

**EMOTIONAL EXPERIENCES OF EFL STUDENTS IN CREATING
VIDEO STORYTELLING**



RESEARCH PAPER

submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan at English Education Department

by

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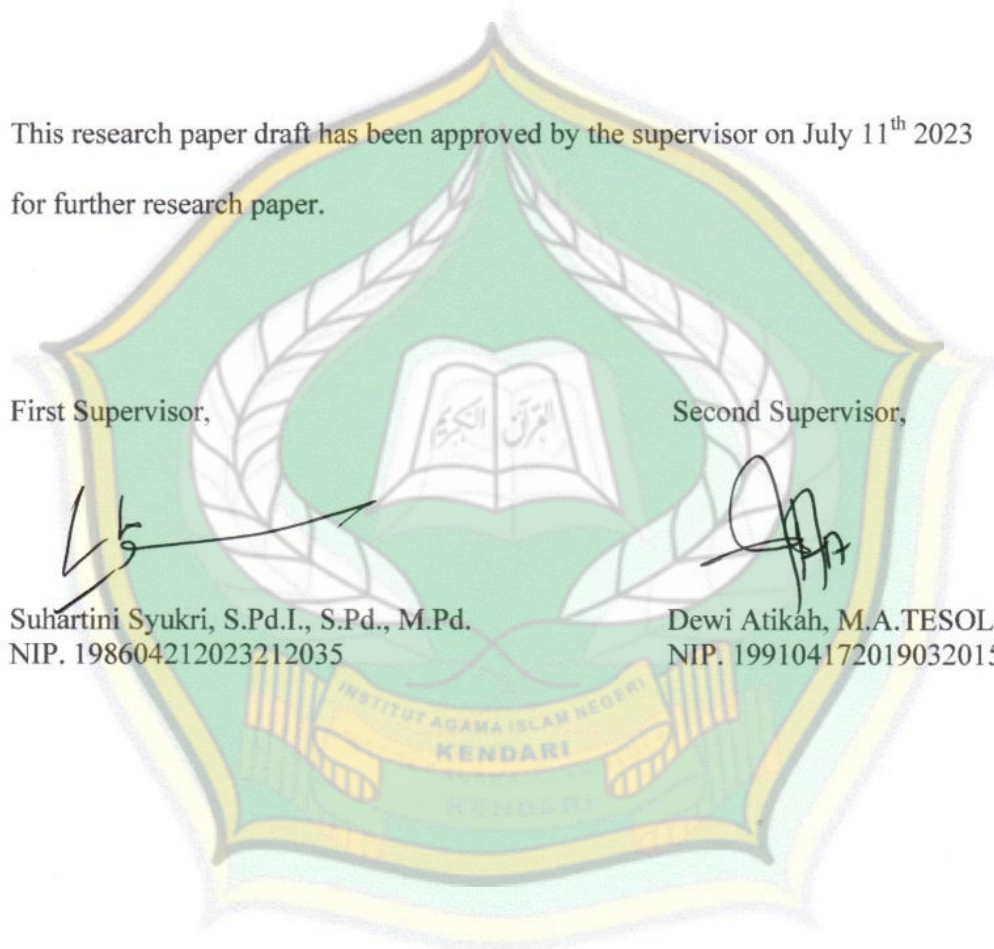


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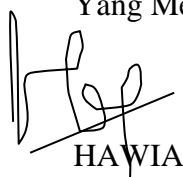
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ABSTRACT

Hawia. SID. 18010106058. Emotional Experiences of EFL Students in Creating Video Storytelling. Supervised by: Suhartini Syukri, S.Pd.I, S.Pd., M.Pd., and Dewi Atikah, M.A. TESOL.

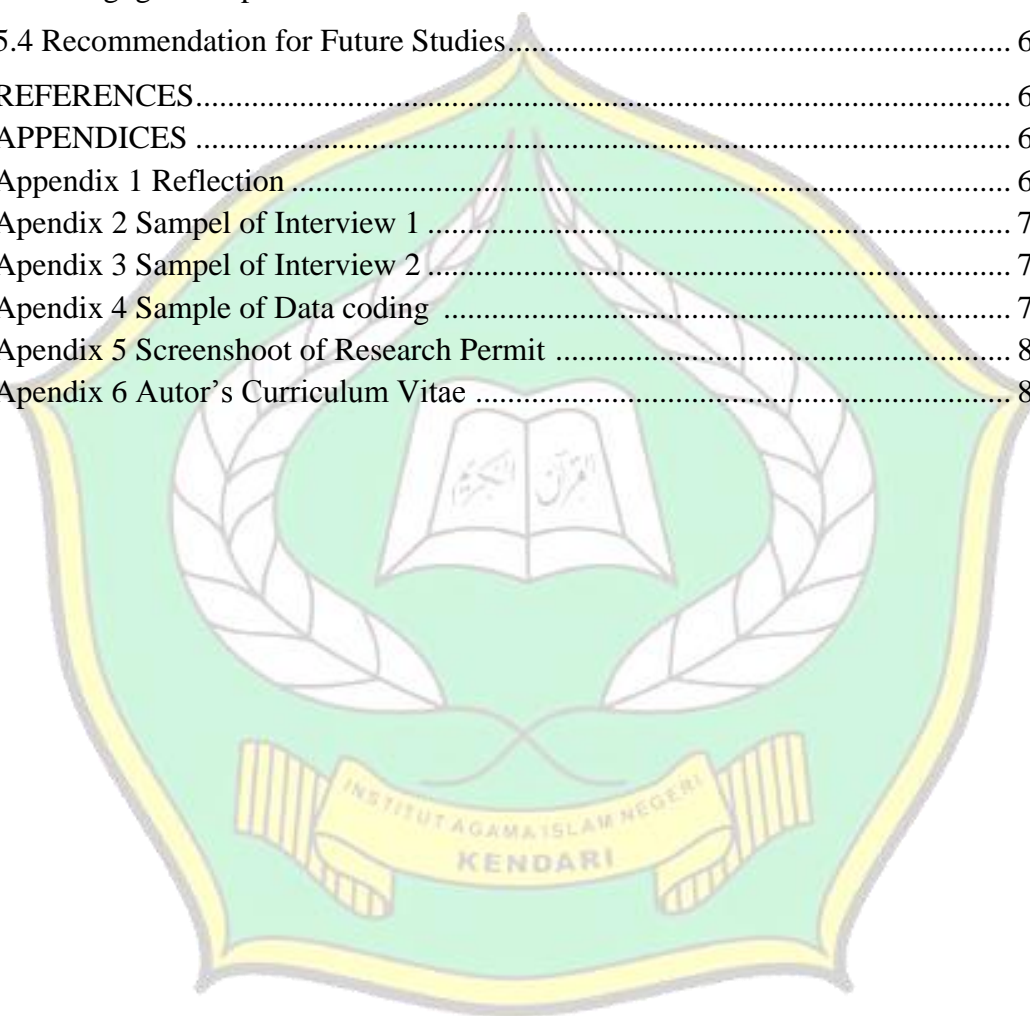
This case study investigates the emotional experiences of EFL students who responded before, processed, and after creating the video storytelling in one of the higher Islamic Institutions in Kendari, Southeast Sulawesi, Indonesia. This study used two instruments, a written reflection and an interview, to collect the data. The data was gathered from 6 participants in the 2018 academic year based on purposive sampling. Moreover, the data analysis used thematic analysis of coding data, and used theory Pekrun's (2006) to categorize emotional experiences. The study's findings indicated that before creating video storytelling, all participants felt negative emotions such as confusion, anxiety, and lack of confidence because it was the first time they made a digital storytelling video, making it challenging to work. While students in the process of creating video storytelling felt positive emotions such as curiosity and enjoyment and little negative emotions such as frustration, because of the strategy they created so that they could control their emotional negative became emotionally positive. Then, after creating video storytelling, students felt positive emotions such as joy, pride, satisfaction, and relief because they finished the video on time and got many benefits. This study implies to EFL university students that it is important to utilize technology in online or offline learning for 21st-century digital skills in preparing for future learning.

Keywords: EFL Students; emotional experiences; video storytelling

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LIST OF ABBREVIATIONS

EFL	= English Foreign Language
DST	= Digital Story Telling
TEYL	= Teaching English for Young Learner
DS	= Digital Story



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.

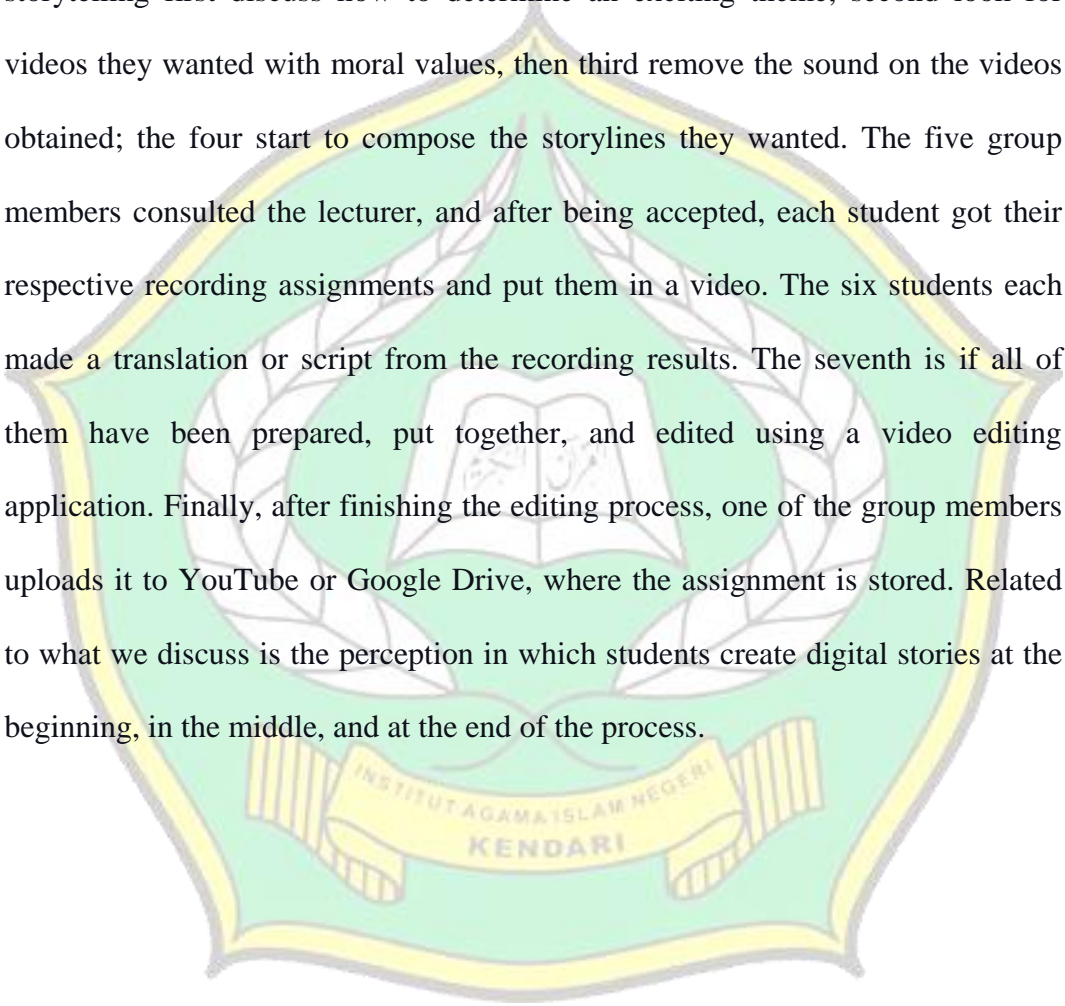
1.6 Definition of Key Terms

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.



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.

CHAPTER III

METHODOLOGY

This chapter presents the research methodology and contains information on how this study was conducted. This chapter consists of the research design, setting and context, participants, instrument of the study, data collection, and data analysis.

3.1 Research Design

This study applied qualitative methods as qualitative research uses a natural background to overcome the phenomena that occur by involving various existing approaches to present the data, interpret, validate, indicate, and obtain the intricate details (Cresswell, 2012). A researcher uses a qualitative method with a research design case study in this research. This approach helped researchers to get a unique experience from each EFL student, something new that contributes to meaningful knowledge. The researcher chose a case study to understand each student intensively and understand all matters relating to cases related to emotional EFL students in this study.

3.2 Setting and Context

This study was conducted in the sixth semester of the 2018 academic year in the Teaching English for Young Learners class involving six students in the field of English education at the Islamic State of Southeast Sulawesi, Indonesia. Based on the observation during the course, the researcher found respective group-based learning models. The groups consist of 3-5 students assigned to create video storytelling or video digital language English for teaching English to

young learners, with 5-8 minutes with Indonesian subtitles and containing moral values for young learners aged 6-12 years old.

The teaching is designed to make young learners comfortable, such as giving digital-based English fairy tales so that they can train students' imagination or understanding through stories, sound, writing, and pictures following the storyline that has stored moral value, so storytelling is an important project to teach by EFL student teacher as a teacher candidate.

3.3 Participants

The participants of this study are EFL students who have completed their digital storytelling project in the teaching English for Young Learners (TEYL) class. They have a good mark, so this study focuses on the emotional experiences of EFL students in creating video storytelling. This study involved six EFL students teaching an English for Young learner class in the sixth semester of the 2018 academic year. All of the participants have experience in creating video storytelling with group work. Then, all participants in this study agreed to participate, and their names are fake as follows.

3.3.1 Participant 1 (P1)

Participant 1 grows up in Kendari, Sout East Sulawesi. Her family was hard-working; her father was a car driver, and her mother was a housewife. She spent her school in one of the state schools in her area, majoring in social science in senior high school. She is a dutiful girl to her parent. She is the first child of three siblings, so she must be an example for her young siblings.

Based on information from P1 related to English skills, she needs to improve in speaking and writing, and for speaking skills, she is nervous when

speaking English in front of the class. Meanwhile, her writing and grammar skills could be better. Even though she catches on quickly to her listening skills, she feels difficult when she listens to the speaker quickly.

P1 was a sixth-semester student of the 2018 academic year in the TEYL class and programmed the teaching English course. In this part, she had task-based collaborative learning with the team to teach English digital storytelling to the young learners by lecture. She and the team did collaborative learning to finish the task. They used a kine master application to edit digital video storytelling and select topics related to folklore in the YouTube application About Giant. She and the team discussed choice character narration on video Giant, and they prepared tools such as a camera, recording, and pictures they needed. Next, they started to write a script for the Indonesia-related storyline, Giant character and recorded their original English sound to combine in the design application video. She and her team had completed video storytelling in the teaching English for Young Learners (TEYL) class, so she had academic and emotional experiences creating a digital storytelling project.

3.3.2 Participant 2 (P2)

Participant 2 grows up in Buton Tengah, South East Sulawesi. Her family was hard-working; her father was Fishman, and her mother was an entrepreneur. She spent her school in one of the state schools in Kendari, majoring in religion in one of MAN in Kendari. She liked the English language when entering college at one of the institutes of religion in Kendari. P2 has a future goal to become an English teacher in Buton Tengah.

Based on information from P2 related to English skills, she catches on quickly if a native speaker speaks slowly and clearly. As for speaking skills, she needs to improve with unfamiliar pronunciation, which makes her nervous when speaking English in front of the class and with her friends. Meanwhile, she needs to improve her grammar skills in writing, which makes it challenging to write well.

P2 was a sixth-semester student of the 2018 academic year in the TEYL class and programmed the teaching English course. In this part, she had task-based collaborative learning with the team to teach English digital storytelling to the young learners by lecture. She and the team are doing collaborative learning to finish the task. They used a kine master application to edit digital video storytelling and select topics related to folklore in a YouTube application about Arogan Crow. She and the team discussed the choice of character narration for the video Arogan Crow, and they prepared tools such as a camera, recording, and pictures needed. Next, they started to write a script for an Indonesian-related storyline of Arogan Crow's character and recorded their English sound original to combine in a design application video. She and her team had completed a digital storytelling project in the teaching English for young learners (TEYL) class, so she had academic and emotional experiences creating a digital storytelling project.

3.3.3 Participant 3 (P3)

Participant 3 grows up in Kendari, Sout East Sulawesi. Her family was hard-working; her father and her mother were entrepreneurs. She spent her school in one of the state schools in her area, majoring in natural science. She liked the

English language in Elementary school because she got a teacher who had an exciting and fun teaching method. She wants her English skills to be her teacher.

Each has a difficulty level for her. The first is reading; she experiences difficulties when she finds new vocabulary and also when she finds English sentences or expressions that need to be interpreted as their true meaning. Writing and speaking skills are the same as reading; vocabulary is still her biggest weakness because she is still learning English as her second language, so she still needs to learn vocabulary. Writing is a complex skill for her, not only vocabulary skills but also grammar and ideas for writing in English. She needs

P3 was a sixth-semester student of the 2018 academic year in the TEYL class and programmed the teaching English course. In this part, she had task-based collaborative learning with the team to teach English digital storytelling to the young learners by lecture. She and the team did collaborative learning to finish the task. They used a kine master application to edit digital video storytelling and select a topic related to folklore in a YouTube application about The Proud Tree. She and the team discussed the choice of character narration for the video The Proud Tree, and they prepared tools such as a camera, recording, and pictures they needed. Next, they start to write a script for the Indonesia storyline, The Proud character, and record their English sound originals to combine in the design application video. She and her team had completed a digital storytelling project in the teaching English for young learners (TEYL) class, so she had academic and emotional experiences creating a digital storytelling project.

3.3.4 Participant 4 (P4)

Participant 4 grows up in Kendari, Sout East Sulawesi. Her family was hard-working; her father was the founding president of the Islamic board School in Kendari, Sout East Sulawesi. Her mother was the Principal of Madrasah Aliya (MA). She is the eldest girl and the most loved in his family. She spent her time at one of the Islamic board schools in Kendari, Sout East Sulawesi. She always cared for all her class assignments.

Based on information from P4 related to English skills, she catches on quickly communicating about the English language, and she has good pronunciation and good intonation, which make her more confident and active in class. Still, she needs to improve her reading skills when vocabulary is unfamiliar, which makes her bored with reading.

P4 was a sixth-semester student of the 2018 academic year in the TEYL class and programmed the teaching English course. In this part, she had task-based collaborative learning with the team to teach English digital storytelling to the young learners through the lecturer. She and the team are doing collaborative learning to finish the task. They used the Cap cut application to edit digital video storytelling and select a topic related to folklore in a YouTube application about Asal Usul Danau Toba; she and the team discussed the choice of character narration on the video Asal Usul Danau Toba, and they were prepared tools such as a camera, recording, and picture their need. Next, they started to write a script for a related storyline for Asal Usul Danau Toba's character and recorded their original English sounds to combine in the design application video. She and her team had completed a digital storytelling project in the teaching English for young

learners (TEYL) class, so she had academic and emotional experiences creating a digital storytelling project.

3.3.5 Participant 5 (P5)

Participant 5 grew up in Wakatobi, southeast Sulawesi, Indonesia. Her family was hard-working; her father was a fisherman, and her mother was a housewife. She is the only child in her family. She spent her school in one of the state schools in MAN, one of Wakatobi. She always cared for all her friends and always felt worried when a task was unfinished.

She caught on quickly based on information from P5 related to English skills. However, she needs to improve her reading skills when unfamiliar with vocabulary, which makes her bored reading books or paper. Their speaking and listening skills are intermediate, where she has good pronunciation and intonation and catches on quickly. She is very active in class and also active when doing collaborative learning with the team.

P5 was a sixth-semester student of the 2018 academic year in the TEYL class and programmed the teaching English course. In this part, she had task-based collaborative learning with the team to teach English digital storytelling to the young learners by lecture. She and the team are doing collaborative learning to finish the task. They used the Cap cut application to edit digital video storytelling and select a topic related to folklore in a YouTube application about Asal Usul Danau Toba; she and the team discussed the choice of character narration on the video Asal Usul Danau Toba, and they were prepared tools such as a camera, recording, and picture their need. Next, they started to write a script for a related storyline for Asal Usul Danau Toba's character and recorded their original English

sounds to combine in the design application video. She and her team had completed a digital storytelling project in the teaching English for young learners (TEYL) class, so she had academic and emotional experiences creating a digital storytelling project.

3.3.1 Participant 6 (P6)

Participant 6 grew up in Toronipa, Southeast Sulawesi, Indonesia. Her family was hard-working; his father was a fisherman, and her mother was a housewife. He spent her school in one of the state schools in Madrasah Aliyah, one of Toronipa. He is an intelligent student in his class; many like his character. He is humble and has a good attitude toward others and his parents.

Based on information from P6 related to English skills, he catches on quickly communicating about the English language, and he has good pronunciation and intonation, making him more confident and active in class. Furthermore, other students have the initiative to ask him about the tasks if they need help understanding the instructions from the lecturer. He is an intelligent person and a good person to all his classmates, so he makes other students like him.

P6 was a sixth-semester student of the 2018 academic year in the TEYL class. He was a man in their group and team. Their team was doing collaborative learning to finish the task. They also used a kine master application to design a digital video and select topics related to folklore in the YouTube application about The Proud Tree. He and the team discussed the choice of character distribution for the video, and then they prepared tools such as a camera, recording, and pictures they needed. Next, they start to write a script for the Indonesia storyline, The

Proud Tree character, and record their English sound originals to combine in the design application video. He and his team completed a digital storytelling project in the teaching English for Young Learners (TEYL) class on time to make them happy and proud. He has academic and emotional experiences in his team.

3.4 Instrument of the Study

This study uses two instruments, namely written reflection and semi-structured interviews, to explore the emotional experiences of EFL students in doing digital storytelling projects. Written reflection by Barkhuizen (2014) refers to a template containing several incomplete question sentences and each participant's answer in the blank space. It was carried out using the WhatsApp application because it makes it easier for students to answer questions comfortably and freedom for the emotional experience EFL students have by creating a digital storytelling project. The semi-structured interview to clear students' answers in more detail in written reflection, namely data triangulation or follow-up; Kallio, Pietila, Johnson, and Kangasniemi (2016) stated that semi-structured interviews could be trusted because this instrument has necessary objectivity and trustworthiness and makes the results more reasonable.

3.5 Data Collection

This study collects some steps. The first is reflection. In this section, the researcher makes a template in Google form and then shares it through WhatsApp. In the same situation, the researcher makes a WhatsApp group with six members as participants to get the link and get the answers and information efficiently from participants. Second, the researcher allows participants to finish it in one week.

Third, one of my participants got an unclear answer, so the researcher interviewed to follow up on the data for accurate information.

3.6 Data Analysis

To analyze the data, the researcher used thematic analysis to categorize and classify the emotional experiences of EFL students in creating digital storytelling projects to generate themes. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) from all participants' reflections. (Braun & Clarke, 2017). The research's written reflections consisted of seven Indonesian questions and were analyzed qualitatively in thematic analysis using descriptive coding. The participants' reflection data was coded using six colors. Orange, red, grey, green, pink and blue. The gathered data was transferred into Microsoft Excel to classify the data into three columns, consisting of raw data for the first column, coding, categorization, interpretation, and theme.

Tabl 3.2: Example of Data Coding

Sample of Raw Data	Preliminary Codes	Final Codes
Well, before I create digital storytelling project in TEYL class very <u>conxious</u> , because I and my team group did not have the skill in creating a digital video to finished our project.	when I create digital storytelling project in TEYL class very <u>conxious</u> , because I and my team group did not have the skill in creating a digital video to finished our project.	Before creating DST Negative feeling
However, I tried to avoid my anxiety, I started working on digital projects based on my ability and started looking for short narrative topics and looking for the right application to create digital narratives then, I invited my friends to	I tried to avoid my <u>anxiety</u> , I started working on digital projects based on my ability and started looking for short narrative topics and looking for the right application to create digital narratives then, I invited my friends to	While creating digital storytelling. Enjoyment

Sample of Raw Data	Preliminary Codes	Final Codes
participate in voice-overs.	participate in voice-overs	
Well, when finished that project in on time I felt very happy and proud because I and my team got good mark in TEYL class and also Iam very happy, because I am getting interested in desaining untill now.	when finished that project in on time I felt very happy and proud because I and my team got good mark in TEYL class and also Iam very happy because I am getting interested in desaining untill now	After creating DST Positive emotions

The themes shown above in the participant data are categorized as negative and positive emotions based on the framework by Hargreaves (2001) and Pekrun (2006): emotional experiences in a workmate in the classroom relationship. Al-Khateeb (2019) and Mirza (2020) related the challenges and benefits of creating and finishing a collaborative digital project

Data were coded using six colors. The yellow color shows the participants' emotions before working on the digital storytelling project, and the red represents their negative emotions before working on the project. Moreover, the grey color shows the participant's emotions while processing the digital storytelling project; the green color represents their positive emotions while processing the digital storytelling project. The next color researcher uses pink to indicate their feelings after working on the project; blue color shows their positive emotions after working on the project. Color coding helps the researcher classify the emotional experiences of EFL students as positive and negative for all participants before, processing, and after creating a digital storytelling project.

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

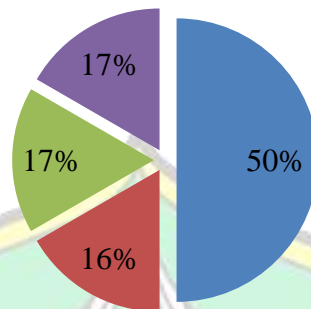


Figure 4.1 Students before Creating Video Storytelling

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

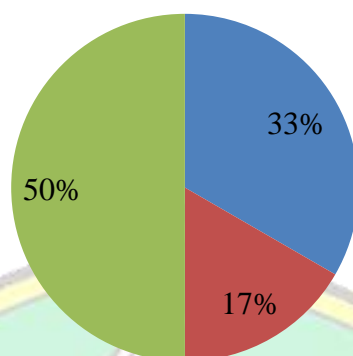


Figure 4.2 Students' Emotion processing in Creating Digital Storytelling

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

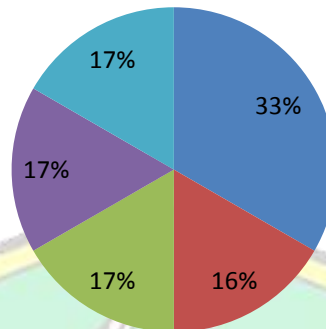


Figure 4.3 Students' Emotion after Creating Digital Storytelling

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 future'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.

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

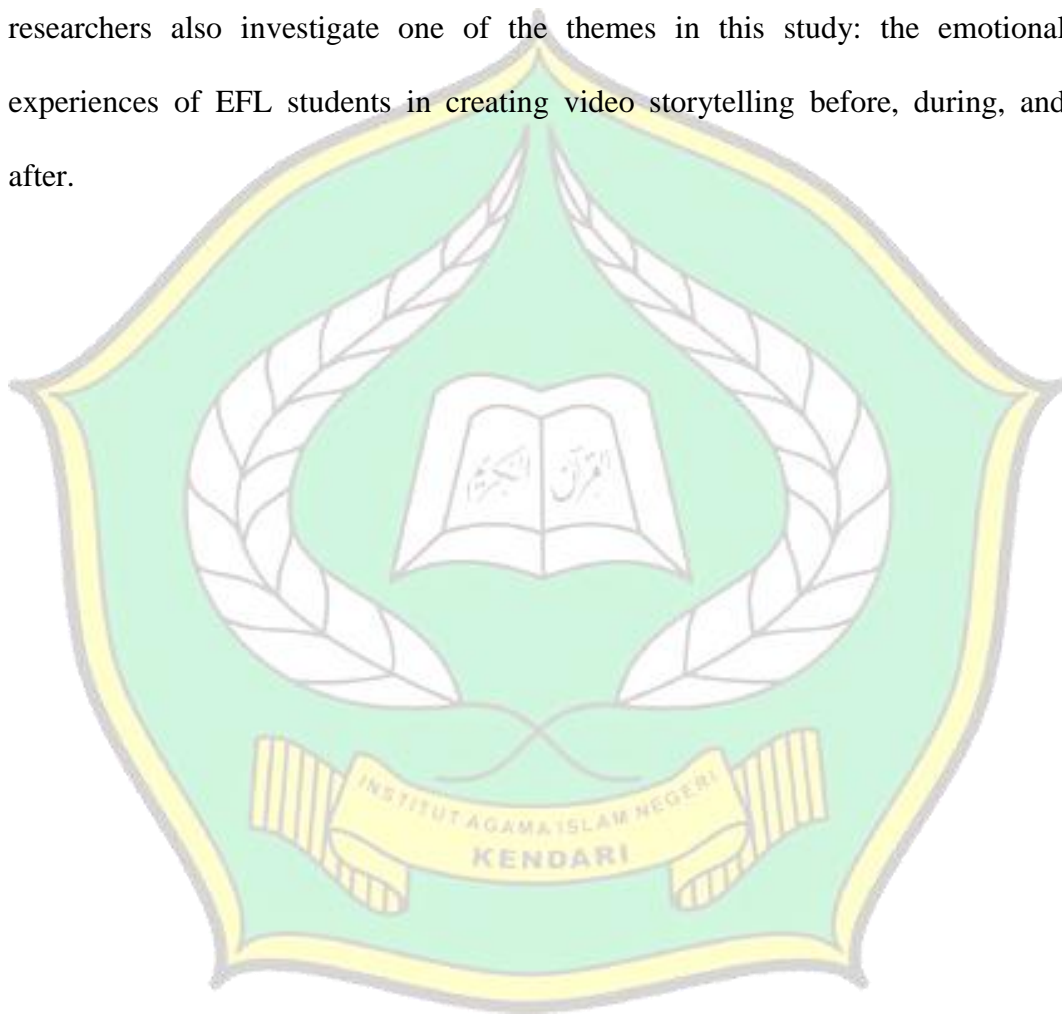
This research had more essential rules that should be approved, especially for the EFL students and university. Based on the result of the discussion above, some suggestions are presented related to the emotional experiences of EFL students before, processing, and after creating video storytelling in 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.



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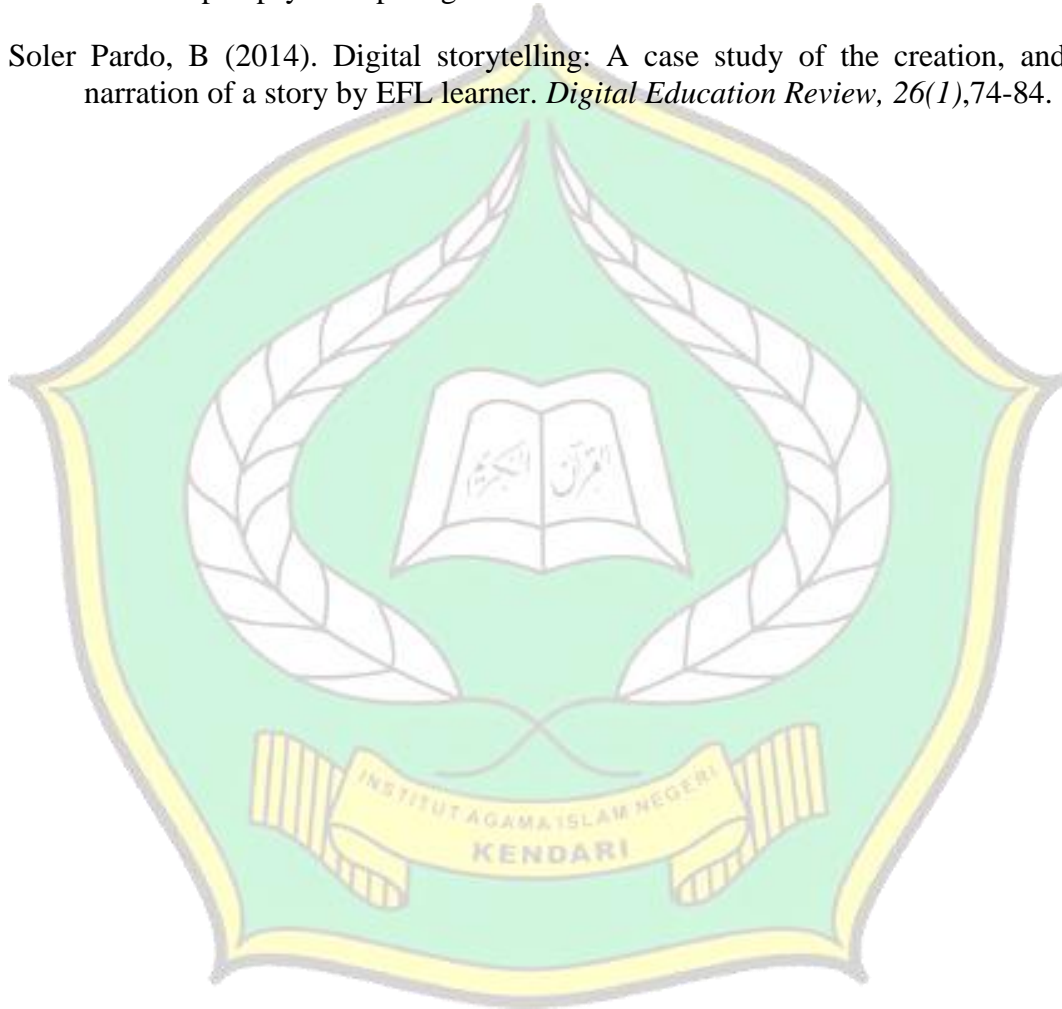
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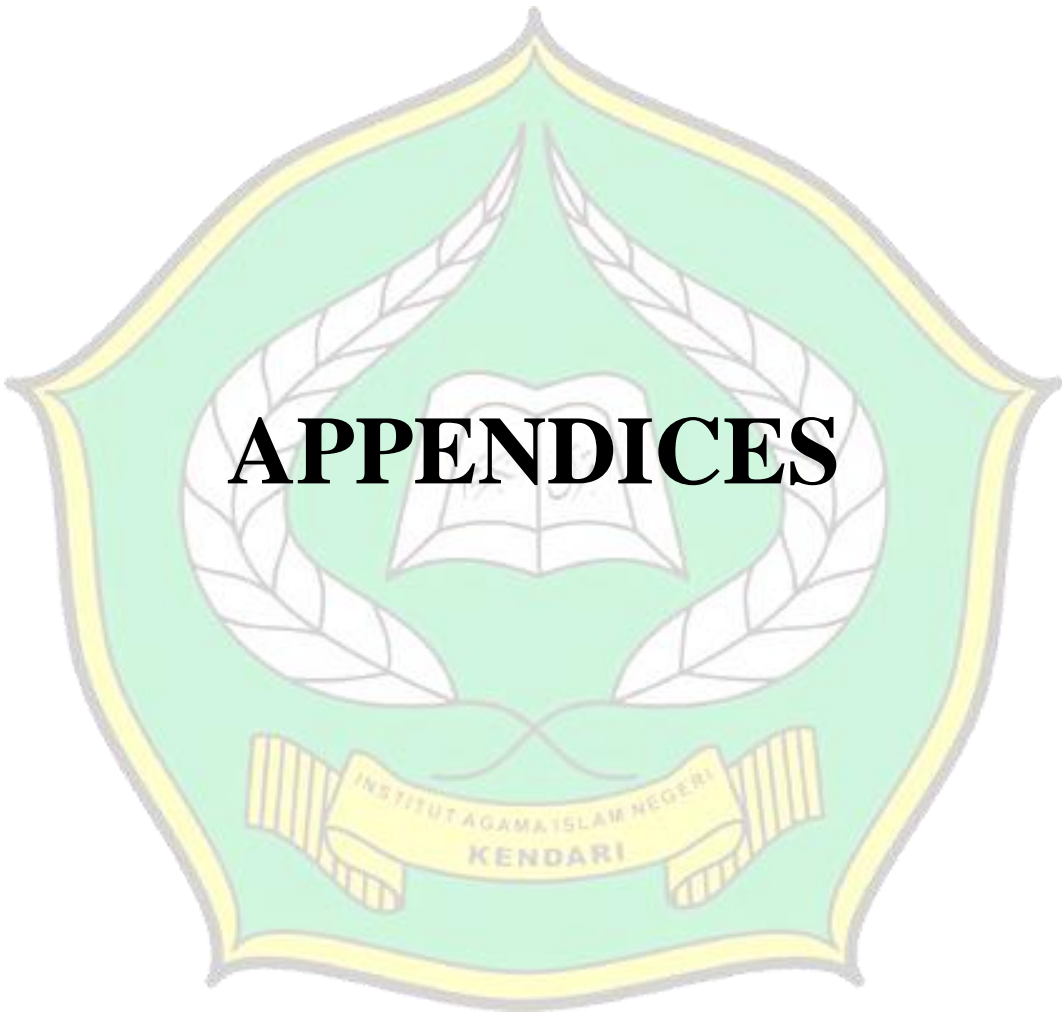
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APPENDICES

Appendix 1 Reflection

1. Jelaskan perasaan anda atau emosi anda saat awal anda membuat digital storytelling project di kelas TEYL?
2. Jelaskan perasaan anda atau emosi anda saat anda sedang membuat digital storytelling project di kelas TEYL?
3. Jelaskan perasaan anda atau emosi anda setelah berhasil mengerjakan digital storytelling project di kelas TEYL?

(This question adapted from Pekrun,(2006)



Appendix 2 Sampel of Interview 1

Participan	Answering	Coding	Categorisation	Interpreting	Theme	Question
P2	Ohh itu, Saat itu kami masing-masing berada di area KKN sehingga sulit untuk bertemu langsung dan juga kami memiliki jaringan yang buruk sehingga perlu tambahan waktu untuk menyelesaikan tugas p2.	Saat itu kami masing-masing berada di area KKN sehingga sulit untuk bertemu langsung dan juga kami memiliki jaringan yang buruk sehingga perlu tambahan waktu untuk menyelesaikan tugas p2.	Necessity of additional time	P2 stated that they need necessity of time because they condition in KKN area and had network and they had to complete tasks every day. so made they could not meet each other to discuss soft task.	Challenges	Jawaban mu di google from kamu bilang membutuhkan waktu tambahan karena apa kamu membutuhkan tambahan ?

Appendix 3 Sampel of Interview 2

Participant	Answering	Coding	Categorysation	Intrepreting	Theme	Question
P2	<p>Iyakah berarti saya lupa isi maaf nah wia...</p> <p>Manfaat yang saya dapat kan dengan tim ku, Waktu itu kami saling bertukar pikiran dan menggabungkan ide ide kami dalam membuat project digital storytelling.</p>	<p>Manfaat yang saya dapat kan dengan tim ku, Waktu itu kami saling bertukar pikiran dan menggabungkan ide ide kami dalam membuat project digital storytelling.</p>	<p>Generating share opinion</p>	<p>P2statedthat The benefits that she gets with her team, At that time they exchanged ideas and combined these ideas in making digital storytelling projects..</p>	<p>Collaborative benefit</p>	<p>Jawaban anda di refleksi saya tidak melihat anda menjawab terkait manfaat secara kolaborative.</p> <p>Apa manfaat yang anda rasakan ketika membuat digital storytelling project bersama kelompok ?</p>

Appendix 4 Sampel of Data Coding

1. Jelaskan perasaan anda atau emosi saat awal anda dalam membuat digital storytelling project dikelas TEYL?

Name	Raw Data	Coding	Categorization	Sub-theme and interpreting	Theme
P1	Dalam pembuatan digital storytelling yang pertama kali dalam kelas TEYL saya merasa bingung karena saya belum pernah mengerjakan tugas seperti ini dan saya belum memiliki keahlian dalam pengeditan vidio digital	Dalam pembuatan digital storytelling yang pertama kali dalam kelas TEYL saya <u>merasa bingung</u> karena saya belum pernah mengerjakan tugas seperti ini dan saya belum memiliki keahlian dalam pengeditan vidio digital	Confused	Negative emotions ; Partisipan 1 merasakan emosi negative sebelum membuat digital storytelling yaitu kebingungan dikarenakan dia belum pernah mengerjakan tugas digital video dan belum memiliki keahlian dalam pengeditan vidio digital.	Before creating digital storytelling
P2	Ketika pertama kali membuat tugas digital Story Telling tentunya saya merasa cemas, bingung, takut tidak bisa menyelesaikan dengan tepat waktu.	Ketika pertama kali membuat tugas digital Story Telling tentunya saya <u>merasa cemas, bingung, takut</u> tidak bisa menyelesaikan dengan tepat	Anxiety and confused	Negative emotions ; Partisipan 2 merasakan emosi negative sebelum membuat digital storytelling yaitu cemas dan bingung karena dia takut tidak bisa menyelesaikan tugas dengan tepat waktu.	Before creating digital storytelling

		waktu.			
P3	Pertama kali membuat digital storytelling saya merasa sedikit tidak percaya diri dengan cara saya bercerita di sebuah videi agar bisa menghasilkan cerita yang menarik untuk di dengar.	Pertama kali membuat digital storytelling saya <u>merasa sedikit tidak percaya diri dengan cara saya bercerita di sebuah videi agar bisa menghasilkan cerita yang menarik untuk di dengar.</u>	Unconfident	Negative emotions ; Partisipan 3 merasakan emosi negative sebelum membuat digital storytelling yaitu dia tidak percaya diri dengan pengucapan untuk dimasukan dalam sebuah video digital yang terdengar tidak menarik	Before creating digital storytelling
P4	Pada awal kami membuat digital storytelling, saya merasa cemas apakah saya bisa menyelesaikan tugas ini atau tidak karena saya dan teman-teman belum tau cara bagaimana membuat video digital storytelling. Namun, saya dan teman-teman berusaha untuk	Pada awal kami membuat digital storytelling, saya <u>merasa cemas apakah saya bisa menyelesaikan tugas ini atau tidak karena saya dan teman-teman belum tau cara bagaimana membuat video digital storytelling.</u> Namun, saya dan	Anxiety	Negative emotions ; Partisipan 4 merasakan emosi negative sebelum membuat digital storytelling yaitu cemas karena takut tidak menyelesaikan project tepat waktu yang disebabkan dia dan tim tidak mengetahui cara bagaimana membuat video digital storytelling.	Before creating digital storytelling

	<p>mecaritau cara membuat video digital storytelling di Youtube. Pada akhirnya, kami dapat membuat digital storytelling dan tugas kami dapat selesai dengan tepat waktu.</p>	<p>teman-teman berusaha untuk mecaritau cara membuat video digital storytelling di Youtube. Pada akhirnya, kami dapat membuat digital storytelling dan tugas kami dapat selesai dengan tepat waktu.</p>			
P5	<p>Pada saat pertama kali saya membuat digital storytelling saya merasa bingung bagaimana mengerjakan tugas tersebut dengan bagus karena saya pribadi kurang tahu cara membuat digital storytelling khususnya pada bagian video</p>	<p>Pada saat pertama kali saya membuat digital storytelling saya merasa bingung bagaimana mengerjakan tugas tersebut dengan bagus karena saya pribadi kurang tahu cara membuat digital storytelling khususnya pada bagian video</p>	<p>Confused</p>	<p>Negative emotions ; Partisipan 5 merasakan emosi negative sebelum membuat digital storytelling yaitu bingung untuk mengerjakan digital storytelling project dengan baik disebabkan kurangnya pengetahuan dalam mengedit video digital.</p>	<p>Before creating digital storytelling</p>

P6	<p>Awalnya saya merasa sangat bingung karena ini adalah proyek pertama saya yg dibuat secara digital. Kemudian saya juga bingung karen tidak paham apa yg akan saya lakukan dengan proyek ini. Namun, ketika dijelaskan oleh dosen tentang intruksi pengerjaanya jadi saya sudah tida bingung dan cukup mengerti tentang cara pengerjaan proyek ini.</p>	<p>Awalnya saya <u>merasa sangat bingung</u> karena ini adalah proyek pertama saya yg dibuat secara digital. Kemudian saya juga <u>bingung karen tidak paham apa yg akan saya lakukan dengan proyek ini</u>. Namun, ketika dijelaskan oleh dosen tentang intruksi pengerjaanya jadi saya sudah tida bingung dan cukup mengerti tentang cara pengerjaan proyek ini.</p>	Confused	<p>Negative emotions ; Partisipan 6 merasakan emosi negative sebelum membuat digital storytelling yaitu sangat kebingungan karena baru pertama kali menemukan projec videot digital storytelling dan bingung karena tidak paham dengan intruksi</p>	Before creating digital storytelling
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2. Jelaskan perasaan anda atau emosi anda saat anda sedang membuat digital storytelling project di kelas TEYL

Name	Raw Data	Coding	Categorization	Sub-theme and interpreting	Theme
P1	Menurut saya	Menurut saya	Curiosity	Positive emotion, P1 merasa	Processing in creating

	<p>project ini sangat menantang dan membuat saya penasaran ketika melihat hasilnya. Sehingga saya dan teman kelompok saya bersungguh-sungguh mengerjakan tugas ini dan menyelesaikannya dengan baik</p>	<p>project ini sangat menantang dan membuat <u>saya penasaran ketika melihat hasilnya.</u> Sehingga saya dan teman kelompok saya bersungguh-sungguh mengerjakan tugas ini dan menyelesaikannya dengan baik</p>		<p>tertantang yang membuatnya penasaran untuk melihat hasilnya sehingga ia berinisiatif untuk mengerjakan tugas dengan sungguh-sungguh dan menyelesaikannya dengan baik</p>	<p>digital storytelling project</p>
P2	<p>Pada saat saya mengerjakannya ternyata tidak begitu sulit yang saya pikirkan justru saya merasa senang dengan adanya tugas digital Story Telling ini saya jadi banyak belajar dengan teman kelompok saya bagaimana cara membuat video</p>	<p>Pada saat saya mengerjakannya ternyata tidak begitu sulit yang saya pikirkan justru <u>saya merasa senang dengan adanya tugas digital Story Telling ini saya jadi banyak belajar dengan teman kelompok saya bagaimana cara membuat video</u></p>	<p>Enjoyment</p>	<p>Positive emotion, P2 merasa nyaman dalam pengerjaan project digital ternyata tidak sulit seperti yang dipikirkan justru dia merasa senang dengan adanya tugas digital storytelling bisa lebih banyak belajar dengan teman kelompok bagaimana cara membuat video mengajar digital storytelling.</p>	<p>Processing in creating digital storytelling project</p>

	mengajar (digital story telling).	mengajar (digital story telling).			
P3	Saat proses pembuatan video storytelling tersebut saya sempat frustrasi karena harus mengulang terus menerus saat merekam suara untuk video tersebut, karena saya merasa intonasi dan pengucapan saya sering tidak sesuai, hingga membuat tenggorokan saya serak, tapi saya berusaha untuk tetap tenang hingga mendapatkan hasil yang saya inginkan sehingga saya bisa menyelesaikan tugas TEYI tersebut.	Saat proses pembuatan video storytelling tersebut saya sempat frustrasi karena harus mengulang terus menerus saat merekam suara untuk video tersebut, karena saya merasa intonasi dan pengucapan saya sering tidak sesuai, hingga membuat tenggorokan saya serak, tapi saya berusaha untuk tetap tenang hingga mendapatkan hasil yang saya inginkan sehingga saya bisa menyelesaikan tugas TEYI	Frustration	Positive emotion, P3 merasakan merasa frustrasi karena dia harus mengulangi lagi dan lagi ketika merekam suara untuk membuat video, dia merasa karena intonasi dan pengucapannya selalu tidak cocok, sehingga itu membuat tenggorokannya serak, tetapi dia mencoba untuk tetap tenang sampai selesai sehingga dia mendapatkan hasil seperti yang diharapkan sehingga dia bisa menyelesaikan project digital storytelling	Processing in creating digital storytelling project

		tersebut.			
P4	Saya merasa senang karena pada akhirnya saya dan teman-teman dapat mengedit video yang akan dijadikan tugas digital storytelling. Awalnya kami tidak tau cara membuatnya, namun kami berusaha mencaritu di youtube bagaimana cara Sedang membuat digital storytelling membuatnya. Pada akhirnya, kami bisa menyelesaikan tugas tersebut dengan baik.	<u>Saya merasa senang</u> karena pada akhirnya saya dan teman-teman dapat mengedit video yang akan dijadikan tugas digital storytelling. Awalnya kami tidak tau cara membuatnya, namun kami berusaha mencaritu di youtube bagaimana cara Sedang membuat digital storytelling membuatnya. Pada akhirnya, kami bisa menyelesaikan tugas tersebut dengan baik.	Enjoyment	Positive emotion, P4 merasakan kenikmatan karena dia dan tim bisa mengedit video yang akan digunakan sebagai proyek digital storytelling. Walaupun awalnya mereka tidak tahu cara membuatnya, mereka mencoba mencari tahu di youtube cara membuat digital storytelling, akhirnya mereka bisa menyelesaikan tugas tersebut dengan baik	Processing in creating digital storytelling project
P5	Pada saat sedang membuat digital	Pada saat sedang membuat digital	Enjoyment	Positive emotion, P5 merasakan kenikmatan, dia	Processing in creating digital storytelling

	<p>storytelling project pada kelas TEYL, saya merasa tugas ini sangat sulit untuk dikerjakan dengan baik tapi karena ini merupakan tugas final di kelas maka saya berusaha mengerjakannya dengan semaksimal mungkin agar saya bisa mendapatkan nilai yang bagus dan tidak mengulang lagi untuk semester berikutnya</p>	<p>storytelling project pada kelas TEYL, saya merasa tugas ini sangat sulit untuk dikerjakan dengan baik tapi karena ini merupakan tugas final di kelas maka saya berusaha mengerjakannya dengan semaksimal mungkin agar saya bisa mendapatkan nilai yang bagus dan tidak mengulang lagi untuk semester berikutnya</p>		<p>merasa proyek ini sangat sulit untuk dilakukan dengan baik, meskipun karena itu adalah tugas terakhir di kelas teyl sehingga dia mencoba melakukannya sebanyak mungkin sehingga dia bisa mendapatkan nilai bagus dan tidak mengulang lagi untuk semester berikutnya</p>	<p>project</p>
P6	<p>Saya merasa tertantang karena proyek ini cukup menarik dan membuat saya curious. Proyek ini menarik karena hal baru bagi saya</p>	<p>Saya merasa tertantang karena proyek ini cukup menarik dan membuat <u>saya</u> <u>curious</u>. Proyek ini menarik karena hal baru bagi saya</p>	<p>Curiosity</p>	<p>Positive emotion, P6 merasakan kenikmatan dia merasa tertantang karena proyek mendongeng digital adalah sesuatu yang baru dan menarik jadi buat dia penasaran terkait membuat video digital, sehingga</p>	<p>Processing in creating digital storytelling project</p>

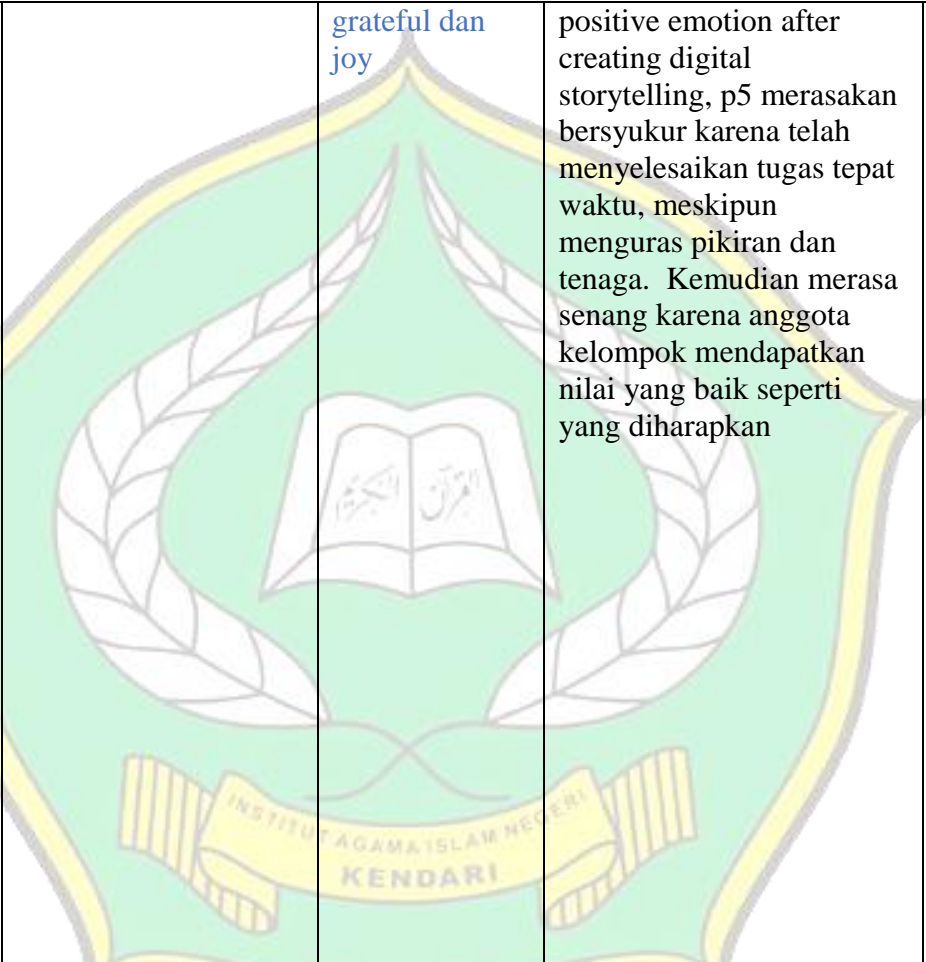
dalam membuat video digital seperti ini. Saya jadi merasa ingin tahu tentang cara membuat projek video ini sehingga pada saat proses pengerjaan nya saya bisa enjoy dan merasa tertantang juga bersemangat untuk mengerjakannya.	dalam membuat video digital seperti ini. Saya jadi merasa ingin tahu tentang cara membuat projek video ini sehingga pada saat proses pengerjaan nya saya bisa enjoy dan merasa tertantang juga bersemangat untuk mengerjakannya.		selama proses dia dapat menikmati dan merasa tertantang, sehingga dia bersemangat untuk menyelesaikannya	
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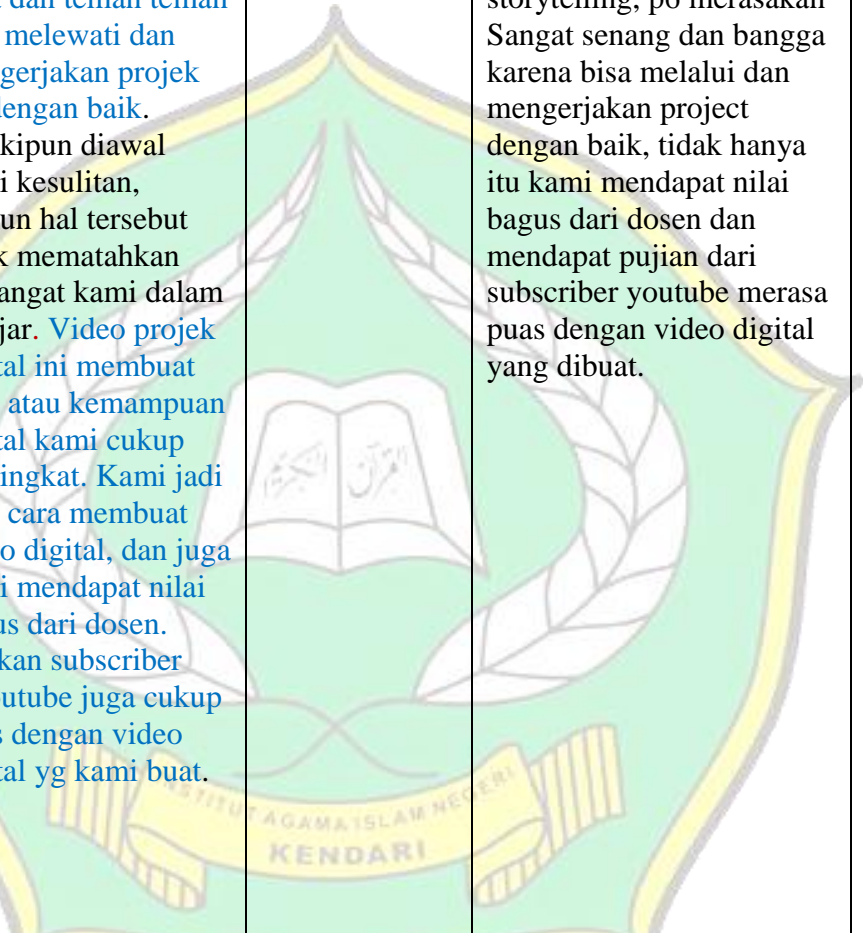
3. Jelaskan perasaan anda atau emosi anda setelah berhasil mengerjakan digital storytelling project di kelas TEYL?

Name	Raw Data	Coding	Categorization	Sub-theme and interpreting	Theme
P1	Ketika telah menyelesaikan tugas project ini tepat waktu saya merasa senang dan bangga karena sudah berhasil membuat vidio	Ketika telah menyelesaikan tugas project ini tepat waktu saya merasa senang dan bangga karena sudah berhasil membuat vidio digital	Joy dan pride	positive emotion after creating digital storytelling, P1 Merasakan emosi positif Bahagia dan bangga karena berhasil membuat video digital mendongeng dengan baik,	After creating digital storytelling


	digital ini dengan usaha yg baik. Saya juga merasa sangat bahagia ketika mendapat nilai yg memuaskan karena itu menandakan saya sudah berhasil dalam pengerjaan tugas ini	ini dengan usaha yg baik. Saya juga merasa <u>sangat bahagia</u> ketika mendapat nilai yg memuaskan karena itu menandakan saya sudah berhasil dalam pengerjaan tugas ini		dan mendapatkan nilai yang memuaskan.	
P2	Setelah berhasil tentunya saya merasa senang, lega, akhirnya saya bisa dan berhasil menyelesaikan tugas digital story telling dengan tepat waktu. sehingga saya tidak perlu khawatir lagi ketika saya mendapat tugas yang sama kedepannya karena saya sudah belajar bagaimana cara mendesain video digital mengajar.	Setelah berhasil tentunya saya <u>merasa senang, lega</u> , akhirnya saya bisa dan berhasil menyelesaikan tugas digital story telling dengan tepat waktu. sehingga saya tidak perlu khawatir lagi ketika saya mendapat tugas yang sama kedepannya karena saya sudah belajar bagaimana cara mendesain video digital mengajar.	Joy and relief	Positive emotion after creating digital storytelling, P2 merasakan Senang dan lega karena berhasil menyelesaikan project video digital storytelling dengan tepat waktu dan tanpa khawatir ketika diberikan tugas yang sama kedepanya.	After creating digital storytelling

P3	Setelah berhasil menyelesaikan tugas membuat video storytelling tersebut saya merasa sangat puas dan senang, apalagi setelah saya menonton kembali video hasil kolaborasi kelompok saya.	Setelah berhasil menyelesaikan tugas membuat video storytelling tersebut saya <u>merasa sangat puas dan senang</u> , apalagi setelah saya menonton kembali video hasil kolaborasi kelompok saya.	Satisfied and joy	positive emotion after creating digital storytelling, P3 merasakan Sangat puas dan senang telah menyelesaikan tugas pembuatan video digital storytelling dengan hasil yang memuaskan.	After creating digital storytelling
P4	Saya sangat bahagia karena dapat menyelesaikan tugas tersebut, yang awalnya kami tidak tau cara membuat, ternyata kami dapat menyelesaikannya dengan baik	Saya <u>sangat bahagia</u> karena dapat menyelesaikan tugas tersebut, yang awalnya kami tidak tau cara membuat, ternyata kami dapat menyelesaikannya dengan baik	Joy	positive emotion after creating digital storytelling, P4 merasakan Sangat senang karena bisa menyelesaikan tugas tepat waktu	After creating digital storytelling

P5	<p>Perasaan saya setelah berhasil dalam membuat digital storytelling di kelas TEYL adalah saya merasa bersyukur saya sudah menyelesaikan tugas ini dengan tepat waktu meskipun itu sangat mengurus pikiran dan tenaga untuk menyelesaikannya dengan baik. Selain itu saya merasa senang karena saya dan tim kelompok saya menapatkan nilai yang bagus sesuai dengan apa yang kami harapkan.</p>		grateful dan joy	<p>positive emotion after creating digital storytelling, p5 merasakan bersyukur karena telah menyelesaikan tugas tepat waktu, meskipun mengurus pikiran dan tenaga. Kemudian merasa senang karena anggota kelompok mendapatkan nilai yang baik seperti yang diharapkan</p>	After creating digital storytelling
P6	<p>Saya sangat senang dan bangga karena</p>	<p>Saya <u>sangat senang dan bangga</u> karena</p>	Pride, and joy	<p>positive emotion after creating digital</p>	After creating digital storytelling

	<p>saya dan teman teman bisa melewati dan mengerjakan projek ini dengan baik. Meskipun diawal kami kesulitan, namun hal tersebut tidak mematahkan semangat kami dalam belajar. Video projek digital ini membuat skill atau kemampuan digital kami cukup meningkat. Kami jadi tahu cara membuat video digital, dan juga kami mendapat nilai bagus dari dosen. Bahkan subscriber diyoutube juga cukup puas dengan video digital yg kami buat.</p>	<p>saya dan teman teman bisa melewati dan mengerjakan projek ini dengan baik. Meskipun diawal kami kesulitan, namun hal tersebut tidak mematahkan semangat kami dalam belajar. Video projek digital ini membuat skill atau kemampuan digital kami cukup meningkat. Kami jadi tahu cara membuat video digital, dan juga kami mendapat nilai bagus dari dosen. Bahkan subscriber diyoutube juga cukup puas dengan video digital yg kami buat.</p>		<p>storytelling, p6 merasakan Sangat senang dan bangga karena bisa melalui dan mengerjakan project dengan baik, tidak hanya itu kami mendapat nilai bagus dari dosen dan mendapat pujian dari subscriber youtube merasa puas dengan video digital yang dibuat.</p>	
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Appendix 5: Screenshot of Research Permit

**PEMERINTAH PROVINSI SULAWESI TENGGARA**
BADAN RISET DAN INOVASI DAERAH
Jl. Mayjend S. Parman No. 03 Kendari 93121
Website : <https://brida.sultraprov.go.id> Email: bridaprovsultra@gmail.com

Kendari, 06 Juni 2023

K e p a d a
Yth. Rektor IAIN Kendari
Di - KENDARI

Nomor : 070/ 2524 / VI /2023
Sifat : -
Lampiran : -
Perihal : IZIN PENELITIAN.

Berdasarkan Surat Dekan FTIK IAIN Kendari Nomor : 2303/In.23/FTIK/TL.00/05/2023 tanggal 17 Mei 2023 perihal tersebut diatas, Mahasiswa dibawah ini :

Nama : HAWIA
NIM : 18010106058
Prog. Studi : TBI
Pekerjaan : Mahasiswa
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Sesuai Lokasi diatas, dalam rangka penyusunan KT/Skripsi/Tesis/Disertasi, dengan judul :

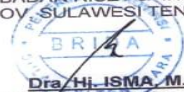
"EMOTIONAL EXPERIENCES OF EFL STUDENTS IN CREATING DIGITAL STORYTELLING PROJECT".

Yang akan dilaksanakan dari tanggal : 06 Juni 2023 sampai selesai.
Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undangan yang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan di lapangan agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat.
4. Wajib menghormati adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Gubernur Sulawesi Tenggara Cq. Kepala Badan Riset dan Inovasi Daerah Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian surat Izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA
KEPALA BADAN RISET & INOVASI DAERAH
PROV. SULAWESI TENGGARA


Dra. HI ISMA, M.Si
Pembina Utama Madya, Gol. IV/d
Nip. 19660306 198603 2 016

T e m b u s a n :

1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari;
2. Dekan FTIK IAIN Kendari di Kendari;
3. Ketua Prodi TBI FTIK IAIN Kendari di Kendari;
4. Mahasiswa yang bersangkutan.



Appendix 6. Curriculum Vitae

PERSONAL DATA

1. Name : Hawia
2. Place/Date of Birth : Waru, 03th Juni 2000
3. Gender : Female
4. Status : Student
5. Religion : Islam
6. Phone Number : 081253154247
7. Address : Desa Poaro, Kec. Bungku Selatan, Kab. Morowali, Prov. Sulawesi Tengah
8. E-mail : hawiahawi621@gmail.com



PARENTAL DATA

1. Name of Parents
 - a. Name of Father : Laizi
 - b. Name of Mother : Hasisa
2. Name of brothers :
 1. Muh. Abdullah
 2. Salim Rusdi
 3. Herdiansya

EDUCATIONAL BACKGROUND

1. SD : SDN Powaru
2. SMP : SMPN 01 Bungku Selatan
3. SMA : SMAN 01 Bungku Selatan
4. College : Institut Agama Islam Negeri (IAIN) Kendari

Kendari, 28th December, 2023
The Writer

HAWIA

NIM. 18010106058