so P3 got the result as expected so she could complete the TEYL task. While It shows the low frequency is in the processing frustration emotions category, which is 17%

4.1.2.1 Factors that Influence the Emotional Process of Creating Digital Storytelling.

Some factors influenced the emotional process of creating a digital storytelling project that felt all participants because of various strategies to

overcome their challenges and make complex challenges easier to face. They create many strategies, such as self-regulated learning, team discussion, time management, keeping calm, or not panicking.

4.1.2.1.1 Self-Regulated Learning

Through strategies, students can be seen how they overcome their challenges while creating video storytelling. Students who had problems with their lack of digital competence were hampered in work, but in the end, they could work on digital projects well. Students showed that they overcame their self-regulated learning challenges, such as finding a solution, namely looking for tutorials on youtube about how to make digital video storytelling. Participants P1 P4 P5 and P6 showed their strategies for self-regulated learning following;

"For digital challenges, I tried to overcome it from otodidak learning by watched tutorials on YouTube and tried to practice different digital editing to trained myself. " (P1)

"I felt happy because in the end my friends and I could edit video that will be used as digital storytelling project. At first we didn't know how to made it, but we tried to find out on YouTube how to make digital storytelling. In the end, we were able to complete the task well." (P4)

Then I tried to find tutorials on how to made digital storytelling on Youtube so my task could look good." (P5)

The way I overcome this challenge. I watched tutorials related how to edit digital videos on YouTube. I also did a search on Google about how to delete the original sound of the video to be edited. I can overcome all the difficulties that I experienced well because I did a search on YouTube and also the Google platform." (P6)

The data above group participants (P1 P2 P4 P6) faced challenges: inadequate digital competence. They have overcome their challenges, namely

learning independently, such as looking at tutorials in youtube applications, how to make digital storytelling, how to edit video digitally, and how to delete the natural voice in the video will be editing. Then the other participants responded that the team discussion was a factor that influenced the emotional process of creating video storytelling.

4.1.2.1.2. Team Discussion

Besides self-regulated learning as strategies students had, there was a discussion on challenges students faced, namely Individual differences among social groups. They overcame their challenge with discussion involving some of the member's activity, namely accepting group opinion to find out the solutions of group members, participant P1 P2 P3 and P4 showed their strategies of discussion with team members following;

"Then to overcome my second challenge, I tried to accept the opinions of my group mates and I also tried to understand my group mates so that they can worked together without there was feeling the most right." (P1)

"Then, different opinion, one of us definitely has to give in to the selection of video characters." (P3)

"I overcome it by discussions with my group friends regarding the title of the story we would take." (P4)

"Then I asked friends for help so I can learned together to did digital story telling well." (P2)

Based on the data above, participants (P1 P2 P3 P4) had challenges, namely only Individual differences among social groups. They overcame their challenges were receive team opinions and trying to make it understood that team members work together without feeling most correctly in the group, asking for

help and learning together; one of the group members must yield to the selection of video characters and discussion with the team members related to the title of story will be taken. Then the other participants responded that time management is a factor that influences the emotional process of creating digital storytelling.

4.1.2.1.3 Time Management

Besides self-regulated and discussion as strategies students used, there was time management with challenges faced by students need necessity of additional time to complete the tasks because the condition they were each participant members in the KKN area, so difficult to face to face directly and also faced bad network when in the KKN area, but they can face their challenge in various ways, namely time management like making record voice note in the first and keep calm down or did not panic even though the deadline was coming, participant P3 and P5 showed their strategies of time management, following;

"The way we overcome this challenge was to work on the recording process early time, so that we can putted the recordings together for editing when group members who are hard to network find time with a stable network. So, if in a day we can't send the recording, we can tried it the next day." (P3)

"The way I overcome the challenges I faced in creating digital storytelling, namely managed my time well so that this task can be completed properly and also I can carried out my KKN activities." (P5)

The data above group participants (P3 P5) had faced challenges, namely the necessity of additional time. They overcome challenges with managing time well, such as working on the recording process early to complete the task correctly and carrying out their KKN activities. Then the other participants

responded that they keep calm and do not panic as factors influencing the emotional process of creating digital storytelling.

4.1.2.1.4 Staying Calm, and not Panic.

Besides self-regulated, discussion, and time management as strategies for students, there was keel calm down or not panic as strategies to calm own self to focus on completing task even though the deadline was coming, followed by P2;

To overcome this, I tried to stay calm and not panic even though I was being chased by a deadline." (P2)

The data above group participants P2 had faced challenges, namely the necessity of additional time. She overcame her challenges, namely keeping calm and did not panic. It is strategies to calm own self to focus on completing a task even though the deadline is coming.

4.1.3 Students Emotion after Creating Video Storytelling

This stage is divided into only one emotion based on the participants' response, namely positive emotions, the group of participants after creating a digital video storytelling. From the results of the data, five kinds of positive emotions arose. The figure below shows that six participants felt positive emotions: joy, pride, gratitude, satisfaction, and relief.

Emotions after Creating Digital Storytelling

■ pride ■ relief ■ satisfaction ■ grateful ■ joy

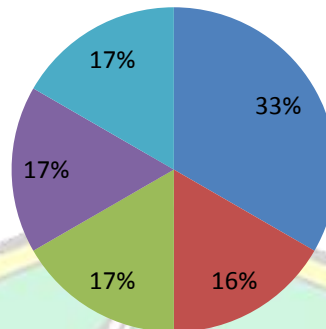


Figure 4.3 Students' Emotion after Creating Digital Storytelling

Based on the participants' responses, they had positive emotions and did not have negative emotions after creating digital storytelling. Six of the participants answered that each participant felt joy emotions based on their expressed positive emotions following;

"When I completed this project task on time, I felt happy and proud because I had succeeded in making this digital video with good effort. I also felt very happy when I got satisfying grade." (P1)

"I was very happy and proud because my friends and I were able to go through and do this project well, we also got good grades from the lecturers. Even subscribers on YouTube are also quite satisfied with the digital videos we make." (P6)

Based on the data above, participants P1 and P6 stated that they related emotions of pride after creating a digital storytelling project with their team; they felt pride for successfully making digital video storytelling. They and the team had good grades from the lecturer. It shows the highest frequency of the pride

emotions category, 33%. Then the other participants responded that relief emotions, such as positive emotions, after creating a digital storytelling project, as stated by P2, the following;

"After succeeding, of course I felt happy, relieved, finally I was able to complete the digital story telling task on time, so I don't have to worry about going forward again when I get the same assignment because I've learned how to design teaching digital videos." (P2)

Based on the data above, participant P2 stated that she related emotions of relief after creating a digital storytelling project with her team; she felt relief for completing video storytelling video project on time and without feeling worried about being given the same task in the future. It shows the frequency of the relief emotions category, which is 16%. Then the other participants responded that satisfied emotions as positive emotions after creating a digital storytelling project, as stated by P3 following;

"After successfully completing the task of making the storytelling video, I felt very satisfied and happy, especially after when I watched the video from my group's collaboration." (P3)

Based on the data above, participant P3 stated that she related the emotion of satisfaction after creating a digital storytelling project with her team. She felt very satisfied for completed the task of making digital video storytelling with satisfactory results. It shows the frequency of the satisfied emotions category, which is 17%. Then the other participants responded that joy emotions a positive emotion after creating a video storytelling project, as stated by P4 following;

"I was very happy because I was able to complete the task, and was able to complete it well." (P4).

Based on the data above, participant P4 stated that she related the emotion of joy after creating a digital storytelling project with her team; she felt very joyful because she could complete the task on time well. It shows the frequency of the joyful emotions category, which is 17%. Then the other participants responded that grateful emotions as positive emotions after creating a digital storytelling project, as stated by P5 following;

"I felt after successfully in making digital storytelling in the TEYL class was that I felt grateful that I had completed this task on time even though it took a lot of mind and energy to finish it well. Besides that, I felt happy because my group and I got good grades according to what we expected." (P5)

Based on the data above, participant P5 stated that she related emotions of gratitude after creating a digital storytelling project with her team; she felt grateful because she had completed the task on time, even though it drained her mind and energy. Then felt joy because the group members got good grades as expected. It shows the frequency of gratitude and joyful emotions category, which is 17%.

4.1.3.1 Factors that affect Emotions after Creating Digital Storytelling

Some factors influenced positive emotions after creating a digital storytelling project that felt all participants because various benefits referred to a profit of participants with members team who got during created digital storytelling project. There were some sub-themes from the data analysis to explain more detail in this finding. The participants referred from their benefits. In this section, divide two sub-themes, namely 1.) Collaborative benefits, and 2.) Personal benefits. The researcher divided it into two categories based on Al-

khateeb (2019) and Mirza (2019). Based on the question (Q4) is reflected based on related collaborative and personal benefits.

4.1.3.1.1 Collaborative benefits

Collaborative benefits referred to participants' (P1 P2 P3 P4 P5 P6) responsibility with their team members and a feeling of mutual control over in completed the task. There were sub-themes found in this study that was 1.) Generating share opinion, and 2.) Establishing interactive relationships. So this section focuses on collaborative benefits from Al-khateeb (2019)

4.1.3.1.1.1. Generating Opinion Sharing.

There were several collaborative benefits participants got with the team in the process of creating digital storytelling. One of them is generating share opinions. This part described the research finding and showed the participants' sharing of opinions. Participants P1, P2, and P5 showed their collaborative benefits with team members during the process of creating a digital storytelling project following;

"The benefit in creating digital storytelling collaboratively, we could share knowledge and understood each other's opinions." (P1)

"The benefits that I get with my team, At that time we exchanged ideas and combined our ideas in making digital storytelling projects." (P2)

"The benefit that I got in creating digital storytelling project collaboratively was learning how to present information or stories in an interesting way because when creating this task, we exchange ideas about the digital storytelling concept that we will make starting from script writing, voice-note, using images from video storytelling. such, and so on." (P5)

The data above group of the participants (P1 P2 P5) related collaborative benefits indicated the generating share opinion in doing a collaborative project with teamwork, such as sharing knowledge and understanding each other's opinions with teamwork. P2 stated The benefits that she gets with her team; at that time, they exchanged ideas and combined these ideas in doing digital storytelling projects, and also P5 was able to present information or an exciting story by exchanging ideas related to the concept of digital storytelling which was made such as start from writing script, filling the sound, using an image from video storytelling, etc.

4.1.3.1.1.2. Establishing Interactive Relationships

Besides generating shared opinions, there were establishing interactive relationships as benefits they got while creating digital storytelling. This part described the research finding and showed the establishment of interactive relationships by the participants. Participants P3 and P4 showed their collaborative benefits during the process of creating a digital storytelling project following;

"Collaboratively, I felt that I could did the task more easily because the process was divided." (P3)

"The benefit that I got in creating digital storytelling projects in groups was that I could worked with group mates in completed task. We shared tasks to each other, some were in charge of typing, editing video, etc. So that our task can be completed on time." (P4)

The data above group of the participants (P3 P4) related collaborative benefits indicated the establishing interactive relationships in a collaborative

project with teamwork such as P3, she has collaborative benefits was easier to do a project such as dividing tasks among each member. Next, P4 had the collaborative benefit of working with the team to finish the project by dividing tasks such as typing, editing videos, and etcetera, so their project could finish on time.

"The benefit that I got in collaborative is that I can improved my soul leadership because only me a man in my team so I had to organize and lead the other (female) members of my group." (P6)

The data from the above group of participants P6 related collaborative benefits indicated that establishing interactive relationships to doing a project with a teammate, such as p6 he has benefits, namely, the benefit of collaboration that can improve the spirit of leadership by managing team members because he is the only man in his team to manage their team to keep doing a project.

4.1.3.1.2 Personal Benefits

Personal benefits referred to participants' (P1 P2 P3 P4 P5 P6) knowledge she/he got while creating a video storytelling. There were sub-themes found in this study, namely 1.) Language Skill, and 2.) Technical Skill. So this section focuses on personal benefits from Mirza (2019).

4.1.3.1.2.1. Language Skill

There were several language skill as personal benefit participant got in creating a video storytelling. One of them is pronunciation. This part describes the research finding and shows the pronunciation of the participants. Participants P4

and P5 showed their benefits during the process of creating a digital storytelling project following;

"The benefit of personal in digital storytelling projects was that I could hone my pronunciation because in creating digital storytelling I include my own voices. The pronunciation and intonation of my voice must match the storyline narrating." (P5)

"The benefit of personal I got in creating digital storytelling project was that I could practice my pronunciation because in creating digital storytelling, I had to memorize my voice telling stories. In record voice, I always repeat until my pronunciation was really good." (P4)

In the data above, the participants (P4 P5) indicated the pronunciation as a personal benefit they get, such as P4 training her pronunciation because in creating digital storytelling, inserting the sound of record result to do again and again until the pronunciation is perfect. While P5, she was able to hone her pronunciation in creating digital video storytelling by entering her voice and setting the pronunciation and intonation according to the storyline. Then the other participants responded that technical skills were a personal benefit after creating a digital storytelling project.

4.1.3.1.2.2. Technical Skill

Besides, pronunciation a beneficial they got there was technical skill while creating digital storytelling. This part describes the research finding and shows the technical skill of the participants. Participant P2 and P6 showed their benefits during the process of creating a digital storytelling project following;

"The benefits of personal, I could further increased my knowledge in the field of digital competence." (P6)

"The benefits of personal I got in creating digital, I could to know how to made digital video, and I did not have to worry anymore when I was given teaching video task by lecturers." (P2)

The data above the participants (P2, P6) indicated that technical skill is a personal benefit. They get such as P4 benefits her got knowing how to make a video digital and not feeling anxiety when teaching digital video tasks by lecture because she has skills in editing video digitally. At the same time, P6 could increase her knowledge in the digital field. Then the other participants responded that skills could be applied to become teachers in the future as a personal benefit after creating digital storytelling projects.

4.1.3.1.2.3. Skills which can be Applied in The futurea's a Teacher.

Besides the technical skills benefit they got, some skills can be applied to become a teacher in the future, where a participant gets that benefit while creating digital storytelling. This part described the research finding showed Participant (p1) showed that personal benefits during the process of creating a digital storytelling project following;

"Then for my own benefit I can use this project again when I teach or become a teacher." (P1)

The data above the participants P1 indicated the benefits of the individual after creating digital storytelling; she gets skills that can be applied to become a teacher in the future. She is getting knowledge to be applied when becoming a teacher of technical skills as a benefit her got. Then the other participants

responded that they were smart in giving and receiving opinions a personal benefit after creating a digital storytelling project.

4.1.3.1.2.4 Being Smart in giving and receiving opinions.

Besides, skills can be applied to become teachers in the future as the benefit they got there was skill can be applied to become a teacher in the future, where is one participant gets that benefit while creating digital storytelling. This part described the research finding showed Participant P3 showed that personal benefits during the process of creating a digital storytelling project following;

"For individuals, I feel I can be smarter in giving and receiving opinions." (P3)

The data above the participants (P3) indicated the benefits of individuals after creating digital Storytelling. She became smart in giving and receiving opinions.

From the figures 4.1 related emotions students before creating video storytelling, it can be shown that 100% of the students felt negative emotions before creating the digital storytelling project, namely, confusion, anxiety, and unconfident. Students felt confused editing digital videos because they lacked digital competence, and then they felt pressure because of fear of being unable to complete the task on time. Furthermore, students were confident that listening later would not sound interesting. However, they could control their emotions, and negative emotions became positive because they found a way out when they felt difficulty. From the figures 4.2 related emotions students process in creating video storytelling, it can be shown that 83% of students felt positive emotions, curiosity

33%, and enjoyment 50%. Also, students felt negative emotions 17%, namely frustration, when creating a digital storytelling project.

However, based on figures 4.3 related after completing the video storytelling, all of the students 100% felt positive emotions, namely joy, pride, relief, satisfaction, and gratitude. They expressed pride, relief, satisfaction, gratitude, and joy after finishing and completing the project on time with reasonable effort, having good marks in the TEYL class, and having good digital competence.

4.2 Discussion

This section discusses the findings of this study relevant to the support of the theories and empirical studies. This study discusses the emotional experiences encountered by participants in creating video storytelling collaboration with teammates. This study found three themes that emerged from students' reflections. The first is student emotion before creating digital storytelling. The second is student emotion in processing and creating digital storytelling. Furthermore, the last theme is students' emotions after creating digital storytelling.

The first theme is that the students' emotions before creating video storytelling can be seen in factors that influence negative emotions before creating digital storytelling, such as challenges in their faces and emotions in shape before creating digital storytelling. The second is student emotion processing in creating a digital storytelling project, which can be seen in factors that influence the emotional process of creating digital storytelling, such as how their strategies to overcome their challenges, feeling emotional geography with teammates, and

emotions shape in creating digital storytelling project. The last is students' emotions after creating a digital storytelling project, which can be seen in factors that affect emotions after creating digital storytelling, such as the benefits they get while creating digital storytelling consisting of collaborative benefits and personal benefits, and emotions in their shape after creating digital storytelling.

The first theme showed the EFL student's emotions before creating video storytelling with a teammate. Students had negative emotions as they felt they were anxiety and confused. They need additional time to complete tasks on time. The same thing can be seen in the research conducted by Al-khateeb (2019), which showed that engaging with group-based digital storytelling activities was a great challenge that can shape emotions for several participants because of the time. A similar research study from Balaman (2020) showed that for the first time doing project digital video, his participants felt anxiety because they had never done task video digital programs.

In addition, some factors that influence negative emotions can be seen in their challenges. It indicated that three categories could shape students' negative emotions based on their challenges before creating video storytelling. This aligns with a study conducted by Al-khateeb (2019), which found that three categories shape emotions: the necessity of additional time, individual differences among social groups, and inadequate digital competence.

The previous study also found that for all EFL students, as participants tasked with group-based collaborative digital storytelling, meeting face-to-face and discussing it proved to be a big challenge for some participants due to time

constraints. Moreover, the most important is digital competence to create video and digital storytelling projects; one way to make it easier to create a digital storytelling project with a team is to manage individual differences and individual attitudes (Al-khateeb, 2019).

Similarly, students needed clarification. They had negative emotions because they faced Inadequate digital competence for the first time doing digital project storytelling in TEYL class. This aligns with a study conducted by Al-khateeb (2019), which shows that essential digital competence is needed when doing video digital storytelling projects. Furthermore, Chan, Churchill, and Chiu (2017) showed that the participants realized that crucial elements of making an excellent digital video must include the storyline, script writing, technical skills, and digital competence.

The second theme showed the EFL student's emotional processing by creating a digital storytelling project with a teammate. Students who feel positive emotions can be seen to take control of their challenges. It indicated three strategies to finish the project: self-regulated learning, discussion with teammates, time management, and keeping calm or not panicking.

The finding showed the positive control emotion of all participants while creating video storytelling; before that, students had negative emotions in creating video storytelling, but they could control their emotions, and negative emotions became emotion positive ones. This is in line with a study conducted by Pekrun (2006), which shows that activities that are considered quite challenging could activate positive emotions such as enjoyment, emotion in process on finished

tasks that can be controlled by oneself to take the initiative in completing them, while If the activity is not sufficiently frustrated emotion will arise. Similarly, Balaman (2020) showed that his participants felt negative emotions before creating digital storytelling for the first time. However, they could control their emotions to be positive emotions, such as enjoyment emotion.

In addition, some factors influence positive and negative emotions, such as students overcoming their challenges while creating video storytelling. Students who had problems with their lack of digital competence were hampered in work, but in the end, they could work on digital projects well. Students showed that overcoming their challenges with self-regulated learning, such as looking for tutorials on YouTube about how to make digital video storytelling, for this study depends on research conducted by Méndez López and Peña Aguilar (2013) their participants mentioned that they must invest time in self-regulated learning at home to catch up to learning, such as looking for web pages to practice.

This aligns with students' challenges, namely individual differences among social groups. They overcome their challenge with discussion and accept group opinions. This aligns with a study conducted by Al-khateeb (2019), which showed that discussion with a teammate helps find a solution. Group members could exchange ideas, receive opinions, and divide each other's tasks to be completed task well.

Besides, the challenges faced by students include needing additional time to complete tasks because they were each participant member in the field teaching practice area, so it is difficult to face them directly, and there needs to be a better

network in the field teaching practice area. However, they can face the challenge in various ways, namely time management, like making record voice notes first and keeping calm or not panicking even though the deadline is coming. A different thing can be seen in the research conducted by Al-khateeb (2019), showing that his participant setting time for the first time, like making a group in WhatsApp and discussion, can make the project time faster.

This study found that the moral geography of EFL students' felt positive emotion refers to the closeness or distance in pursuing common goals and feeling mutual control over their own goals, agreeing with other students' goals, namely enjoyment when creating a digital storytelling project with a teammate. In most cases, they enjoyed emotions because they made it easier to complete projects, group members could help each other, and shared tasks when creating collaborative-based projects with teammates. This point aligns with the research by Liu, Huang, and Xu (2018), who found that students doing cooperatively achieve higher scores than those doing individually. Working in groups can give students more opportunities to learn to teach each other, receive feedback, give opinions, and correct each other's mistakes differently from practicing alone.

The last theme showed the EFL student's emotions after creating a video storytelling with a teammate. Students feel a sense of positive emotions as participants felt after creating video storytelling such as joy, pride, relief, and gratitude have been produced by participants after creating video storytelling. They had positive emotions because they completed tasks well and had good grades. The same was the lecturer's expectation. This aligns with a study by Balaman (2020), which shows that his participants feel positive emotions such as

joy and pride after creating digital storytelling. Similar to researchers from Chan, Churchill, and Chiu (2017), positive emotion to get high grades could motivate students to spend much time producing high-quality videos to complete the task. Not only that but grateful emotions are also often found after completing a project that is considered challenging (Pekrun, 2006). In addition, some factors influence positive emotions, which can be seen from the benefits of creating a digital storytelling project, such as collaborative and personal benefits.

This section begins with the collaborative benefits of EFL students in creating digital storytelling. One of them is generating shared opinions, and students feel emotionally positive. They could present exciting information or stories by exchanging ideas with team members regarding storytelling projects that will be made, such as starting from writing scripts, filling in voiceovers, using images from video storytelling, Etc. This is in line with a study conducted by Al-Khateeb (2019), which shows that digital project storytelling collaborative can be considered a source to produce innovative ideas and solutions together; working in groups helps prioritize many ideas and quickly implementation work and helps in the exchange of ideas and opinions and give actions to doing the project.

Besides, positive emotions are obtained from students when they establish interactive relationships in working with the team; no matter how difficult the problem, it can be resolved faster than relying on one person. By working together too, team members can support each other. So, the work will be completed quickly, and the desired results can be achieved. This aligns with a study conducted by Al-Khateeb (2019), which shows that collaborative learning can

build interactive relationships by helping each other with problems related to creating a digital storytelling project.

However, positive emotions can be seen with personal benefits obtained by students who feel positive emotions within them, such as improving pronunciation in English because, in digital storytelling, they constantly repeat the recording process so that the pronunciation sounds beautiful. This is in line with a study conducted by Andayani (2019), which shows that recording with one's voice repeatedly and if one feels dissatisfied can be re-recorded. This can help them understand vocabulary properly and is helpful for EFL student teachers who have self-confidence problems. This is in line with research by Mirza (2019), which showed that eleven of his participants showed that trying hard to clarify pronunciation would improve pronunciation significantly.

Furthermore, the positive emotions obtained by students are technical skills. They gain knowledge in the field of digital competence. This is in line with a study by Mirza (2019), which showed that experience in doing digital storytelling projects contributed to improving the technical skills required to know digital competence in the 21st century.

Besides technical skills, a personal benefit that students produce after creating a digital storytelling project, digital skills can be applied to become teachers to use in the future. This is in line with a study conducted by Chan, Churchill, and Chiu (2017), which showed that their participant said that digital storytelling was beneficial for future development, such as improved computer

and video production skills. Their participant also said they could apply knowledge and video product skills in their future career teaching.

The novelty of this study is that one student felt unconfident emotionally before creating digital storytelling. Students felt unconfident with her pronunciation in a video in this part, so it could have sounded more interesting. Furthermore, two students felt emotion, namely curiosity, with the result while creating a digital storytelling project. Students felt challenged by this project in this part, so they took the initiative to do the task seriously until they finished it. Also, there is novelty emotion, namely keeping calm or not panicking, as a strategy for students when the deadline is coming.

Besides that, there are positive emotions students get after creating a digital storytelling project, namely, satisfied emotions. In this part, the student felt satisfied after completing the task of making a video storytelling project with satisfactory results. Furthermore, there is a smart and receives opinions factor effect influence after creating a digital storytelling project. One student reports while creating digital storytelling with group mates. She gets benefits for herself by knowing the characteristics of the team.