CHAPTER V

CONCLUSION

As a finale, this chapter presented the point of the research. It discussed some items, in particular, consisting of the conclusion, limitations, pedagogical implications of the study, and recommendations for further studies.

5.1 Conclusion

The conclusion is drawn based on the findings of the data analysis. This study exposed students' emotional experiences in creating digital storytelling projects encountered by EFL students while collaborating with teammates in the TEYL class. Regarding research questions in chapter one, this study revealed the emotional before, processing, and after of creating video storytelling.

This study showed students' negative emotions before creating a digital storytelling project in TEYL class, namely confusion and anxiety because they are afraid to complete video storytelling due to a lack of digital competence. Not only that, but students also mention that they feel they need more confidence in their more straightforward pronunciation and are confused because of instructions. However, factors influencing negative emotions before creating video storytelling students shape negative emotions because of the necessity of additional time, individual differences among social groups, and inadequate digital competence, making them complete the project well and on time.

Besides, students showed emotion processing by creating digital storytelling projects with teammates. Students feel positive emotions because of strategies they produce to overcome their challenges, such as self-regulated

learning, discussion with teammates, time management, and keeping calm down/ do not panic. Students reported that they enjoyed making digital storytelling as they were curious to see the results and take control of their emotions from negative to positive, namely, curiosity, enjoyment, and frustration.

Students showed that emotion after creating a video storytelling with a teammate. Students feel a sense of positive emotions such as joy, pride, relief, gratitude, and satisfaction. They had positive emotions because they completed the tasks well and had good grades according to their expectation of the lecturer. Students reported that after creating video storytelling, benefits had been obtained in creating video storytelling such as benefits of collaboration like generating shared opinions and establishing interactive relationships, and personal benefits, such as digital skill competence, developing pronunciation, skills that can be applied to become teachers in the future, and intelligent in giving and receiving opinions.

5.2 Limitations

This study only focuses on the emotional experiences of EFL students in creating video storytelling in class B. The emotional experiences that emerged from the participants were limited to only focusing on six participants. Participant reflections only focus on students' feelings when doing video storytelling; in other words, they do not involve emotions with the teacher. Participant reflections also focus on their feelings regarding factors that influence negative or positive emotions before, processing, and after creating video storytelling, such as challenges they get, how to overcome them, and the benefits due to the lack of experts researching emotional experiences in creating digital storytelling.

5.3 Pedagogical Implication

This research had more essential rules that should be approved, especially for the EFL students and university. Based on the result of the discussion above, some suggestions are presented related to the emotional experiences of EFL students before, processing, and after creating video storytelling in the class. Some recommendations for this study are as follows: For EFL students/college students, this study is expected to enrich their knowledge and contribute to the educational field, especially for the students in the English department. This study is also expected to be used as a reference for EFL students in creating video storytelling to be applied as a project or media in the class. For the university, this video storytelling will be a reference that investigates how to overcome the negative to be positive in creating video storytelling based on the student's experiences. Then, it becomes a tool because it helps improve students' pronunciation and speaking skills in learning digitally for the 21st century. It prepares the education programs to be better in the future. This study suggests to the university that it is essential to utilize technology in online or offline learning for programs studying English education in advance quality of strategies at the university level.

5.4 Recommendation for Further Studies

This study showed that negative emotions, taking control of positive emotions, and positive emotions all participants had a positive impact on EFL students in collaborative teamwork. This study recommends that future researchers increase the number of participants and put other focus so they can compare and get more substantial evidence. This study can be a reference for

further researchers who want to research the emotional experiences of EFL students in creating digital storytelling projects.

This study showed the use of writing reflection and interview sessions to collect the data so that the next researchers could also try to use a new instrument like the questionnaire to collect the data with more participants. Further researchers also investigate one of the themes in this study: the emotional experiences of EFL students in creating video storytelling before, during, and after.