# EFL STUDENTS' PERCEPTIONS OF COLLABORATIVE DIGITAL STORYTELLING PROJECT IN TEYL CLASS

**RESEARCH PAPER**

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

**by**

**WAHYUNI**

**NIM: 18010106048**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**INSTITUT AGAMA ISLAM NEGERI KENDARI**

**KENDARI**

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## APPROVAL SHEET

TITLE : EFL STUDENTS' PERCEPTIONS OF COLLABORATIVE DIGITAL STORYTELLING PROJECT IN TEYL CLASS

NAME : WAHYUNI

SID : 18010106048

This research paper draft has been approved by the supervisor on November 08th, 2022 for further research paper seminar.

| Supervisor I, | Supervisor II, |
| --- | --- |
| Dr. Sitti Nurfaidah, S.Pd., M.Ed. | Sarjaniah Zur, S.Pd., M.Pd. |
| NIP. 197704172009012004 | NIP. 198501262018012001 |

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI KENDARI**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan Sultan Qaimuddin No. 17 Kelurahan Baruga, Kendari Sulawesi Tenggara
Telp/Fax. (0401) 3193710/ 3193710
email: iainkendari@yahoo.co.id website: http://iainkendari.ac.id

## LEGALIZATION SHEET

This is to certify that the research paper by Wahyuni, SID 18010106048, entitled "EFL Students' Perceptions of Collaborative Digital Storytelling Project in TEYL Class" has been presented in the research examination on November, 8th 2022 and approved by the Board of Examiners.

Kendari, November, 8th 2022
13 Rabiul Akhir 1444 H

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NIP. 196712311999031065

*Visi Program Studi Tadris Bahasa Inggris (TBI):*
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I am Wahyuni, SID 18010106048, at this moment declare that all information in my research entitled "EFL Students' Perceptions of Collaborative Digital Storytelling Project in TEYL Class" under the supervision of Dr. Sitti Nurfaidah, S.Pd., M.Ed, and Sarjaniah Zur, S.Pd., M.Pd., have been obtained and presented following academic rules and ethical conduct of IAIN Kendari. It is written and published as a requirement for the degree of English Education Program, Tarbiyah and Teacher Training Faculty at IAIN Kendari. Therefore, I am responsible for the research paper, if there are any objections or claims from others.

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Wahyuni
SID.18010106048

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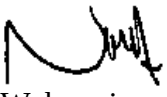

Wahyuni
SID. 18010106048

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Kendari, November 8th, 2022

The researcher

**Wahyuni**

**SID. 18010106048**

# ABSTRACT

Wahyuni. SID 18010106048. Students' Perceptions of Collaborative Digital Storytelling Project in TEYL Class. Supervised by: Dr. Sitti Nurfaidah, S.Pd., M.Ed., and Sarjaniah Zur, S.Pd., M.Pd.

This study aims to describe students' perceptions of collaborative digital storytelling project in Teaching English for Young Learner (TEYL) class. The research method uses a qualitative approach with a descriptive data analysis technique. The participants of this study consisted of 10 students from TEYL class. The qualitative data were analyzed by thematic analysis. The research results revealed that students' perceived the collaborative digital storytelling project an innovative instructional model that increases collaboration skills, develops students' participation in language skills, trains creative thinking, and offers challenging learning.

**Keywords:** Collaborative project; digital storytelling making; students' perceptions

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# CHAPTER I

# INTRODUCTION

This chapter describes the study's background, the study, scope of the study, the research question, the study's purpose, the study, the significance of the study, and the defi nition of the critical term.

## 1.1 Background of the Study

In recent years, there has been an increase in international interest in using digital storytelling as a teaching technique (Di Blas & Ferrari, 2014). Teachers and students can use computer technology and internet connectivity as beneficial and practical tools to improve teaching and learning. Digital storytelling is a type of technology media that can be used in EFL classrooms (Anggeraini, 2018; Anggeraini & Afifah, 2017). It is a particular technique of using text, images, audio, and video to convey stories in the digital age. Students who have the chance to present their work to their peers may also get new insights on how to evaluate their own and other students' digital storytelling, which can enhance their emotional intelligence and collaborative and social learning (Robin, 2016). Storytelling enables the fusion of established and emerging literacy techniques to produce a highly creative final output (Shelby-Caffey, Ubeda & Jenkins, 2014).

The Centre for Digital Storytelling in America invented and developed digital storytelling in the 1990s (Lambert, 2013). Digital storytelling artefacts or digital stories are typically created as short films lasting two to three minutes (Wu & Chen, 2013). Teachers or subject matter experts can produce digital stories to instruct and

present instructional materials (Rance-Roney, 2010; Verdugo & Belmonte, 2007), or the principal purpose of digital storytelling in education is allowing students to digest information and create meanings (Liu, Wang, & Tai, 2016; Stewart & Gachago, 2016). Digital storytelling studies have examined learning at many stages of education, including young children (Aberg, Lantz-Andersson, & Pramling, 2016), elementary (Bateman, Schultz, & Vasudevan, 2010), secondary (Nam, 2017), post-secondary (Beak, Park & Xu, 2011), and education for adult (Garcia & Russiter, 2010). Digital storytelling has undoubtedly become more widespread across all levels of schooling and learner populations.

During the last two decades, digital storytelling initiatives have effectively increased language competency and digital abilities in an L2 (Robin, 2008). Several universities in the international context have studies on EFL students in creating digital storytelling projects, as Mirza (2020), and investigated whether students of English as a foreign language (EFL) at the Lebanese University can effectively improve their language proficiency by creating digital stories. According to the findings of this study, making digital stories is pleasurable because students can gain confidence and enhance their pronunciation and team abilities to deliver presentations.

A previous study has found that digital storytelling project has become a teaching and learning tool that interests lecturers, teachers and students (Mirza, 2020). Various disciplines, including this study, focus on creating collaborative digital storytelling projects considered a teaching strategy that can impart a wide range of skills (Del-Moral-Perez, Villalustre-Martinez & Neira-Pineiro, 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 elementary schools (Del-Moral-Perez et al., 2019) and junior high school (Rahimi & Yodallahi, 2017), elementary and middle school (Smeda, Dakich & Sharda, 2014), senior high school (Staley & Freeman, 2017; Sudarmaji, Mulyana & Karsiyah, 2020) and university level (Aal-Khateeb, 2019; Mirza, 2020) have used digital storytelling in learning to motivate and develop digital literacy (Chan, Churchill & Chiu, 2017).

Balaman (2020) examined whether digital storytelling integrated pedagogy effectively increased students' self-efficacy and attitudes toward educational technology in Turkey. According to the findings of this study, digital storytelling has a favourable impact on students' views about technology in educational learning. Pupils benefit from creating a teaching environment that can fulfil the requirements and expectations of 21st-century pupils. Al-khateeb (2019) investigated the benefits and challenges of developing a socially focused digital storytelling project in Saudi Arabia. According to the findings of this study, the digital storytelling project has been highly beneficial in developing solid interactions between individuals, fostering more inspiring relationships an atmosphere for exchanging opinions, and boosting digital abilities.

Andayani (2019) also investigated the involvement of English student teachers in a digital storytelling initiative for young learners. This study found that including English student teachers in digital storytelling, projects improves language learning while also increasing English student teacher creativity in planning teaching and learning activities for future English classes. Santana, Lesmana, Marzuki, and Erizar (2021) researched three university students using the Anitales App in Digital

Storytelling. This study discovered that students find it helpful in creating digital storytelling and developing their imagination, writing, and speaking skills.

Previous studies have emphasized that digital storytelling is a crucial and effective strategy for collaborative knowledge construction and promotional interaction (Hung, Hwang, & Huang, 2012; Jenkins & Lonsdale, 2007; Theune, Linssen, & Alofs, 2013). Furthermore, combining personal learning experiences, creativity, and collaboration is another benefit of digital storytelling for students (Nordmark & Milrad, 2012). Meanwhile, some studies found that digital storytelling gave many benefits to students, such as student-centred, collaborative learning (Vinogradova, Linville, & Bickel, 2011), oral, specifically pronunciation, fluency, and expression (Castaneda, 2013), creative and critical thinking (McGeoch & Hughes, 2009; Yang & Wu, 2012), vocabulary growth and memorization (Tsou, Wang, & Tzeng, 2006).

However, in the Indonesian context, studies on digital storytelling have been carried out with various focuses. Aziz and Husnawadi (2020) looked into the effectiveness of group projects based on digital storytelling in an Indonesian EFL writing classroom. According to this study, collaborative digital storytelling assignments considerably positively impact students' interpersonal relationships, motivation, engagement and writing abilities, and English language proficiency. However, the limitation of this study is that it is more focused on creating collaborative digital storytelling-based tasks for EFL students in the writing classroom without involving students' emotions.

Abdel-Hack and Helwa (2014) identified five subcategories of digital storytelling: presentations, staging, video clips, photo stories (the combination of

images and text), and video words (the combinations of words or pictures to produce a short film clip/movie). Meanwhile, Condy et al. (2012) also found that digital storytelling improved student knowledge and respect for one another in the classroom. They pay close attention while they listen to their peers' stories.

Although many previous studies have been conducted on collaborative digital storytelling projects (Hung et al., 2012; Jenkins & Lonsdale, 2007; Theune et al., 2013), digital storytelling is a crucial and effective strategy for collaborative knowledge construction and promotional interaction. However, the previous study did not focus on EFL students' perceptions of collaborative digital storytelling projects in the Teaching English of Young Learners (TEYL) class. Therefore, this study intends to explore EFL students' perceptions of collaborative digital storytelling projects in TEYL class.

### 1.2 Scope of the Study

This study focused on the EFL students' perceptions of collaborative digital storytelling projects in TEYL class. This study involved fifteen EFL students at an Islamic higher institution in South East Sulawesi who have carried out a collaborative digital storytelling project in TEYL class.

### 1.3 Research Question

Based on the research focus described above, this research question is "What are the EFL students' perceptions of collaborative digital storytelling projects in TEYL class."

## 1.4 Purpose of the Study

Based on the research background, this study intended to explore EFL students' perceptions of collaborative digital storytelling project videos in TEYL class.

## 1.5 Significance of the Study

This study offers vital insight into several theoretical and practical benefits. The finding of this study can be used as a reference for all who want to conduct research in analyzing students' perceptions of collaborative digital storytelling projects in TEYL class. Moreover, it can positively impact all levels of academic context.

Firstly, this research is helpful for students as a useful reference. This study provides a valuable and referential contribution in presenting EFL students' perceptions of collaborative digital storytelling projects in TEYL class and expressing their feelings after getting a project.

Secondly, for students, this research described students learning to create collaborative digital storytelling projects and the students' perceptions about the finished project in the classroom. Moreover, the students can investigate that collaborative project has many benefits.

Thirdly, for the teacher, this research allows the teacher to measure the students' creativity in the classroom based on the student's knowledge and skills. The teacher also can make a new teaching method by using collaborative projects in the classroom.

## 1.6 Definition of Key Terms

To avoid misunderstanding the title of this study, the writer defines the terms used in this study as follows:

*EFL students' perceptions*: The perceptions of EFL students of the English Education Department in the eighth semester at an Islamic higher institution in South East Sulawesi who have completed a collaborative digital storytelling project in TEYL class.

*Digital storytelling project*: The Indonesian fairy tales are selected by each group, and then the dialogue is changed to the English version. After that, they study the characters and explore the characters that each group member has chosen. In addition, they also practice dubbing voices so that their voices match the character in the fairy tales. Once the recording follows the character's voice in the fairy tale, they send it to the WhatsApp group of each group. There are many definitions of digital storytelling writing in the literature (Banister, Hodges, & Michalski, 2005; Bull & Kajder, 2004; Castaneda, 2013; Dogan & Robin. 2008; Jenkins & Lonsdale, 2007; Meadows, 2003; Robin, 2006; Skinner & Hagood, 2008). These definitions revolve around writing digital storytelling by combining various multimedia sources such as images, audio, sound, animations, text, interactions, and others packaged into digital videos that convey messages to the public.

*Collaborative learning*: Developed by students in TEYL class where each group writes a dialogue according to the character in storytelling they have chosen in the digital storytelling project using English. In addition, each group member discusses the dialogue they have written and corrects each other's grammar mistakes from each group member through the WhatsApp application. Then the result of the

dialogue is recorded by each group member and combined into one video. After that, one member of the group edited the recording into a video using only images, sound (English), and text (Indonesian subtitles), then uploaded it to YouTube.

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# CHAPTER II

# LITERATURE REVIEW

This chapter presents some theoretical foundations of this study. It consists of previous research and literature review of related theory.

## 2. Theoretical Framework

### 2.1 Digital Storytelling Project

Digital stories can be defined as telling stories to inform in general using computer-assisted tools such as videos, pictures, or music (Chung, 2007; Jakes & Brennan, 2005; Robin, 2006). Digital stories are kinds of upgraded versions of traditional stories, as stated by Gregori-Signes (2008). Robin (2006) Categorized the types of digital stories as personal narratives, stories that examine historical events, and stories that inform or instruct people. As Robin (2006) emphasized, personal narrative stories occur, and the importance of the desire to create a unique story is the reason for creating digital stories. It is the type of digital story that contains the memories and experiences of the narrator, in this type of story. The content is about the events of one's life (Cigerci & Gultekin 2017). It is a digital story type obtained by writing the story of its content and converting it into digital form with some multimedia tools.

The second type is stories that examine historical events. It is a digital story in which historical events are taken as the subject. The visuals and voiceovers used to create this digital story should reflect that historical event (Normann, 2011). The

impressive combination of the story part of the digital story and the digital elements makes the audience feel as if they are living a historical event and the time it happened. The last one is informative stories. It is a digital story that aims to teach a particular subject to the audience (Cary, 1998). The content to be taught is narrated, combined with appropriate images, sound, and music, and presented to the target audience (Baki, 2015). In this digital story genre, the subject to be informed or taught becomes more concrete for the audience as it is enriched with visuals and audio (Tsou, Wang & Tzeng, 2006).

The educational context of digital storytelling or narrative stories can be told directly or in textbooks but with the development of time and current technology (Pardo, 2014). Technology has grown ingrained in human life, particularly in education, which employs digital media in learning, such as digital storytelling. To put it another way, digital storytelling is a process that mixes media such as photographs, video, and audio in an application to create a short video narration to create a digital learning environment (Balaman, 2020).

Digital storytelling is defined as telling personal stories or stories using digital technologies to construct meaning (Lambert, 2013). As the term suggests, digital storytelling is distinguished from conventional storytelling by its defining characteristic of applying technology to create digital stories. Digital storytelling artefacts or digital stories are usually made as short films, lasting two to three minutes (Wu & Chen, 2020).

The creation of digital storytelling (DST) is considered an engaging teaching strategy that can impart a wide range of skills (Del-Moral-Pérez, Villalustre-Martínez & Neira-Piñeiro, 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 a variety of disciplines, and various researchers focus on the university level. It helps EFL students in higher education lecturer provide digital storytelling projects for language skills proposed by Mirza (2020) to create digital storytelling projects in groups to help EFL students overcome work difficulties and make it easier to produce practical and fun language skills.

The rise of digital storytelling echoes the so-called digital turning point in education, namely increasing attention to new literacy methods in the digital environment due to globalization and the advent of communication technology (Mills, 2010). Many scholars have argued that the concept of literacy is central to digital storytelling because digital storytelling combines traditional reading and writing knowledge with new knowledge, such as technology, visual knowledge and information to construct knowledge, thereby providing a means to transform conventional literacy practices through the production of digital stories (Godwin-Jones, 2012; Ohler, 2013; Robin, 2008).

Digital storytelling projects have been implemented in classrooms using a variety of terminologies, such as video project (Foss et al., 2008), digital video project (Havner & Miller, 2011; Nishioka, 2016), digital stories (Verdugo & Belmonte, 2007), multimedia storytelling (Tsou, Wang & Tzeng. 2006), and digital storytelling (Kim, 2014). Researchers have defined digital storytelling differently in terms of their scope and focus. Alexander (2011) has provided the broadest definition of digital storytelling: any stories born digital and published in a digital format.

Chung (2007) elaborated that digital stories are a narrative consisting of different modes, incorporating digital text, imagery, video and audio into the

presentation of a computer-mediate multimedia story. For Kajder (2004), digital storytelling is best described as a three to five-minute personal narrative in response to a significant question of the learner's choice. In terms of using digital storytelling for educational purposes, Robin (2008) suggested that digital storytelling is about telling stories with various digital media, such as images, audio, and video. All digital stories combine mature digital graphics, text, recorded audio narration, video and music to present information on a specific topic.

The quality of teaching and learning has improved since the arrival of technology. In 1993, Joe Lambert and Dana Atchley's work at the Center of Digital Storytelling (CDS) at UC Berkeley gave rise to the concept of digital storytelling (DST) (Robin, 2008). Thus, digital storytelling emerged as a powerful storytelling tool. Storytelling is a teaching strategy based on a carefully selected tale to illustrate and clarify the concepts teachers want students to understand (Liu, Tong-Zhou, Lu, & Sun, 2014).

According to Normann (2011), digital storytelling is a short story that lasts about two to three minutes and is told using the author's voice. The emphasis is on the personal element, which can be connected to other people, a location, an interest, or anything else that will give the narrative a personal touch. Meanwhile, according to Benmayor's definition of digital storytelling (Benmayor, 2008, p. 200), it is "a brief multimedia story that blends voice, image, and music."

Storytelling is the uniquely human experience t hat helps convey various aspects of self, others, and the natural or imaginary world inhabited through the language of words (McDury & Alterio, 2003). Recent developments in multimedia technology have digitized narrative, giving rise to a new genre known as digital

storytelling (Suwardy, Pan, & Seow, 2013). They added that digital storytelling, a new form of storytelling, occasionally focuses on fictitious narratives, which can have a variety of forms or perspectives depending on many factors.

Using digital storytelling as a teaching method can assist instructors and students in building their social media presence by assisting students as they participate in collaborative learning situations. As a result, students' ability to solve problems and perform well in school can be improved by using digital storytelling (Hung, Hwang, & Huang, 2012; Lowenthal & Dunlap, 2010; Stacey & Hardy, 2011).

## 2. 2 The Benefits of Digital Storytelling

According to Hwang, Shadiev, Hsu, Huang, Hsu and Lin (2016), storytelling is a potent activity that can be highly helpful for language learning since it supports all linguistic abilities, offers chances for social contact, nurtures creativity, boosts motivation, and stimulates the skills required to create stories. Digital storytelling methods include all these advantages and the promotion of numerous technical and non-technical skills related to developing a digital story (Thang, Lin, Mahmud, Ismail & Zabidi, 2014). Additionally, Hwang et al. (2016) found that telling stories through a web-based multimedia system boosts learning motivation, creates more significant opportunities for language practice, and results in higher learning outcomes when compared to traditional storytelling activities carried out using pen and paper.

It creates narratives from images, photographs, illustrations, and video fragments. (Dobson, 2005; Gazarian, 2010) It entails the development of communicative competence linked to constructing narrations from images,

photographs, illustrations, and video fragments. Furthermore, the creation of these stories necessitates using both oral and written language, which necessitates using various talents. Combining these factors makes it a challenging assignment that stimulates creativity (Lambert, 2010), highlighting the expressive power of technology resources (Banaszewski, 2002). As a result, digital storytelling is seen as a valuable tool for fostering communicative competence in the teaching and learning of second languages (Hwang et al., 2016; Kim, 2014; Miller & Kim, 2015).

Moreover, it can be used to improve communicative competence in first language, as it can help to foster literacy development (Ohler, 2013; Shelby-Caffey, Ubaeda, & Jenkins, 2014), to assist and motivate struggling writers (Sylvester & Greenidge, 2009), to promote oral interaction in early childhood education (Papadimitriou, Kapaniaris, & Zisiadis, 2013).

Digital storytelling offers prospective benefits that could aid language learning (Lee, 2014; Shelby-Caffey, Ubeda, & Jenkins, 2014). According to studies (Kim, 2014; Liu, Wang, & Tai, 2016), such activity has been discovered to enhance students' oral proficiency since they must continuously rehearse the narration to record stories using their vocal narrations.

Early studies explored the efficiency of digital storytelling as an individual learning task for language learning, including improving learners' speaking proficiency (Baghdasaryan, 2012), listening proficiency (Verdugo & Belmonte, 2007), and writing proficiency (Tsou et al., 2006). These studies have demonstrated the positive effect of digital storytelling on language development using a quasi-experimental design (Abdolmanafi-Rokni & Qarajeh, 2014) or by comparing test scores during different project stages (Kim, 2014).

The advancement of mobile technology has resulted in the activation of numerous social media platforms such as blogs and SNS messenger. Through omnipresent connectivity and multimedia functions, mobile technology also allows individuals to follow their daily lives in real time and creates opportunities for digital storytelling (Castless, Fernandez-Ardevol, Qiu, & Sey, 2007; Ranieri & Bruni, 2013). Portable innovation and social media have made a difference in numerous individuals and communities to realize the control of their process voices by making and sharing computerized stories (Lambert, 2015). Personal multimedia storytelling using mobile technology and social networking services has been dubbed mobile storytelling by academics (Ranieri & Bruni, 2013).

Authoring tools for digital storytelling are primarily used to construct knowledge, not knowledge transfer (Jonassen & Land, 2000). Digital storytelling enables learners to create, discover, and understand how to use knowledge effectively, rather than simply communicating, remembering and recalling as in the traditional learning process (Stolterman, 2008). Additionally, digital storytelling helps learners connect their in-person learning experiences with creativity (Nordmark & Milrad, 2012).

There is evidence that engaging students in digital storytelling can promote students' motivation (Liu, Tai, & Liu, 2018), academic autonomy (Kim, 2014), and student achievement (Niemi & Multisilta, 2016), along with other effective learning outcomes. Recent research has also shown that digital storytelling can significantly contribute to developing students' higher-order thinking, such as critical thinking (Yang & Wu, 2012) and creative thinking (Anderson, Chung & Macleroy, 2018).

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Regarding academic achievement, several researchers have noted a positive correlation between digital storytelling and student outcomes in courses. For example, Hung, Hwang and Huang (2012) compared the performance of two groups of primary school students in a science lesson. He found that those who studied digital storytelling projects demonstrated better academic performance. Science is significantly better than their peers. With similar success, digital storytelling has been applied to other fields, such as mathematics (Niemi, Niu, Vivitsou, & Li, 2018), psychology (Sheafer, 2017) and social research (Rolon-Dow, 2011).

While forcing students to comprehend a concept and express themselves in their unique ways, the digital storytelling strategy significantly improves students' writing skills (Sarcia & Usluel, 2016; Yoon, 2014), listening comprehension (Yoon, 2013), oral skills (Tahriri, Tous, & Movahedyar, 2015) and subject area understanding (Di Blas et al., 2009; Yuksel et al., 2011) have all been shown to be improved by digital storytelling.

Additionally, this instruction encourages students to reflect carefully on the concepts, people, emotions, and events that make up the entire narrative. Digital storytelling can improve oral abilities. These speech abilities include pronunciation, intonation, stress, rhythm, and pacing (Normann, 2011). According to this reality, sharpening listening skills is crucial. With an internet connection, digital storytelling enables students to share their stories with a larger audience and use digital tools to expand their imaginations (Kim, 2014; Liu, Lin, Deng & Tsai, 2014).

Storytelling is a potent activity that can be particularly beneficial for language acquisition. It develops all linguistic abilities, gives opportunities for social contact, inspires creativity, enhances motivation, and stimulates the skills involved in

generating stories (Hwang et al., 2016). These advantages are part of digital storytelling practices, as is the promotion of numerous technical and non-technical skills linked with the construction of a digital storytelling (Thang, Lin, Mahmud, Ismail, & Zabidi, 2014).

Based on the study of Jenkins and Lonsdale (2007) on higher institution students' community. Digital storytelling is capable of inspiring deep and reflective learning. Constructinggital stories allows students to connect with other thought processes and receive critiques. The critiques received and given would stimulate the possibility of reflective learning occurring among peers. Through the critiques of the stories, students' understanding is no longer implicit, and they can better reflect on their own and others' understanding.

Robin (2008) sees the benefits of using digital storytelling in the classroom from both educator and student perspectives. He stated that digital storytelling can be an effective instructional tool for educators and an effective learning tool for students. Teachers can use multimedia with a digital story at the beginning of class to serve as an anticipatory set to know the students' attention and interest in the class.

The other benefits of digital storytelling for all students: Studies have found that utilizing digital storytelling not only helps to bridge the disconnect between the high-tech world outside of school and the traditionally low-tech school setting but also provides several benefits to students that could not be as well achieved through traditional storytelling (Smeda et al., 2014). These benefits include increasing motivation in students, especially struggling readers and writers, and allowing for personalization of the learning experience.

## 2. 3 Collaborative Digital Storytelling

This work focuses on establishing a collaborative digital storytelling project, recognized as an interesting pedagogic technique that can promote a variety of abilities. Digital storytelling, for example, encourages the use of digital resources required to communicate in the digital era (Robin, 2008) and the ability to express oneself aesthetically (Skouge & Rao, 2009).

Another research found that the influence of the digital storytelling collaborative project first made students uneasy and fearful of technology. However, digital storytelling increased students' trust in technology education (Balaman, 2020). Learning about the advantages and disadvantages of collaborative digital storytelling projects can foster a close relationship where people can exchange ideas and enjoy digital skills (Al-khateeb, 2019). Furthermore, Azis (2020) has shown that using digital storytelling-based collaborative projects dramatically enhances students' writing skills in the setting of Indonesian EFL institutions.

Previous studies have emphasized that digital storytelling is a crucial and effective strategy for collaborative knowledge construction and promotional interaction (Hung, Hwang, & Huang, 2012; Jenkins & Lonsdale, 2007; Theune, Linssen, & Alofs, 2013). Furthermore, combining personal learning experiences, creativity, and collaboration is another benefit of digital storytelling for students (Nordmark & Milrad, 2012). Meanwhile, some studies found that digital storytelling gave many benefits to students, such as student-centred, collaborative learning (Vinogradova, Linville, & Bickel, 2011), oral, specifically pronunciation, fluency, and expression (Castaneda, 2013), creative and critical thinking (McGeoch &

Hughes, 2009; Yang & Wu, 2012), vocabulary growth and memorization (Tsou, Wang, & Tzeng, 2006).

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 response, answer and solution about a particular topic. It is essential because of the ability to combine different beliefs, notions, 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.

The collaborative approach has been identified as a successful method for teaching students of varying skill levels (Nunan, 1998). Collaboration digital storytelling can aid in the facilitation of a reciprocal learning process in which students take on different roles and learn from one another in order to construct a story together (Liu, Liu, Wang, Chen & Su, 2012). Students can encourage critical thinking and boost their creativity by synthesizing concepts and constructing a shared story (Nordmark & Milrad, 2012; Yang & Wu, 2012).

Empirical research by Tsay and Brady (2010) emphasizes the benefits of collaborative learning as an active learning pedagogy, which speeds things up and increases academic achievements while building positive engagement among colleagues. Tsay and Brady (2010) also recommend the reconceptualization of collaborative learning as a pedagogical concept with the increasing use of digital media technology in higher education today. This study then explores these specifically collaborative digital storytelling projects in helping prospective teachers

with language experience learning, which will give them real live experience in using English. As Banner (2014) points out, collaborative work in conducting DST will enable technological literacy students to help others who have difficulty doing the project.

A digital storytelling project that creates a story in a digital format, either individually or in group, is one type of project-based learning language educators have adopted in their curricula to encourage learners to use and learn the target language. Several studies have implemented digital storytelling as long-term collaborative learning projects in which learners produced a digital story by working with peers over several weeks (Enokida, 2015; Havner & Miller, 2011; Nishioka, 2016).

Collaboration techniques have been combined with digital storytelling to help students work together and create and organize multimedia materials for storytelling (Gelmini-Hornsby, Ainsworth, & O'Malley, 2011; Liu, Tao, Chen, Liu & Chen, 2013). Collaboration techniques effectively teach students of various proficiency levels (Nunan, 1998). According to university success tests, motivation and achievement are higher when students engage in collaborative groups than when they study alone (Johnson, Johnson, Roseth, & Shin, 2014).

According to Kapp (2009), collaborative digital storytelling proj ect has the valuable benefits of improving teamwork/collaboration skills, improving understanding, and improving students' learning experiences, knowledge, and achievement. Moreover, Yang and Cheng (2010) believe that a collaborative digital storytelling project's effectiveness is developing students' creativity, innovation, and communication skills.

Complicated teamwork is required in today's workplaces; interacting effectively is an essential 21st-century talent (Graesser, Fiore, Andrews-Told, Foltz, & Hesse, 2018). Collaborative learning is frequently utilized in school and university settings to foster collaboration and develop in-depth knowledge (Krischner & Erkens, 2013; Nokes-Malach, Richey, & Gadgil, 2015). In collaborative learning environments, individuals in couples or little groups communicate with one another to accomplish a shared learning objective (Dillenbourg, 1999; Roschelle & Teasley, 1995).

Niemi and Multisilta (2016), drawing on Vygotsky's sociocultural learning theory, found that collaborative DST engaged the students learning. The factors affecting this enthusiasm were the digital tool used, movie learning, and collaborative design. In order to build a story together, students can take on diverse roles and learn from one another through collaborative digital storytelling (Liu, Liu, Wang, Chen & Su, 2012). Students can encourage critical thinking through communication and improve their creativity when they synthesize ideas and write a shared story (Nordmark & Milrad, 2012; Yang & Wu, 2012).

However, it should be mentioned that despite all the educational benefits that collaborative digital storytelling could provide, working together does not always encourage students to produce worthwhile work (Gelmini-Hornsby, Ainsworth, & O'Malley, 2011; Kreijns, Kirschner, & Jochems, 2003; Liu & Tsai, 2008). Previous studies (Asoodar, Atai, Vaezi, & Marandi, 2014; Ducate, Anderson, & Mareno, 2011) have supported the positive views of enjoyment and satisfaction when technologies facilitate collaboration.

Meanwhile, more research is needed to investigate engagement from theoretical angles and analyze its shifting patterns over time. In collaboration with digital storytelling activities, it has been found that students with limited language work frequently go through several phases of disengagement. Liu, Wang, and Thai (2016) investigate the long-term patterns of engagement in collaborative digital storytelling activities is therefore worthwhile. The data's findings demonstrated that motivation was dynamic, starting low but rising in subsequent stages.

## 2.4 Digital Storytelling in Education

The advantages of using digital storytelling in the classroom can be listed as follows (Barzaq, 2009; Brewster & Ellis, 1991; Kucukturan, 2004). First of all, young learners love to listen to stories. Since children are prone to listening to stories, it ensures that language is taught in a specific context and that language development occurs in students. With digital storytelling, language learners can easily interact with language and the structure of language in the learning environment, improving students' literacy and listening skills (Cigerci, 2017). Moreover, since children love to listen to stories repeatedly, thanks to the repeated digital stories, the language skills that students need to acquire in language teaching are easily given to students (Brand & Donato, 2001).

The keywords and some grammar structures in digital stories enable students to learn and remember these words and structures (Borneman & Gibson, 2011). New words can be learned in second language lessons through digital stories, and students can learn new words in a story-based context. Digital storytelling is also one of the ways

to develop creativity because this process is a journey of discovery (Gakhar & Thompson, 2007).

Digital stories are a helpful tool for connecting and combining children's imagination with their world, in addition to being amusing. Digital stories create a classroom environment where social experiences are shared. It helps children to be self-confident and contributes to social and emotional development (Han, 2007). Furthermore, teachers help students develop positive attitudes toward foreign language and foreign language learning through digital stories. Some teachers claimed that exposing learners to audio materials to teach and improve listening skills is less applicable since several technological advances have been embodied in our students' lives (Al-Johali, 2019).

## 2.5 Previous Study

Several researchers have researched collaborative digital storytelling projects. Kapp (2009) studied improving students' teamwork in a collaborative project-based course. Collaborative digital storytelling project has the valuable benefits of improving teamwork/collaboration skills, understanding, and students' learning experiences, knowledge and achievement. Moreover, Yang and Cheng (2010) investigated the creativity of students' information systems projects. The effectiveness of collaborative digital storytelling projects develops students' creativity, innovation and communication skills.

Gelmini-Hornsby et al. (2011) examined how to encourage children to engage in discussions through Guided Reciprocal Peer Questioning (GRPQ) scripts while drawing together leads to better collaborative digital storytelling. Collaboration

techniques have been combined with digital storytelling to help students work together and create and organize multimedia materials for storytelling.

Lee (2014) and Shelby-Caffey et al. (2014) investigated that digital storytelling offers prospective benefits that could aid in language learning. The study explored how the use of digital news stories promoted the development of content knowledge and oral language skills, and digital storytelling has emerged as an innovative practice that allows students deeper engagement with content while encouraging the use of critical thinking and technological skills needed to navigate the ever-changing digital terrain of the 21st century.

Niemi and Multisilta (2016) investigated how students become engaged and motivated using digital storytelling. For example, drawing on Vygotsky's sociocultural learning theory, they found that collaborative DST engaged the students learning. The factors affecting this enthusiasm were the digital tool used, movie learning and collaborative design.

Kasami (2018) examined overcoming difficulties and problems in integrating digital storytelling in learning English as a foreign language (EFL). It is acknowledged that one of the significant challenges that language instructors and students have encountered is needing more digital literacy skills and competencies.

The similarity of this present research with other research is the students' perceptions of collaborative digital storytelling projects. The difference between this research and the other is that some researchers focus on students' perceptions of the effect of collaborative digital storytelling in the classroom. The difference in this research is that the research focuses on another context in the English Education

Department at an Islamic higher institution in Southeast Sulawesi, teaching English to young learners (TEYL) class, namely making videos and digital storytelling projects.

# CHAPTER III

# METHODOLOGY

This chapter presents the research methodology which includes the design of the study, setting and context, justification for the participants' selection, the instruments used, techniques of data collection, and data analysis.

## 3.1 Research Design

A qualitative study design is used in this investigation. A *case study* is a research method used to gain an in-depth, multifaceted understanding of participants' experiences with a specific event or scenario (Creswell & Creswell, 2017). Therefore, the researcher used qualitative case study to investigate EFL students' perceptions of collaborative digital storytelling project in TEYL class. Qualitative research is undertaken to understand people's experiences better and determine their significance (Creswell & Creswell, 2017).

## 3.2 Setting and Context

This study was conducted in English Education Department at an Islamic higher institution in Southeast Sulawesi. Ten participants in the eighth semester who carried out a digital storytelling project in the TEYL class were involved in the study. In TEYL class, the lecturer gave a final assignment to students, namely, making a digital storytelling project by dividing students into several groups. The media used to discuss assignments is the WhatsApp application. The lecturer instructed each group to find a fairy tale that they are interested in, and then the story text obtained by

each group was translated into English. For the topic of fairy tales, the lecturer asked the students to decide what fairy tales they wanted to tell. After that, students recorded their voices according to the character obtained in the story tales. For voice recorders, students used several applications, such as Recording and Anchor. Then, in editing the digital video storytelling project, various kinds of media are used by students, such as the Kinemaster application, VN video application, and Capcut application. Finally, the results from the recording were combined into one video using Indonesian subtitles and then uploaded on YouTube.

### 3.2 Participants

This study involved ten fourth-year EFL students of the 2018-2019 academic year at an Islamic higher institution in Southeast Sulawesi. The recruited students have done a digital storytelling project in TEYL classes which have shown videos of digital storytelling projects that have been created collaboratively. This study only involved ten participants because of the twenty-five EFL students who worked on a digital storytelling project collaboratively, only ten students were willing to be interviewed, some students could not be contacted and had many reasons to procrastinate the interview that would be conducted by the researcher.

**Table 3.1 Participants' Demographic Profile**

| Participants | Gender | Age | Devices & App name in making digital storytelling project |
|---|---|---|---|
| 1 | Male | 23 | Smartphone, recorder App, Kinemaster App, Youtube |
| 2 | Male | 22 | Smartphone, recorder App, Capcut App and Youtube |
| 3 | Female | 22 | Smartphone, recorder App, Capcut App and Youtube |
| 4 | Female | 22 | Smartphone, recorder App, Inshot App, VN App and Youtube |
| 5 | Female | 23 | Smartphone, Anchor App, Kinemaster App and Youtube |
| 6 | Female | 22 | Smartphone, recorder App, Capcut App and Youtube |
| 7 | Female | 21 | Smartphone, recorder App, Kinemaster App and Youtube |
| 8 | Female | 22 | Smartphone, recorder App, Kinemaster App and Youtube |
| 9 | Female | 22 | Smartphone, recorder App, Inshot App, VN App and Youtube |
| 10 | Female | 22 | Smartphone, recorder App, Inshot App, VN App, and Youtube |

## 3.3 Instrument of the Study

A semi-structured interview is an instrument that was used in this study to collect the data related to the participants' answers that need to be explored. Interviews are the best way to access the thoughts of research participants so that they can reflect on their knowledge, values, preferences, attitudes, and beliefs (Cohen, Manion & Morrison, 2007). Semi-structured interviews were used to find information related to EFL students' perceptions when doing collaborative digital storytelling projects in TEYL class. The interview was conducted by telephone and students answered questions that lead to their perceptions in carrying out of collaborative digital storytelling projects in TEYL class. Regarding this, questions were asked to the participants related to students' perceptions of collaborative digital storytelling projects, students' contribution in making collaborative digital storytelling project videos, the benefits of doing a digital storytelling project, and students' obstacles during collaborative digital storytelling project.

The interview process was recorded to make it easier for the researcher to transcribe the results of the interview. Harrell and Bradley (2009) claim that

interviews can be conducted face-to-face or by telephone, depending on the type of research and the level of access to participants.

### 3.4 Data Collection

The data was collected through semi-structured interviews. The researcher interviewed ten EFL students who have carried out collaborative digital storytelling projects in TEYL class. The researcher conducted a semi-structured interview by telephone and the interview process was recorded to make it easier for the researcher to transcribe the results of the interview. Participants answered the semi-structured interview using Indonesian to make it easier for them to express their perceptions (Ahmadian, Mansouri, & Ghominejad, 2017).

### 3. 6 Data Analysis

Interview data were analyzed using thematic analysis. Thematic coding is a way to analyze data to identify patterns or find themes through research data (Braun & Clarke, 2006). The coding is intended to be done so that the process of identifying relevant themes according to the discussion can be easily found. After having a final list of themes, the researcher defined and named each theme to help writing up the analysis of data. Moreover, the willingness to communicate framework, which includes the theory about students perceptions of collaborative digital storytelling projects, students participation in collaborative digital storytelling projects, language learning, and challenges encountered of collaborative digital storytelling project by Dillenbourg's (1999) were used in analyzing the data when categorized the data.

The data collected from the interview was recapitulated in Excel. When the data had been collected, the researcher analyzed the data by coding and categorizing the data. Interview data was read and coded to find themes related to the student's experience. Creswell (2010) in analyzing data, used the following steps: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper.

Then, for participant's interview data were transferred in Microsoft Excel to classified the data into three columns, consisting of raw data for the first column, preliminary code in the second column, and final code contain interpretation and reviewing themes for the next column. The categorize of the data was using bolding, underlining, and coloring the significant passage (Saldana, 2016).

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**Table 3.2 Sample of data coding**

1. Bagaimana pendapat kamu tentang proyek mendongeng digital secara kolaboratif dalam bahasa Inggris?

| Raw Data | Coding | Categorization | Theme |
|---|---|---|---|
| Proyek mendongeng digital secara kolaboratif ini bagus karena seperti yang kita ketahui bahwa kolaborasi itu kan pengerjaannya dilakukan secara berkelompok nah ini membantu atau memudahkan kita untuk mengerjakan tugas mendongeng digital. Misalnya yang tadinya masih bingung yang seperti apa itu mendongeng di gital, kita harus memulai mengerjakan tugas ini dari mana, dengan adanya kolaborasi atau kerja kelompok ini kita bisa saling sharing bagaimana cara pembuatan proyek mendongeng digital ini. Kemudian yang tadinya saat kita merekam suara atau dubbing masih ada pronunciation kita yang salah atau belum tepat jadi teman kita yang lebih baik pronunciation nya atau yang lebih mengerti pronunciation mereka dapat membantu untuk mengoreksi bagaimana pronunciation yang benar. Jadi menurut saya pembelajaran kolaboratif sangat bermanfaat karena kita bisa saling bertukar fikiran atau saling sharing dan saling melengkapi. | dengan adanya kolaborasi atau kerja kelompok ini***kita bisa saling sharing***bagaimana cara pembuatan proyek mendongeng digital ini. Kemudian yang tadinya***saat kita merekam suara atau dubbing masih ada pronunciation kita yang salah atau belum tepat jadi teman kita yang lebih baik pronunciation nya atau yang lebih mengerti pronunciation mereka dapat membantu untuk mengoreksi bagaimana pronunciation yang benar***. Jadi menurut saya pembelajaran kolaboratif sangat bermanfaat karena ***kita bisa saling sharing.*** | Admits that with collaboration or teamwork she can share knowladge about how to create digital storytelling project. And she also said that this teamwork really helped her to improve his pronunciation to her group mates who know more about pronunciation. (Exchange idea, Teamwork) | Students' perceptions of collaborative digital storytelling project |

2. Seberapa besar kontribusi atau partisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaborative?

| Raw Data | Coding | Categorization | Theme |
|---|---|---|---|
| Kontribusi saya dalam melakukan proyek mendongeng digital secara kolaboratif ini, saya rasa saya cukup aktif dalam kegiatan ini, karena tidak hanya mendapat bagian dari merekam suara yang sudah menjadi bagian dari masing-masing teman kelompok. Tetapi saya juga bertugas mengedit video tersebut sekreatif mngkin agar dongeng yang kami buat bisa lebih menarik dan di sukai. | saya rasa saya cukup aktif dalam kegiatan ini, karena tidak hanya mendapat bagian dari ***merekam suara yang sudah menjadi bagian dari masing-masing teman kelompok.*** Tetapi saya juga ***bertugas mengedit video tersebut sekreatif mngkin*** agar dongeng yang kami buat bisa lebih menarik dan di sukai. | Quite active in this project, because they not only get a part to record the voices that have become part of each group friend, but also have task of editing the video as creatively as possible so that the stories they make are more interesting and liked by audience<br>(Sense of engagement) | Students Participation of collaborative DST project |

3. Apa manfaat yang kamu dapatkan setelah melakukan proyek mendongeng digital?

| Raw Data | Coding | Categorization | Theme |
|---|---|---|---|
| Manfaat yang saya dapatkan pertama, dengan membuat proyek mendongeng digital saya bisa meningkatkan pronunciation saya karena mendongeng ini bukan dalam bentuk tulisan saja, sebelumnya kita membuat cerita, kemudian kita membaca ceritanya atau merekam suara kita menggunakan bahasa Inggris jadi manfaat karena teks ceritanya menggunakan bahasa Inggris saya bisa memperbaiki pronunciation saya menjadi benar karena rekaman tersebut dilakukan secara berulang-ulang, selain itu dengan | karena teks ceritanya menggunakan bahasa Inggris saya bisa ***memperbaiki pronunciation saya menjadi benar*** karena rekaman tersebut dilakukan secara berulang-ulang, selain itu dengan adanya projek ini ***dapat melatih speaking saya menjadi lebih baik*** lagi dari sebelumnya, kemudian denganmengedit dongeng ini di digital itu bias ***menambah wawasan saya terkait pengeditan video dll menggunakan digital***. Skill saya bertambah dan mungkin saya bisa jadi | Digital storytelling project learning has a very good impact because it can improve pronunciation, practice speaking, then with this digital learning can add insight related to video editing and others using digital.<br>(**pronunciation, speaking, digital skill**) | Language learning, creative thinking |

| | | | |
|---|---|---|---|
| adanya projek ini dapat melatih speaking saya menjadi lebih baik lagi dari sebelumnya, kemudian dengan mengedit dongeng ini di digital itu bisa menambah wawasan saya terkait pengeditan video dll menggunakan digital. Skill saya bertambah dan mungkin saya bisa jadi youtuber jika saya mendalami skill pengeditan ini. | youtuber jika saya mendalami skill pengeditan ini. | | |

4. Apa kendala yang kamu hadapi selama melakukan proyek mendongeng digital secara kolaborative?

| Raw Data | Coding | Categorization | Theme |
|---|---|---|---|
| Apa kendala yang kamu hadapi selama melakukan proyek mendongeng digital secara kolaboratif. Kendalanya yaitu kami kesulitan untuk berkumpul. Karena tugas mendongeng ini dikerjakan berkelompok dan pada saat itu kita sementara ada kegiatan KKN jadi kumpulnya agak sulit karena kami berjauhan jadi sebelum kami berkumpul kami membuat grub dan mendiskusikan apa-apa yang mau dikerjakan. Kesulitan disini karena kami memiliki banyak pendapat, banyak ide. Banyak pemikiran-pemikiran yang membuat kami sulit untuk menyatukanide untuk menentukan topik cerita yang akan di ceritakan dalam bentuk video digital. Maksudnya menggabungkan mana yang cocok atau pas. Setelah ide saya juga masih harus melakukan rekaman suara berkali-kali sampai mendapatkan hasil yang sesuai. | ***Kendalanya yaitu kami kesulitan untuk berkumpul. Karena tugas mendongeng ini dikerjakan berkelompok dan pada saat itu kita sementara ada kegiatan KKN jadi kumpulnya agak sulit karena kami berjauhan*** jadi sebelum kami berkumpul kami membuat grub dan mendiskusikan apa-apa yang mau dikerjakan.Kesulitan disini karena kami memiliki banyak pendapat, banyak ide. Banyak pemikiran-pemikiran yang membuat kami ***sulit untuk menyatukan ide untuk menentukan topik cerita yang akan di ceritakan dalam bentuk video digital.*** Maksudnya menggabungkan mana yang cocok atau pas. Setelah ide saya juga masih ***harus melakukan rekaman suara berkali-kali sampai mendapatkan hasil yang sesuai.*** | Difficult to assemble. Because this digital storytelling task was carried out collaboratively and at that time they had a community service program (KKN) activity, so the gathering was a bit difficult because their locations were far apart. So they discussed all the tasks through the WhatsApp group. They also have difficulty in putting together ideas to determine the topic of the story that will be told in the form oa a video. Besides that, they still have to do sound recordings over and over again until they get the right results. (**Pedagogical circumstances, Time management, decide the topic, record the voice over narration**) | Challenges encountered of collaborative digital storytelling project |

# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter presents the results of the study. It is intended to answer the research question. The researcher presented the results of data analysis to reveal EFL students' perceptions of collaborative digital storytelling project in TEYL class. The results of this study are further explored in the discussion section by the researcher and are linked with relevant theoris and previous research finding.

## 4. 1 Findings

The findings of this study reported the results of data analysis of students' interviews from ten EFL students who participated in this study. Data were analyzed using thematic analysis. The researcher coded the data to find themes related to the EFL students' perceptions of the collaborative digital storytelling project in TEYL class. This study revealed that most of the participants give a positive perception of collaborative digital storytelling projects.

Based on the results of data analysis, there are several themes identified as the findings of this study, namely: (1) students' perceptions of collaborative digital storytelling project, (2) students' participation in collaborative digital storytelling projects, (3) language learning, and (4) challenges encountered of collaborative digital storytelling project.

**Table 4.1 Table of Findings**

| Themes | Categories |
|---|---|
| Students' perceptions of collaborative digital storytelling project | 1. Exchange idea<br>2. Team work |
| Students participation of collaborative digital storytelling project | 1. Sense of engagement (Editing, video finder, voice over, story finder and App finder) |
| Language Learning | 1. Pronunciation<br>2. Speaking<br>3. writing |
| Creative thinking | 1. Digital skills |
| Challenges encountered of collaborative digital storytelling project | 1. Time management<br>2. Technology challenges<br>3. Record the voiceover narration<br>4. Decide the topic |

### 4.1.1 Students' Perceptions of Collaborative Digital Storytelling Project

This section discusses students' perceptions of collaborative digital storytelling project. Several sub-themes related to the students' perceptions of collaborative digital storytelling project in digital storytelling projects emerged from the data analysis and will be discussed in this section. Based on the result of the participants' interviews, students' perceptions of the collaborative digital storytelling project were (1) exchanging ideas and (2) teamwork. The following is a description of the sub-themes that have been found.

#### 4.1.1.1 Exchanging Ideas

There were several increases in students' collaboration in collaborative learning that EFL students got. One of them was the exchange of Ideas. They exchange ideas to discuss the task that they would do. Exchanging ideas helped them make the best decision in collaborative learning on the digital storytelling project. They could discuss the topic used for their story, who would edit the video, etc. As they revealed in the interview:

> *"I can work with my group mates on this digital storytelling project. It will be beneficial for us especially me in carrying out this task because collaboratively we could share opinions, exchange ideas, and divide tasks according to our tasks."* (P1)

> *"It made it easy for me and my friends to complete this digital storytelling task. Because by working on it in a group we can exchange ideas with each other so that we can easily complete this digital storytelling task."* (P2)

> *"We can find ideas as well as solutions to complete the tasks of this project more quickly. So, the higher the level of cooperation, the faster the project is completed and lighter while working on it."* (P7)

The participants' statement above, exchanging ideas helped them to make the best decision in doing their collaborative learning on the digital storytelling project. They were able to give their respective opinions, unite ideas on how to make digital storytelling videos as creative as possible and discuss how they could finish their group task well.

#### 4.1.1.1 Teamwork

There were several increases in students' collaboration skills in collaborative learning that EFL students got. One of them was teamwork. Teamwork helped them to combine the text from each group member and correct

the text they made to make their text better. As they said in the following excerpts:

> *"make it easier for us to do the tasks given by the lecturer because in doing these tasks, we work together in compiling the task. For example, some edit videos, and some make texts, and so on."* (P5)

> *"So, the higher the level of cooperation, the faster the project will be completed and lighter during the process."* (P7)

> *"It is very well applied because working or completing tasks collaboratively allows individuals to work together and work hand in hand to achieve the target, in this case, completing the task of this digital storytelling project well."* (P8)

> *"I feel that this method is quite helpful regarding turnaround time. Because to do this storytelling task, we share roles based on the characters found in the fairy tale videos, put the audio together, and then edit it. The whole process is carried out together with roles being divided, which makes this task feel lighter. Working on this task collaboratively also feels very good in accepting each member's opinions, making us learn not to be individuals who want to win alone."* (P9)

P5, P7, P8, and P9 said that collaborative learning could help them complete digital storytelling project tasks. They worked together to find ideas and solutions in compiling the project, such as story text creation, role sharing, and video editing, so thta they could submit it on time. Meanwhile, P4 and P10 said that collaborative learning could help ease the given task, meaning that it does not burden them to do it independently. As they told in the interview:

> *"This collaborative project helps me divide the task into making other friends, meaning it is not too burdensome to do independently. Because in my opinion, activities like this will be more effective if done collaboratively."* (P4)

> *"quite good because this collaborative-based learning can ease the task that has been given because each one takes the task or responsibility to complete the task."* (P10)

The participants' statement above shows that teamwork in problem-solving can increase students' collaboration skills. Teamwork helped facilitate every task they did. They can divide tasks according to their respective skills, meaning it is manageable for them to do it independently. This kind of activity will be more effective if done collaboratively.

### 4.1.2 Students' Participation in Collaborative Digital Storytelling Project

This section discusses students' participation in collaborative digital storytelling projects. The student's participation in collaborative digital storytelling projects is discussed based on the results of the data analysis.

#### 4.1.1.1 Sense of Engagement

In making digital storytelling projects collaboratively, all students are engaged and active in every task their respective groups give. Each student has tasks such as editing, voiceover, story finder and application finder.

In creating digital storytelling projects collaboratively, editing is the most important thing. Students must understand how to edit videos creatively, from inserting sound, cutting videos, making videos more entertaining, and adding some animations. In making digital storytelling projects collaboratively, they contribute and participate in it because they already have their respective parts in each group. As they said in the interview:

> *"I also contributed in editing or editing the video. Like I insert sound, cut the video, make the video more entertaining. Then, I add some animation and so on."* (P1)

*"I think I am quite active in this activity because I do not only get the voice recording part that has become a part of each group friend. Nevertheless, I am also in charge of editing the video as creatively as possible so that the stories we make can be more interesting and liked by the audience."* (P4)

*"So my participation is that I play an important role in editing the video of the digital storytelling project, I also determine the storyline."* (P7)

*"I also take part in video editing."* (P10)

From the participants' statements above, they contributed or participated in creating a collaborative digital storytelling project. One of the contributions they make is editing. They must understand how to edit videos creatively, from inserting sound, cutting, making videos more entertaining, and adding some animations.

In a collaborative digital storytelling project, each student participated in a voiceover. Students recorded their voices then the recording results were combined into audio and inserted into the video. As they said in the interview:

*"I recorded sound to be included in the video and then edited using the video application."* (P2)

*"At that time, I contributed to compiling the text and then recording."* (P5)

*"During the making of the video, I have given my best effort in making intonation and pronunciation more comfortable and easy to understand so that the audience is more interested in watching our videos."* (P6)

*"I also participated in the voiceover."* (P7)

*"I contribute as a voice actor in digital storytelling project videos."* (P8)

*"Then I acted as a voice actor in the video of the digital storytelling project."* (P9)

*"I contribute or participate as a voiceover."* (P10)

From the participant's statement above, all students contributed to the voiceover. In making a video of a collaborative digital storytelling project, each group must record their voice according to the characters obtained, combine into one video and then insert it into the video.

In the collaborative creation of digital storytelling projects, determining the story's topic is at the core of making this project. Students are asked to find interesting stories to be used as projects. As P1 and P3 said in the interview:

*"I participate in finding interesting stories or fairy tales."* (P2)

*"I always try to be involved or participate in every process or stage of working on this task, starting from finding what fairy tale material is good for us to turn into a project."* (P3)

In the participants' statement above, several students participate in finding exciting stories or fairy tales. They always try to be involved or participate in every process or work on this task, starting from finding what fairy tale material is good for them to make a project.

They must find a good video editing application to edit their video project by making digital videos. As (P3) said in the interview:

*"All I do is look for a good application for editing animated videos using sound."* (P3)

Based on the P3 statement above, P3 serves as an application finder. In making the digital video, she was assigned to find a good video editing application for editing the project videos they had made.

### 4.1.3 The Benefits of Collaborative Digital Storytelling

This section discusses the benefits of collaborative in digital storytelling projects. The benefits of collaborative digital storytelling was discussed based on the results of data analysis. Several sub-themes related to the benefits of collaborative digital storytelling faced by students while working on a collaborative digital storytelling project. The sub-themes were divided into three competencies, namely: (1) pronunciation, (2) speaking, and (5) writing.

#### 4.1.1.1 Pronunciation

In digital storytelling projects, there are many languages learning that they can get. One of them is pronunciation. Digital storytelling projects are very beneficial because recording voiceovers are done repeatedly so they can practice their pronunciation skills to be better and correct. As they said in the interview:

> *"We are trained to have good pronunciation. Then for the pronunciation itself, we practice independently according to the correct and correct pronunciation."* (P1)

> *"I can also practice my English pronunciation while doing the practice through voiceover."* (P2)

> *"Because the text of the story is in English, I was able to improve my pronunciation to be correct because the recording is done repeatedly."*(P3)

> *"My pronunciation is also getting better and correct because of the recording that I do not only once but repeatedly until my English pronunciation is correct."* (P5)

> *"My pronunciation is improving because I have to record my voice until it is perfect."* (P6)

> *"Training my ability to pronounce sentences in English."* (P9)

> *"By recording my voice repeatedly using English, it is beneficial to practice my pronunciation in English."* (P10)

By studying the pronunciation, students will know how to pronunce a word correcctly . this in intended to make students understand how to pronunce words in a foreign language to avoid mistakes in speaking or reading.

Participants' statements on the digital storytelling project benefit language learning because they can practice their pronunciation skills. They said that because the story's text was in English when making a digital storytelling project video. When recording their voices, they had to record them repeatedly to produce sound according to the characters in the story. In addition, their pronunciation can also be better and correct.

#### 4.1.1.2 Speaking

In a digital storytelling project, students can also improve their speaking skills, how to speak properly and correctly, adjust expression and intonation according to the ro les they get, and with this digital storytelling project, they can train their confidence in speaking according to the voices of characters in fairy tales videos.

> *"Besides that, with this project, I can train my speaking to be even better than before."* (P2)

> *"Then also practice how I speak to be better and correct."* (P6)

> *"I can also improve my pronouncing vocabulary in English, especially speaking in English by using correct expressions and intonation while speaking English."* (P7)

> *"I can practice my speaking in a fun way, namely by dubbing from an existing story and increasing my confidence by being a voiceover."* (P8)

With good public speaking skills, they can convey ideas, information or other things well. In addition, they also become more confident, can lead others, and influence others. With public speaking ability they have a wide opportunity to actualize all potential in front of anyone.

The participants' statement above argues that the digital storytelling project is beneficial to practice their speaking skills to be better and correct. They must be able to adjust the expression and intonation according to the character they play as a voiceover or dubber. It takes a long time because it has to be done repeatedly until the voice of the character they play is perfect.

#### 4.1.1.3 Writing

In making a digital storytelling project, the story script students were looking for must be in Indonesian, and then each group must translate the story script into English. So in making this digital storytelling project, students are trained to improve their writing skills and how to arrange each sentence properly and correctly according to the correct grammar of English writing. As they say in the interview:

> *"Then, because the fairy tales we chose were in Indonesian, we made the text into English, so this assignment can also improve my writing skills."* (P4)

> *"I can practice my writing skills because the instructions for this assignment look for Indonesian fairy tales, and each group has to change the text to use English."* (P5)

Writing can be said to be the most complicated language skill among other types of language skills. This is because writing is not just copying words and sentences, but also developing and expressing thoughts in an orderly written

structure. Writing skills are an important aspect and form the basis for students to master various subjects. From the participants' statements above, making a digital storytelling project is very useful for students to practice students writing skills.

The story script in this collaborative digital storytelling project uses English, so the correct and appropriate grammar must be used in compiling a sentence in the script. This project can also improve students' grammatical skills. As (P1) said in the interview:

> *"The grammar, of course, must be grammatically correct. Therefore, before we start the project, we must consult with the lecturer regarding the script of the fairy tale and whether it is grammatically correct."* (P1)

From the participant's statement above, making digital storytelling projects can also improve grammar skills. The story script uses Indonesian and must be translated into English, so the grammar in every sentence must be correct. Before recording the sound of the script, they must be consulted the lecturer first to check whether the grammar of the sentence he made is correct or still needs improvement. So, grammar skills are also fundamental in making a story script.

In learning English, students must have a lot of vocabulary because they need more vocabulary to compose a sentence. With the task of this digital storytelling project, students can get much new vocabulary from every series of sentences they read and say during the process of making story scripts because students have to translate Indonesian story scripts into English. As a participant (P4) said in the interview:

*"The benefits that I get after doing the digital storytelling project, of course, I get much new vocabulary from the series of every sentence I say during the storytelling process."* (P4)

Vocabulary learning is very important beacuse learning vocabulary is the main capital for learning sentence construction and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English. In this digital storytelling project, P4 could get much new vocabulary from the series of each sentence from the story script that P4 said during the storytelling process. So, this digital storytelling project is beneficial for students who still need to improve their vocabulary because they can develop so much new vocabulary from this project.

### 4.1.4 Creative Thinking

During collaborative digital storytelling projects, students are trained to think creatively about how to create digital fairy tales and implement digital fairy tales into video form. This digital storytelling project is very beneficial for students to improve their digital skills because the task of this storytelling project uses digital, so students are required to be able to master digital technology.

#### 4.1.1.1 Digital Skill

Digital skills help students edit videos, combine recorded sounds and insert them into one video, and finally insert videos into Youtube. As they said in the interview:

*"Another benefit is, of course, in the field of technology or IT, in this case, editing. Because this digital project was my first one in*

*college, I had to edit a video, add sound, and make the video more entertaining and entertaining the audience".* (P1)

*"Then, digitally editing this fairy tale can add to my knowledge regarding video editing using digital. My skills are increasing, and maybe I can become a YouTuber if I deepen my editing skills".* (P2)

*"I know how to edit and understand more about using IT. I know what applications can be used to work on digital storytelling projects. Then I know how to combine the recorded sounds and animations into one video".* (P3)

*"I can improve my creativity by starting by choosing a unique and interesting story, then how to present it through an editing application which also increases my ability to use mobile applications to learn English. The point is to make learning English more interesting".* (P7)

*"Increasing my knowledge in the technology field, how to edit videos and then upload them to YouTube through learning digital storytelling projects, then I can also learn how to make digital storytelling videos themselves. I also have new knowledge about supporting applications that I can use to record sound with better quality".* (P9)

*"I have video editing skills. So after this project, when I have a video-making task, I enjoy it more when I edit a video".* (P10)

From the participants' statements above, they get many benefits from the digital storytelling project. Several benefits can be obtained from this project, the first is that it can increase their insight into the field of technology or IT, and they will understand how to edit video and combine sound, images, and animation into one video. Digital storytelling projects are very beneficial for students to improve their creativity, starting by choosing a unique and exciting story and presenting it through a video editing application. Furthermore, when they make digital videos, they will enjoy doing the task more because they have previously studied it in digital storytelling project assignments.

### 4.1.5 Challenges Encountered in Collaborative Digital Storytelling Project

This section discusses several challenges encountered that participants faced in doing the task of a collaborative digital storytelling project. The challenges were discussed based on the results of the data analysis. Several sub-themes related to the challenges faced by students while working on a collaborative digital storytelling project. The sub-themes were divided into six competencies, namely: (1) time management, (2) recording the voiceover narration, (3) deciding the topic, and (4) technological challenges.

#### 4.1.5.1 Time Management

Students had several challenges collaboratively doing digital storytelling projects, including time management. The project was carried out collaboratively while their places were far from each other, and assignments were given in conjunction with kuliah kerja nyata (KKN) activities. Gathering to discuss this is very influential in working on the task they do because this task is collaborative. Some friends may need to be more active and have a deadline to send the recording. As they said in the interview:

> *"During the division of tasks and also during preparation or how to manage time and manage other friends because this project is done collaboratively, of course, some friends may be lazy or may have a deadline for sending their VN or dubbing voices. Will be added to the video".* (P1)
>
> *"Managing the time is difficult because the time allotted for task work coincides with KKN activities. Because we also have busy schedules, we have to be good at managing time to complete this task with the time given by the lecturer".* (P3)
>
> *"Managing time, sometimes a sense of laziness makes this activity hampered. Because this storytelling process also takes much time, especially in pronouncing English sentences, my friends and I have*

*to pay more attention to appropriate pronunciation or notes that sound interesting".* (P4)

*"The obstacle that I feel so far is managing time. Sometimes there is a feeling of laziness that makes this activity hampered".* (P6)

Time management is one of the obstacles that is often experienced by some people which is usually caused by laziness in thinking or doing tasks, places that are far apart and schedules that coincide with other activities. From the participants' statements above, managing time is very difficult to gather because it coincides with KKN activities and will impact task completion. Then, there will be some lazy friends to do assignments which will affect other friends and hinder the task.

#### 4.1.5.2 Recording the Voiceover Narration

Students got some challenges in recording voiceover narration on a collaborative digital storytelling project assignment. Recording voiceover narration is also a big challenge for students in this digital storytelling project because the sound they produce must match the characters played, and it takes quite a long time because it has to be done repeatedly until it fits. As they said in the interview:

*"The recording is also repeated to produce a good recording."* (P1)

*"You must do voice recordings often until you get the right results."* (P2)

*"Well, to record this, we do not just do it once or twice but several times until the recording is excellent."* (P3)

*"When recording sound. At that time, I had a hard time recording because so many people were in my house. I had to wait until it was*

*quiet, and then I continued recording. Moreover, requires repeated voice recordings".* (P5)

*"The process of recording a sound repeated many times to get the sound according to the character being played."* (P6)

*"It took quite a long time. You have to be patient to finish because each member has to adjust their respective roles, and it is not easy to take a long time to complete until it is perfect".* (P7)

*"It took me a long time to record and adjust the voice to the characters I played in the fairy tale."* (P8)

*"Another obstacle is how I have to learn to voice in a fairy tale video for the first time and then learn to adjust the intonation of the voice so that I can fit into the role in the video. This makes me need time and time again when recording sound to get the recording that I want".* (P9)

The method of conveying fairy tales to listeners is often considered trivial and unimportant. Even though mastering how to convey fairy tales is important to help listeners capture the information and moral massage of the story. When recording the voiceover narration, you have to adjust the content that is read, the correct pronunciation and articulation make it easier for the listener to catch the massage from the fairy tale, the intonation and emphasis of the tone must be right. The participants' statements above stated that recording voiceover narration is not easy because the voices they recorded must match the characters played. Then, to get the best results and follow the correct English pronunciation, it must be done repeatedly until it is perfect and appropriate.

#### 4.1.5.3 Deciding the Topic

In carrying out a collaborative digital storytelling project, several challenges were faced by students and some of the participants in this study. Feelings of difficulty also arise when the story or fairy tale is to be told. Deciding

on a topic was also challenging because the task was carried out collaboratively, and many ideas or inputs needed clarification about which suited their groups. As they said in the interview:

> *"The difficulty here is because we have many opinions, many ideas. Many thoughts make it difficult for us to put together ideas to determine the story's topic that will be told in digital video. It means combining which one fits or fits".* (P2)

> *"The first time, we wanted to determine which fairy tale topic was suitable for our group. We had a bit of a dilemma to choose an interesting fairy tale video".* (P9)

The first thing that becomes an obstacle in making digital videos is decide the topic of a fairy tale. The participants' statements above stated that they had difficulty because of many ideas and opinions that made it challenging to combine these ideas to determine the story's topic.

#### 4.1.5.4 Technological Challenges

In carrying out this collaborative digital storytelling project, there were several challenges experienced by the participants in terms of editing. Some participants had difficulty editing the digital video because the digital storytelling project assignment given by the lecturer was their first experience. Hence, they needed clarification about how to make it. As they said in the interview:

> *"Then video editing, during video editing this digital storytelling project to unite the voices of each role is complicated."* (P7)

> *"I have no expertise in video editing, and my friends also have absolutely no expertise in editing, making our group feel difficult for the given task."* (Q10)

In making attractive digital videos, you must master good editing techniques. If the video is not packaged in an attractive way, the audience will certainly feel bored. Morever, if the videos is presented in a long duration. To avoid audience boredom, editors must edit video. Not only combining several videos into one unit, editors also need to add animation, sound effects, to modern transitions. From the participants' statements above, editing becomes their most formidable challenge because editing is their first experience. The students need help finding a video maker application tool and how to create a recording voiceover narration and insert an image and combine everything into one video.

## 4.2 Discussion

This section discusses the research findings of the EFL students' perceptions of collaborative digital storytelling projects in TEYL class. The data were collected through semi-structured interviews and analyzed using thematic analysis. Based on the data analysis results, several themes were identified as the finding of this study. The themes were students' perceptions of collaborative digital storytelling projects, participation in collaborative digital storytelling projects, language learning, and challenges encountered in collaborative digital storytelling projects.

The findings show EFL students' perception to increase collaboration skills in digital storytelling projects. Collaborative learning can help students in completing digital storytelling project tasks. Students worked together to find ideas and solutions in compiling the project, such as story text creation, role sharing, and video editing so that they could submit it on time. This finding

resonances with Kapp's (2019) study that a collaborative digital storytelling project has the valuable benefits of improving teamwork/collaboration skills, understanding, student learning experiences, knowledge, and achievement. Moreover, Yang and Cheng's (2010) study recalls similar issues that the effectiveness of a collaborative digital storytelling project is to develop students' creativity, innovation, and communication skills.

In addition, students can increase collaboration and communication skills that EFL students got, one of them is exchanging ideas. The increase in students' collaboration skills as they could exchange ideas with each other. They could give their respective opinions and discuss together to determine how they could finish their group task well, such as the best topics students would use for their text and who would edit the video. It was determined according to their mutual agreement. As Nordmark and Milrad (2012) and Yang and Wu (2012) admitted, students can encourage critical thinking through communication and improve their creativity when they synthesize ideas and write a shared story.

This study also found that working as a team to create digital storytelling projects made it easier for students to do the tasks given by the lecturer, who worked together in compiling assignments, for example, some edited videos and making texts. The results of study by Gelmini-Hornsby, Ainsworth, and O'Malley (2011) and Liu, Tao, Chen, Liu, and Chen (2013) show that collaboration techniques have been combined with digital storytelling to help students work together and create and organize multimedia materials for storytelling.

The yield of this study found that EFL students participate in collaborative digital storytelling projects. In most cases, when students do a project

collaboratively, all students are engaged in the task. In terms of engagement, all students are active and involved in every creation of a collaborative digital storytelling project. Each group divides the functions according to their abilities—for instance, some edited videos, voiceovers, story finders, and application finders. Research by Niemi and Multisilta (2016) found that collaborative digital storytelling engaged the students in learning. The factors affecting this enthusiasm were the digital tool used, movie learning, and collaborative design.

This research demonstrates that digital storytelling is a valuable method of positively influencing students' language learning motivation in EFL education. This result is similar to the study by Lee (2014) that digital storytelling offers prospective benefits that could aid language learning.

In addition, Shelby-Caffey, Ubeda, and Jenkins's (2014) study also show several sub-themes related to the language learning faced by students while working on collaborative digital storytelling projects, namely: (1) pronunciation, (2) grammar, (3) vocabulary, (4) speaking, (5) writing, and (6) digital skills. It is concluded that digital storytelling could be an effective method for increasing students' English vocabulary knowledge. With the study, students should research the English equivalents of words they do not know through google translate. They also use these words in the process of creating digital stories. This exercise allows students to learn these words permanently by repeating them.

This study also shows that students can improve their writing skills which require a high level of knowledge in various fields such as grammar and vocabulary. The story script they are looking for must be in Indonesian, and then each group must translate it into English. Therefore, in doing this digital

storytelling project, students are trained to improve their writing skills and how to arrange each sentence properly and correctly according to the correct grammar of English writing, related to Sarcia and Usluel (2016) and Yoon (2014) research which proved that the digital storytelling strategy significantly improves students' writing skills.

Another finding of this study is that students can develop their speaking skills and pronunciation through digital storytelling. During the implementation in google translate or an online dictionary, the students listen to words whose accents they do not know and record the sound repeatedly until it matches perfectly with the pronunciation. These results agree with Castaneda's (2013) study, which found that digital storytelling gave many benefits to students, such as oral, specifically pronunciation, fluency, and expression.

This study can help them to improve their speaking skills. The digital storytelling project is beneficial to practice their speaking skills to be better and correct. They must be able to adjust the expression and intonation according to the character they play as a voiceover. It takes a long time because the voice recordings they did repeatedly until the voice of the character they play is perfect. Previous results of the study by Lee (2014) and Razmi, Pourali, and Nozard (2014) show that voice recording allows students to build their knowledge and improve their speaking skills.

In addition, the results of this study also reveal that, while creating a digital story, the student might gain new experiences and digital skills such as video editing and research via online resources. The study concludes that this method could be an entertaining activity that improves language and digital skills.

McClellan's (2007) study described that digital storytelling projects may assist in developing skills such as visual literacy, cooperation, and technology mastery needed for the twenty-first century. Moreover, this result is similar to the study by Tahriri, Tous, and Movahedyar (2015) that the digital storytelling project offers many opportunities in learning environments for students to express their feelings and develop their language, communication, and digital skills.

The findings show EFL students' challenges in collaborative digital storytelling projects. This is in line with Kasami's (2018) study which stated that during the collaborative creation of digital storytelling projects, students faced challenges in recording the voice, time management, technological skills, and copyright issues. There are several challenges encountered that participants. This study found that one of the challenges faced by students was managing time. Managing time is very difficult for them because their places are far apart, and it is challenging to gather because it coincides with kuliah kerja nyata (KKN) activities and will impact task completion. There will be some lazy friends to do assignments which will affect other friends and hinder the task. This aligns with Fan's (2022) study which described that another challenge commonly reported is managing time. Students are generally reported to devote more time and effort to composing digital storytelling projects than text-based assignments since they must execute a wide range of language abilities and digital skills when composing.

In addition, students got some challenges in recording voiceover narration on a collaborative digital storytelling project assignment. Recording voiceover narration is not easy because the voices they record must match the characters

played, and to get the best results and follow the correct English pronunciation, it must be done repeatedly until it is perfect and appropriate. As Kim (2014) and Liu et al. (2016) admitted, it has been found that such activity improves students' oral proficiencies, as they need to repeatedly practice the narration to record the stories using their vocal narrations.

The finding of this study has similar to the previous research which challenges encountered that participants faced in doing the task of a collaborative digital storytelling project. However, there were differences in the finding of this study with the previous research; at the same time, it become a new insight. The result of this study present EFL students' perceptions of collaborative digital storytelling project in TEYL class. The perceptions in this research finding show that in carrying out a collaborative digital storytelling project, students and some participants in this study faced several challenges. Feelings of difficulty also arise when the story or fairy tale is to be told. Deciding on a topic was also challenging because the task was carried out collaboratively, and many ideas or inputs needeed clarification about which suited their groups.

The last, in carrying out this collaborative digital storytelling project, there were several challenges experienced by the participants in terms of editing. Editing is one of the things that becomes their most formidable challenge because editing is their first experience, such as how to find a video maker application tool, how to put together a recording voiceover narration, and how to insert an image and combine everything into one video. This study by Kasami (2018) shows that language instructors and students have encountered one of the significant challenges of needing more digital literacy skills and competencies.

# CHAPTER V

# CONCLUSION

This chapter presented the point of the research. It discusses several items consisting of conclusion, limitation of the study, pedagogical implications of the study, and recommendation for further studies.

## 4.1 Conclusion

The EFL students' perceptions of the collaborative digital storytelling project showed the collaborative digital storytelling project is an innovative instructional model, which increases students' collaboration skills, develops students' participation and language skills development, trains creative thinking, and offers challenging learning. These results resemble the result of this study. It can be presented based on the findings; the collaborative project was more valuable and effective in developing students' skills towards digital storytelling projects in TEYL class.

Meanwhile, the benefits of a collaborative project in TEYL class which is digital storytelling making, it has positive perceptions. Based on the interview analysis, most students benefit significantly from the completed collaborative digital storytelling project in TEYL class. It also shows that the students feel happy, fun, and surprised by the collaborative digital storytelling project; it is beneficial for improving students' skills such as critical thinking, creative thinking (digital skills), problem-solving, and students' English skills (pronunciation,

writing, speaking, grammar, vocabulary). It makes the students more interested in learning while doing the project.

In addition, in the collaborative creation of digital storytelling projects, there are several obstacles EFL students encounter in collaborative digital storytelling projects. This study found that students faced difficulty managing time, technological challenges (editing digital storytelling videos), pedagogical circumstances, recording the voiceover narration, and deciding the topic.

### 4.2 Limitation

Finally, the researcher realizes that this research still needs improvement. Since the study was limited to time and scope, the researcher did not explore the other information related to the collaborative digital storytelling project in many aspects, for example, how the student's perceptions of the benefits of collaborative digital storytelling projects in other classes so the researcher can compare it how valuable this collaborative digital storytelling project is. The researcher also did not include some negative statements in the interview. Therefore, the researcher hopes it can be done or approved by further researchers.

### 1.1 Recommendation

After conducting the research, the researcher has some recommendations for English teachers in the English Education Department at an Islamic higher institution in Southeast Sulawesi, general English teachers, and other researchers. Based on the research findings, the EFL students' perceptions of the collaborative digital storytelling project in TEYL class were positive. Therefore, English

teachers in general, and especially English teachers in Islamic higher institutions in Southeast Sulawesishould, should always use this learning method to help students learn English. This method also can develop students' collaboration, confidence, critical thinking, creative thinking, and problem-solving. Thus, if they want to implement this learning method, they should change the project model that the lecturer or the teacher will give the students. Moreover, the students feel happy and challenged when doing the project.

The last suggestion is for other researchers. The researcher suggests further research since this research merely focuses on the collaborative digital storytelling project, especially in making digital storytelling project class A and B in the six semesters in the English Education Department at an Islamic higher institution in Southeast Sulawesi. This paper can be the basis or reference for further research. Other researchers can conduct more profound research on other aspects of using project-based learning in an educational context.

**1.2 Pedagogical Implication**

The findings reveal that the students' perceptions positively impact the teaching and learning process in TEYL class. The result of this research could be a contribution to the English lecturer, students, and future researchers. The other lecturer can use this learning method in the teaching process. They can use this learning method to relieve their work and skills practically.

This study is expected to describe the students' perceptions of the benefits of collaborative digital storytelling projects in TEYL class. It proves that through digital storytelling-making projects, students can increase collaboration and

communication skills and develop language skills, students' participation, and problems solving. This study describes that this project has a positive impact on the students.

For future researchers, this research can be an inspiration and reference to other researchers to prove how valuable a collaborative digital storytelling project is, especially for TEYL class. This research can also be used as a reference to support some necessary sources. Moreover, the researcher suggested to future researchers conduct some research with different designs, aspects, contexts, and approaches to the study.

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**Appendix 1: Instrument of Data Collection**

| Indicators | Questions |
|---|---|
| Collaborative learning (Kapp, 2009) | 1. Bagaimanapendapatkamutentangproyek mendongeng digitalsecarakolaboratifdalambahasaInggris ? |
| Student participation of Collaborative (Niemi & Multisilta, 2016) | 2. Seberapa besar kontribusi atau partisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaboratif? |
| Benefits of digital storytelling (Lee, 2014; Shelby-Caffey, et al, 2014) | 3. Apamanfaatyang kamudapatkansetelahmelakukanproyek mendongeng digital? |
| Challenges of the collaborative DST project (Kasami, 2018) | 4. Apakendala yang kamuhadapiselamamelakukanproyek mendongeng digital secara kolaboratif? |

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**Appendix 2. Data Coding**

**Appendix 3. Coding Q1**

1. Bagaimana pendapat kamu tentang proyek mendongeng digital secara kolaboratif dalam bahasa Inggris?

| | Raw Data | Coding | Categorization | Theme and interpretation | Theme |
|---|---|---|---|---|---|
| P1 | Menurutsaya proyek mendongeng digital secara kolaboratif dalam bahasa Inggris sangat bagus tentunya karena ketika saya mengerjakan proyek ini secara kolabo ratif, yang dimana saya dapat bekerja sama dengan teman kelompok saya dalam mengerjakan proyek digital ini. Itu akan sangat membantu kami khusunya saya dalam mengerjakan tugas tersebut karena secara kolaboratif kami dapat berbagi pendapat, bertukar ide dan kami juga dapat membagi bagi tugas yang sesuai dengan tugas kami. | Menurutsaya proyek mendongeng digital secara kolaboratif dalam bahasa Inggris sangat bagus tentunya karena ketika saya mengerjakan proyek ini secara kolaboratif, yang dimana saya dapat bekerja sama dengan teman kelompok saya dalam mengerjakan proyek digital ini. Itu akan sangat membantu kami khusunya saya dalam mengeerjakan tugas tersebut karena secara kolaboratif ***kami dapat berbagi pendapat, bertukar ide*** dan ***kami juga dapat membagi bagi tugas yang sesuai dengan tugas kami***. Contoh ketika kami | Exchange idea,Team work | As P1<br>Admitted that working together on a digital storytelling project would help him immnesely. Because by working collaboratively thay can exchange ideas and it doesn't take long to work on them | Students' perceptions of collaborative digital storytelling project |

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| | Contoh ketika kami mendapatkan sebuah cerita, dongeng atau video disitu ada beberapa bagian-bagian atau ada beberapa tokoh-tokoh dalam ceritanya. Kemudian kami membagi tugas. Misalnya saya mendapatkan bagian tokoh apa, dan teman saya mendapatkan tokoh apa dan yang lainnya. Kemudian kami menjalankan atau mendiskusikan nya secara bersama sama dan mengerjakan tugas ini sesuai dengan peran kami masing-masing. | mendapatkan sebuah cerita, dongeng atau video disitu ada beberapa bagian-bagian atau ada beberapa tokoh-tokoh dalam ceritanya. Kemudian kami membagi tugas. Misalnya saya mendapatkan bagian tokoh apa, dan teman saya mendapatkan tokoh apa dan yang lainnya. Kemudian kami menjalankan atau mendiskusikan nya secara bersama sama dan mengerjakan tugas ini sesuai dengan peran kami masing-masing. | | | |
| P2 | Bagaimana pendapat kamu tentang proyek mendongeng digital secara kolaboratif dalam bahasa Inggris, menurut saya mengerjakan tugas mendongeng digital secara kolaboratif sangat memudahkan | Bagaimana pendapat kamu tentang proyek mendongeng digital secara kolaboratif dalam bahasa Inggris, menurut saya mengerjakan tugas mendongeng digital secara kolaboratif sangat memudahkan saya dan teman-teman kelompok | Exchange idea, Team work | As P2<br><br>Acknowledge that collaborative learning made it easier for her group mates to complete digital storytelling projects. She said that by working in groups | Students' perceptions of collaborative digital storytelling project |

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| | saya dan teman-teman kelompok saya untuk menyelesaikan tugas mendongeng digital ini. Karena dengan mengerjakan nya secara berkelompok kita bisa menyelesaikan nya dengan cepat dan ketika kita berkelompok kita memiliki pemikiran yang berbeda-beda, kita memiliki skill yg berbeda-beda jadi setiap anggota kelompok bisa mengeluarkan pendapat nya masing-masing sehingga kita bisa dengan mudah menyelesaikan tugas mendongeng ini menggunakan digital. Karena tugasnya ada dua yaitu tugas mendongeng dan digital. Maksudnya sebelumnya kita harus membuat dongengnya kemudian kita mengedit nya menggunakan digital jadi kalau kita | saya untuk menyelesaikan tugas mendongeng digital ini. Karena ***dengan mengerjakan nya secara berkelompok kita bisa menyelesaikan nya dengan cepat*** dan ***ketika kita berkelompok kita bisa saling bertukar pikiran*** sehingga kita bisa dengan mudah menyelesaikan tugas mendongeng digital ini. Karena tugasnya ada dua yaitu tugas mendongeng dan digital. Maksudnya sebelumnya kita harus membuat dongengnya kemudian kita mengedit nya menggunakan digital jadi kalau kita mengerjakannnya secara berkelompok itu akan mudah atau menggampangkan kita menyelesaikan tugas ini. | | they chould exchange ideas and complete this task properly and correctly | |

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| | mengerjakannnya secara berkelompok itu akan mudah atau menggampangkan kita menyelesaikan tugas ini. | | | | |
| P3 | Proyek mendongeng digital secara kolaboratif ini bagus karena seperti yang kita ketahui bahwa kolaborasi itu kan pengerjaannya dilakukan secara berkelompok nah ini membantu atau memudahkan kita untuk mengerjakan tugas mendongeng digital. Misalnya yang tadinya masih bingung yang seperti apa itu mendongeng di gital, kita harus memulai mengerjakan tugas ini dari mana, dengan adanya kolaborasi atau kerja kelompok ini kita bisa saling sharing bagaimana cara pembuatan proyek | Proyek mendongeng digital secara kolaboratif ini bagus karena seperti yang kita ketahui bahwa kolaborasi itu kan pengerjaannya dilakukan secara berkelompok nah ini membantu atau memudahkan kita untuk mengerjakan tugas mendongeng digital. Misalnya yang tadinya masih bingung yang seperti apa itu mendongeng di gital, kita harus memulai mengerjakan tugas ini dari mana, dengan adanya kolaborasi atau kerja kelompok ini ***kita bisa saling sharing*** bagaimana cara pembuatan proyek mendongeng digital ini. Kemudian yang tadinya | **Exchange ideas,Team work** | As P3<br>Admits that with collaboration or teamwork she can share knowladge about how to create digital storytelling project. And she also said that this teamwork really helped her to improve his pronunciation to her group mates who know more about pronunciation | Students' perceptions of collaborative digital storytelling project |

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| | mendongeng digital ini. Kemudian yang tadinya saat kita merekam suara atau dubbing masih ada pronunciation kita yang salah atau belum tepat jadi teman kita yang lebih baik pronunciation nya atau yang lebih mengerti pronunciation mereka dapat membantu untuk mengoreksi bagaimana pronunciation yang benar. Jadi menurut saya pembelajaran kolaboratif sangat bermanfaat karena kita bisa saling bertukar fikiran atau saling sharing dan saling melengkapi. | ***saat kita merekam suara atau dubbing masih ada pronunciation kita yang salah atau belum tepat jadi teman kita yang lebih baik pronunciation nya atau yang lebih mengerti pronunciation mereka dapat membantu untuk mengoreksi bagaimana pronunciation yang benar***. Jadi menurut saya pembelajaran kolaboratif sangat bermanfaat karena ***kita bisa saling sharing.*** | | | |
| P4 | Pendapat saya tentang proyek mendongeng digital secara kolaboratif, ini bisa membantu saya dalam membagi tugas dalam membuatnya kepada partisipan lain, artinya tidak terlalu | Pendapat saya tentang proyek mendongeng digital secara kolaboratif, ini bisa ***membantu saya dalam membagi tugas*** dalam membuatnya kepada teman yang lain, artinya tidak terlalu memberatkan saya untuk | **Team work** | As P4<br><br>Acknowledge that collaborative learning is very helpful in sharing tasks with other friends. In other words, the project is not too burdensome | Students' perceptions of collaborative digital storytelling project |

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| | memberatkan saya untuk mengerjakannya secara mandiri. Karena menurut saya, kegiatan seperti ini akan lebih efektif jika di kerjakan secara kolaboratif. | mengerjakannya secara mandiri. Karena menurut saya, kegiatan seperti ini akan lebih efektif jika di kerjakan secara kolaboratif. | | because it is done colllaboratively and according to her, digital storytelling project are indeed effective to be done collaboratively | |
| P5 | Menurut pendapat saya terkait proyek mendongeng digital secara kolaboratif dalam bahasa Inggris itu memudahkan kami dalam mengerjakan tugas yang telah di berikan oleh dosen karena dalam mengerjakan tugas tersebut kami saling bekerja sama dalam menyusun tugas tersebut seperti contoh ada yang mengedit video, ada yang membuat teks nya dan lain sebagainya | Menurut pendapat saya terkait proyek mendongeng digital secara kolaboratif dalam bahasa Inggris itu memudahkan kami dalam mengerjakan tugas yang telah di berikan oleh dosen karena dalam mengerjakan tugas tersebut ***kami saling bekerja sama dalam menyusun tugas tersebut seperti contoh ada yang mengedit video, ada yang membuat teks nya dan lain sebagainya*** | **Team work** | As P5<br><br>Admited that working on this project collaboratively greatly facilitated her in compiling this project. She also gave some examples such as someone in charge of editing videos, making texts and so on | Students' perceptions of collaborative digital storytelling project |
| P6 | Bagaimana pendapat kamu tentang proyek mendongeng digital secara kolaboratif | Bagaimana pendapat kamu tentang proyek mendongeng digital secara kolaboratif dalam | **Exchange ideas** | As P6<br><br>Recognizes that collaboratively it can help and make it | Students' perceptions of collaborative digital |

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| | dalam bahasa Inggris. Mendongeng digital sangat membantu kita dalam meningkatkan minat baca dan hal itu akan membuat kita menjadi tertarik untuk mengingat kosa kata dan makna dari dongeng tersebut, terlebih di lakukan dengan kaliboratif akan sangat membantu meningkatkan minat belajar karena dilakukan bersama. | bahasa Inggris. Menurut saya mendongeng digital secara kolaboratif dapat membantu dan memudahkan saya dalam mengerjakan tugas mendongeng karena dengan berkolaboratif ***kita bisa saling bertukar pikiran kepada teman yang lain.*** Contohnya karena saya tidak paham dalam pengeditan video, maka teman kelompok saya yang lebih paham bisa mengambil alih tugas tersebut | | easier for him to work on digital storytelling projects. Because by collaborating they can exchange ideas with other teamwork | storytelling project |
| P7 | Menurut saya project digital storytelling secara kolaboratif itu sangat berguna bagi saya terutama dalam melatih kemampuan saya untuk kerja sama dalam tim dimana pada saat saya mengerjakan tugas ini secara kolaboratif kami dapat menemukan ide-ide dan juga solusi untuk | Menurut saya project digital storytelling secara kolaboratif itu sangat berguna bagi saya terutama dalam melatih kemampuan saya untuk kerja sama dalam tim dimana pada saat saya mengerjakan tugas ini secara kolaboratif ***kami dapat menemukan ide-ide dan juga solusi untuk menyelesaikan*** | **Team work** | As P7<br><br>Acknowledged that collaboratively they could find ideas and solutions to complete this project more quickly. She also said the higher the level of cooperation, the faster the project was completed and the process was lighter. | Students' perceptions of collaborative digital storytelling project |

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| | menyelesaikan tugas dari projek ini dengan lebih cepat. Jadi semakin tinggi tingkat kerja samanya maka semakin cepat projek terelesaikan dan lebih ringan selama proses mengerjakannya. | ***tugas dari projek ini dengan lebih cepat.*** Jadi ***semakin tinggi tingkat kerja samanya maka semakin cepat projek terelesaikan*** dan lebih ringan selama proses mengerjakannya. | | | |
| P8 | Menurut saya kolaboratif projek itu sangat baik diterapkan karena dengan bekerja sama menyelesaikan tugas memungkinkan individu untuk bekerja sama dan saling bahu membahu demi mencapai target, dalam hal ini yaitu menyelesaikan tugas proyek mendongeng digital ini dengan baik. | Menurut saya kolaboratif projek itu sangat baik diterapkan karena ***dengan bekerja sama menyelesaikan tugas memungkinkan individu lebih mudah mengerjakan tugas mendongeng***, kemudian ***saling bahu membahu demi mencapai target,*** dalam hal ini yaitu menyelesaikan tugas proyek mendongeng digital ini dengan baik. | **Team work** | As P8<br><br>Recognizes that collaborative learning is very well applied vecause it allows individuals to work together and work hand in hand to achieve the target of completing digital storytelling projects well. | Students' perceptions of collaborative digital storytelling project |
| P9 | Menurut pendapat saya, proyek mendongeng digital secara kolaboratif dalam bahasa inggris saat itu sangat menyenangkan | Menurut pendapat saya, proyek mendongeng digital secara kolaboratif dalam bahasa inggris saat itu sangat menyenangkan untuk dikerjakan sebagai | **Team work, Exchange ideas** | As P9<br><br>Acknowledged that collaborative learning was quite helpful in terms of the completion time of | Students' perceptions of collaborative digital storytelling project |

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| | untuk dikerjakan sebagai salah satu tugas di mata kuliah tersebut. Fokus kepada proses pengerjaan tugas ini yang dilakukan secara kolaboratif atau berkelompok, saya merasa bahwa cara tersebut cukup membantu dalam hal waktu penyelesaiannya. Karena untuk mengerjakan tugas mendongeng ini, kami bisa berbagi peran untuk mengisi suara dalam video tersebut, menyatukan audio dan kemudian di edit. Seluruh proses pengerjaannya dilakukan secara bersama-sama dengan peran yang di bagi-bagi, dimana hal tersebut membuat tugas ini terasa lebih ringan. Mengerjakan tugas ini secara kolaboratif juga sangat terasa baik | salah satu tugas di mata kuliah tersebut. Fokus kepada proses pengerjaan tugas ini yang dilakukan secara kolaboratif atau berkelompok, saya merasa bahwa cara tersebut cukup membantu dalam hal waktu penyelesaiannya. Karena untuk mengerjakan tugas mendongeng ini, kami bisa berbagi peran untuk mengisi suara dalam video tersebut, menyatukan audio dan kemudian di edit. ***Seluruh proses pengerjaannya dilakukan secara bersama-sama dengan peran yang di bagi-bagi,*** dimana hal tersebut membuat tugas ini terasa lebih ringan. Mengerjakan tugas ini secara ***kolaboratif juga sangat terasa baik dalam hal menerima pendapat dari masing-masing*** | | this project. Because in the process of making the video they share tasks ranging from dividing roles, editing and putting together audio. She also shays this collaborative learning teaches them to be selfless. | |

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| | dalam hal menerima pendapat dari masing-masing anggota yang kemudian membuat kami belajar untuk tidak menjadi individu yang mau menang sendiri. | ***anggota*** yang kemudian membuat kami belajar untuk tidak menjadi individu yang mau menang sendiri. | | | |
| P10 | Menurut saya pembelajaran berbasis kolaboratif cukup bagus karena pembelajaran berbasis kolaboratif ini dapat meringankan tugas yang telah diberikan, karena masing-masing mengambil tugas atau tanggung jawab untuk menyelesaikan tugas. | Menurut saya pembelajaran berbasis kolaboratif cukup bagus karena pembelajaran berbasis ***kolaboratif ini dapat meringankan tugas yang telah diberikan, karena masing-masing mengambil tugas atau tanggung jawab untuk menyelesaikan tugas.*** | **Team work** | As P10<br>Admits that collaborative learning is quite good because it can lighten the given task, because each friend takes the task or responsibility to complete the task they have agreed on. | Students' perceptions of collaborative digital storytelling project |

**Appendix 4 Coding Q2**

2. Seberapa besar kontribusi atau partisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaboratif?

| | Raw Data | Coding | Categorization | Theme and interpretation | Theme |
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| P1 | Untuk kontribusi atau partisipasi yang saya lakukan dalam pembuatan video proyek mendongeng digital ini, saya cukup memberikan banyak kontribusi antara lain seperti berhubung video atau proyek ini adalah pembuatan video digital yang dimana kami atau saya bersama teman kelompok saya mengambil video dari YouTube kemudian kami olah atau kami edit menghilangkan suara asli nya, kemudian kami mengganti nya dengan suara dari kami sendiri, Kemudian setelah itu saya juga melakukan kontribusi dalam hal mengedit atau proses pengeditan video tersebut. Seperti saya memasukkan suara, memotong video, membuat video lebih | Untuk kontribusi atau partisipasi yang saya lakukan dalam pembuatan video proyek mendongeng digital ini, saya cukup memberikan banyak kontribusi antara lain seperti berhubung video atau proyek ini adalah pembuatan video digital yang dimana kami atau saya bersama teman kelompok saya mengambil video dari YouTube kemudian kami olah atau kami edit ***menghilangkan suara asli nya, kemudian kami mengganti nya dengan suara dari kami sendiri,*** Kemudian setelah itu saya juga melakukan kontribusi dalam hal ***mengedit atau proses pengeditan video tersebut.*** Seperti saya memasukkan suara, memotong video, membuat video lebih entertain atau bisa menghibur kemudian | **Sense of engagement (Voice over, Editing)** | As P1<br><br>Enough to contribute such as in terms of video editing, inserting sound into the video, cutting the video and making the video more entertaining so that they can entertain the audience more, then he also adds some animations to his videos. | Students Participation of collaborative DST project |

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| | entertain atau bisa menghibur kemudian saya juga menambahkan beberapa animasi didalam nya dsb. Itu adalah salah satu bentuk kontribusi atau partisipasi yang saya lakukan dalam pembuatan video proyek mendongeng digital ini. | saya juga menambahkan beberapa animasi didalam nya dsb. Itu adalah salah satu bentuk kontribusi atau partisipasi yang saya lakukan dalam pembuatan video proyek mendongeng digital ini. | | | |
| P2 | Jelaskan bagaimana kontribusi atau partisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaboratif. Kontribusi saya yaitu ketika kami berdiskusi bersama teman kelompok, kami langsung mengambil peran masing-masing sesuai dengan tokoh cerita yang akan kami bawakan kemudian membagi tugas sesuai skill masing-masing ada yang bertugas mencari cerita, ada yang | Jelaskan bagaimana kontribusi atau partisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaboratif. Kontribusi saya yaitu ketika kami berdiskusi bersama teman kelompok, kami langsung mengambil peran masing-masing sesuai dengan tokoh cerita yang akan kami bawakan kemudian membagi tugas sesuai skill masing-masing ada yang bertugas mencari cerita, ada yang mencari | **Sense of engagement (Story finder, voice over)** | As P2<br><br>Participate in the search for fairy tales. Then also participate in the division or roles which will then be recorded for inclusion in the video. | Students Participation of collaborative DST project |

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| | mencari aplikasi video, ada yang mengedit video dll. Saya berpartisipasi untuk mencari cerita atau dongeng yang menarik. Kemudian setelah dongengnya sudah ada, kemudian pembagian peran atau tokoh cerita, saya merekam suara untuk dimasukkan kedalam video dan kemudian di edit menggunakan aplikasi video yang telah disepakati. | aplikasi video, ada yang mengedit video dll. Saya berpartisipasi untuk *mencari cerita atau dongeng yang menarik.* Kemudian setelah dongengnya sudah ada, kemudian pembagian peran atau tokoh cerita, ***Saya merekam suara untuk dimasukkan kedalam video*** dan kemudian di edit menggunakan aplikasi video yang telah disepakati. | | | |
| P3 | Kontribusi atau partisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaboratif, saya selalu berusaha untuk terlibat atau berpartisipasi dalam setiap proses atau tahap pengerjaan tugas ini mulai dari mencari bahan dongeng | Kontribusi atau partisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaboratif, saya selalu berusaha untuk terlibat atau berpartisipasi dalam setiap proses atau tahap pengerjaan tugas ini mulai dari ***mencari bahan dongeng apa*** | **Sense of engagement (Story finder, voice over, app finder)** | As P3<br><br>Always try to be involved and participate in every process or stage of a digital storytelling project. Such as searching for fairy tale materials, then recording and looking for video editing | Students Participation of collaborative DST project |

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| | apa yang bagus untuk kita jadi kan proyek kami kemudian merecord, sementara untuk pengeditan video saya kurang berpartisipasi karena yang saya lakukan hanya mencari aplikasi apa yang bagus di gunakan untuk pengeditan video animasi dengan menggunakan suara. Tapi untuk tugas pengeditan yang kerjakan teman saya. Tpi untuk mencari saya turut berpartisipasi didalamnya. | ***yang bagus untuk kita jadi kan proyek kami kemudian merecord***, sementara untuk pengeditan video saya kurang berpartisipasi karena yang saya lakukan hanya ***mencari aplikasi apa yang bagus di gunakan untuk pengeditan video animasi*** dengan menggunakan suara. Tapi untuk tugas pengeditan yang kerjakan teman saya. Tpi untuk mencari saya turut berpartisipasi didalamnya. | | applications. | |
| P4 | Kontribusi saya dalam melakukan proyek mendongeng digital secara kolaboratif ini, saya rasa saya cukup aktif dalam kegiatan ini, karena tidak hanya mendapat bagian dari merekam suara yang sudah menjadi bagian dari masing-masing | Kontribusi saya dalam melakukan proyek mendongeng digital secara kolaboratif ini, saya rasa saya cukup aktif dalam kegiatan ini, karena tidak hanya mendapat bagian dari ***merekam suara yang sudah menjadi bagian dari masing-masing*** | **Sense of engagement (Voice over, editing)** | As P4<br><br>Quite active in this project, because they not only get a part to record the voices that have become part of each group friend, but also have task of editing the video as creatively as possible | Students Participation of collaborative DST project |

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| | teman kelompok. Tetapi saya juga bertugas mengedit video tersebut sekreatif mngkin agar dongeng yang kami buat bisa lebih menarik dan di sukai. | ***teman kelompok.*** Tetapi saya juga ***bertugas mengedit video tersebut sekreatif mngkin*** agar dongeng yang kami buat bisa lebih menarik dan di sukai. | | so that the stories they make are more interesting and liked by audience. | |
| P5 | Bagaimana kontribusi atau partisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaboratif yaitu saya pada saat itu berkonstribusi dalam menyusun teksnya dan kemudian merecord | Bagaimana kontribusi atau partisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaboratif yaitu saya pada saat itu ***berkonstribusi dalam menyusun teksnya dan kemudian merecord*** | **Sense of engagement (Voice over)** | As P5<br>Contribute in terms of compiling story texts and recording voices. | Students Participation of collaborative DST project |
| P6 | Jelaskan bagaimana kontribusi atau pastisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaboratif. Selama pembuatan video saya telah memberikan upaya terbaik dalam membuat intonasi dan | Jelaskan bagaimana kontribusi atau pastisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaboratif. Selama pembuatan video saya telah memberikan upaya terbaik dalam ***membuat intonasi dan pengucapan menjadi*** | **Sense of engagement (Voice over)** | As P6<br>During the making of digital storytelling project, he has given his best efforts in making videos such as making intonation and pronunciation more pleasant to hear and easy tu understand so | Students Participation of collaborative DST project |

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| | pengucapan menjadi lebih enak dan mudah di mengerti agar penonton lebih tertarik untuk menonton video kami. | ***lebih enak*** dan mudah di mengerti agar penonton lebih tertarik untuk menonton video kami. | | that viewers are more interested in watching their video | |
| P7 | Kontribusi atau partisipasi saya selama melakukan projek ini adalah saya mengambil bagian editor. Jadi partisipasi saya adalah saya berperan penting dalam pengeditan video storytelling nya, saya juga yang menentukan alur cerita dan saya yang membagikan peran kepada teman-teman saya dan saya juga berpartisipasi dalam mengisi suara. | Kontribusi atau partisipasi saya selama melakukan projek ini adalah saya mengambil bagian editor. Jadi partisipasi saya adalah saya ***berperan penting dalam pengeditan video storytelling***nya, saya juga yang menentukan alur cerita dan saya yang membagikan peran kepada teman-teman saya dan saya juga ***berpartisipasi dalam mengisi suara.*** | **Sense of engagement (Editing, voice over)** | As P7<br>Admitted that she played a very important role in the video editing of this digital storytelling project, thaan she also determined the storyline and distributed the roles to other friends and she also participated in voicing. | Students Participation of collaborative DST project |
| P8 | Kontribusi atau partisipasi saya dalam projek ini saya berkontribusi sebagai pengisi suara dalam pembuatan video proyek mendongeng digital. | Kontribusi atau partisipasi saya dalam projek ini saya berkontribusi ***sebagai pengisi suara*** dalam pembuatan video proyek mendongeng digital. | **Sense of engagement (Voice over)** | As P8<br>Apart from being a dubber or voiceover she also makes massege or motto at the and of the video | Students Participation of collaborative DST project |

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| P9 | Kontribusi atau partisipasi saya dalam pembuatan video adalah saya ikut andil dalam pencarian video animasi yang akan kami gunakan pada saat itu, dan kemudian saya berperan sebagai pengisi suara dalam video storytelling tersebut. | Kontribusi atau partisipasi saya dalam pembuatan video adalah ***saya ikut andil dalam pencarian video animasi*** yang akan kami gunakan pada saat itu, dan kemudian ***saya berperan sebagai pengisi suara dalam video storytelling tersebut.*** | **Sense of engagement (Video finder Voice over)** | As P9<br><br>Take part in the search for animated videos and also act as a voiceover in the video of the digital storytelling project. | Students Participation of collaborative DST project |
| P10 | Kontribusi atau partisipasi saya dalam projek pembuatan video mendongeng digital ini adalah saya berkontribusi atau berpartisipasi sebagai pengisi suara atau dubbing dan saya juga mengambil bagian pengeditan video | Kontribusi atau partisipasi saya dalam projek pembuatan video mendongeng digital ini adalah saya berkontribusi atau ***berpartisipasi sebagai pengisi suara atau dubbing*** dan ***saya juga mengambil bagian pengeditan video*** | **Sense of engagement (Voice over, editing)** | As P10<br><br>Contribute and participate as voiceover and also take part in video editing | Students participation of collaborative DST project |

**Appendix 5 Coding Q3**

3. Apamanfaat yang kamu dapatkan setelah melakukan proyek mendongeng digital?

| | Raw Data | Coding | Categorization | Theme and interpretation | Theme |
|---|---|---|---|---|---|
| P1 | Apa manfaat yang saya dapatkan setelah melakukan proyek. Tentunya banyak sekali manfaat yang saya dapatkan, contohnya yang pertama adalah bagian pronunciation, nah ketika mengerjakan proyek mendongeng digital ini tentunya cerita atau dongeng yang kami bawakan adalah berbahasa Inggris. Nah, disitu kami di latih untuk memiliki pronunciation yang bagus dan juga grammar tentunya harus grammar yang tepat. Maka dari itu sebelum kami membuat proyek tersebut kami harus Konsul kedosen terkait dengan naskah cerita dongengnya apakah sudah sesuai grammar nya atau belum. Nah, kemudian untuk | Apa manfaat yang saya dapatkan setelah melakukan proyek. Tentunya banyak sekali manfaat yang saya dapatkan, contohnya yang pertama adalah bagian pronunciation, ketika mengerjakan proyek mendongeng digital ini tentunya cerita atau dongeng yang kami bawakan adalah berbahasa Inggris. Nah, disitu ***kami di latih untuk memiliki pronunciation*** yang bagus dan juga ***grammar tentunya harus grammar yang tepat.*** Maka dari itu sebelum kami membuat proyek tersebut kami harus Konsul kedosen terkait dengan naskah cerita dongengnya apakah sudah sesuai grammar nya atau belum. Nah, kemudian untuk | **pronunciation, grammar, digital skill** | As P1<br><br>This digital storytelling project is very useful in training him to have good and correct pronunciation. Another benefit is in the field of technology or IT in this case is editing digital videos | Language learning, creative thinking |

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| | pronunciation nya sendiri kami berlatih secara mandiri dengan sesuai pronunciation yang benar dan tepat. Kemudian manfaat lainnya adalah tentunya dibidang teknologi atau IT dalam hal ini adalah mengedit. nah, saya sangat merasakan manfaatnya ketika saya terjun langsung dengan proyek ini. Karena proyek digital ini adalah proyek digital pertama saya ketika kuliah yang dimana saya harus mengedit video, kemudian memasukkan suara dan juga bagaimana supaya video nya itu lebih entertain dan bisa menghibur penonton. | pronunciation nya sendiri kami berlatih secara mandiri dengan sesuai pronunciation yang benar dan tepat. Kemudian ***manfaat lainnya adalah tentunya dibidang teknologi atau IT dalam hal ini adalah mengedit***.Nah, saya sangat merasakan manfaatnya ketika saya terjun langsung dengan proyek ini. Karena proyek digital ini adalah proyek digital pertama saya ketika kuliah yang dimana saya harus mengedit video, kemudian memasukkan suara dan juga bagaimana supaya video nya itu lebih entertain dan bisa menghibur penonton. | | | |
| P2 | Apa manfaat yang kamu dapatkan setelah melakukan proyek mendongeng digital. | Apa manfaat yang kamu dapatkan setelah melakukan proyek mendongeng digital. | **pronunciation, speaking, digital skill** | As P2<br><br>Digital storytelling project learning has a very good impact | Language learning, creative thingking |

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| | Manfaat yang saya dapatkan pertama, dengan membuat proyek mendongeng digital saya bisa meningkatkan pronunciation saya karena mendongeng ini bukan dalam bentuk tulisan saja, sebelumnya kita membuat cerita, kemudian kita membaca ceritanya atau merekam suara kita menggunakan bahasa Inggris jadi manfaat karena teks ceritanya menggunakan bahasa Inggris saya bisa memperbaiki pronunciation saya menjadi benar karena rekaman tersebut dilakukan secara berulang-ulang, selain itu dengan adanya projek ini dapat melatih speaking saya menjadi lebih baik lagi dari sebelumnya, kemudian | Manfaat yang saya dapatkan pertama, dengan membuat proyek mendongeng digital saya bisa meningkatkan pronunciation saya karena mendongeng ini bukan dalam bentuk tulisan saja, sebelumnya kita membuat cerita, kemudian kita membaca ceritanya atau merekam suara kita menggunakan bahasa Inggris jadi manfaat yang saya dapatkan karena teks ceritanya menggunakan bahasa Inggris saya bisa ***memperbaiki pronunciation saya menjadi benar*** karena rekaman tersebut dilakukan secara berulang-ulang, selain itu dengan adanya projek ini ***dapat melatih speaking saya menjadi lebih baik*** lagi dari sebelumnya, kemudian denganmengedit dongeng ini di digital itu bias | | because it can improve pronunciation, practice speaking, then with this digital learning can add insight related to video editing and others using digital. | |

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| | dengan mengedit dongeng ini di digital itu bisa menambah wawasan saya terkait pengeditan video dll menggunakan digital. Skill saya bertambah dan mungkin saya bisa jadi youtuber jika saya mendalami skill pengeditan ini. | ***menambah wawasan saya terkait pengeditan video dll menggunakan digital***. Skill saya bertambah dan mungkin saya bisa jadi youtuber jika saya mendalami skill pengeditan ini. | | | |
| P3 | Manfaat yang saya dapatkan setelah melakukan proyek mendongeng digital yaitu saya jadi tahu aplikasi apa saja yang bisa digunakan untuk mengerjakan proyek mendongeng digital kemudian saya jadi tau bagaimana cara menyatukan suara yang telah kita rekam dan menggabungkan animasi menjadi satu video. Dan saya juga dapat melatih pengucapan bahasa inggris saya saat melakukan pengisian | Manfaat yang saya dapatkan setelah melakukan proyek mendongeng digital yaitu saya jadi tahu aplikasi apa saja yang bisa digunakan untuk mengerjakan proyek mendongeng digital kemudian saya jadi tau bagaimana cara menyatukan suara yang telah kita rekam dan menggabungkan animasi menjadi satu video. Dan saya juga ***dapat melatih pengucapan bahasa inggris saya*** saat melakukan pengisian suara tersebut. Dengan | **Digital skill, Pronunciation** | As P3<br><br>After doing a digital storytelling project she knows what application can be used to work on this project. She learned how to combine sound, animation and combine them into one video. Besides that she can also practice better english pronunciation. | Language learning, creative thinking |

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| | suara tersebut. Dengan pembuatan proyek mendongeng digital saya jadi tahu cara mengedit seperti apa dan lebih paham mengenai penggunaan IT. | pembuatan proyek mendongeng digital saya jadi ***tahu cara mengedit seperti apa dan lebih paham mengenai penggunaan IT.*** | | | |
| P4 | Manfaat yang saya peroleh setelah melakukan proyek mendongeng digital tersebut, tentu banyak kosa kata baru yang saya dapatkan dari rangkaian setiap kalimat yang saya ucapkan selama proses mendongeng dan karena awalnya dongeng yang kita pilih bahasa Indonesia maka kami membuat teksnya kedalam bahasa Inggris jadi tugas ini juga dapat meningkatkan kemampuan menulis saya. Manfaat lain yang saya dapatkan, dengan adanyanha proyek ini, saya jadi lebih tau, tata | Manfaat yang saya peroleh setelah melakukan proyek mendongeng digital tersebut, ***tentu banyak kosa kata baru yang saya dapatkan dari rangkaian setiap kalimat yang saya ucapkan selama proses mendongeng***, kemudian karena dongeng yang kita pilih bahasa Indonesia maka kami membuat teksnya kedalam bahasa Inggris jadi tugas ini juga dapat ***meningkatkan kemampuan menulis saya.*** Manfaat lain yang saya dapatkan, dengan adanyanha proyek ini, saya jadi lebih tau, tata cara mendongeng yang | **Vocabulary, writing** | As P4<br><br>The benefits obtained are certainly many, namely new vocabulary that she gets from a series of every sentence she says during the storytelling process, then she can improve her writing skills because the fairy tales they choose are in Indonesian and must be translated into English. Besides that she knows how to tell a good and correct story. | Language learning |

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| | cara mendongeng yang baik dan benar, dan tidak hanya sebagai bahan edukasi, proyek ini juga menjadi hiburan tersendiri bagi saya, karena secara pribadi saya suka dengan kegiatan tersebut. | baik dan benar, dan tidak hanya sebagai bahan edukasi, proyek ini juga menjadi hiburan tersendiri bagi saya, karena secara pribadi saya suka dengan kegiatan tersebut. | | | |
| P5 | Manfaat yang saya dapatkan setelah melakukan proyek mendongeng digital yaitu saya bisa melatih yaitu saya bisa melatih skill menulis saya karena intruksi tugas ini mencari dongeng bahasa indonesia dan setiap kelompok harus mengubah teksnya menggunakan bahasa Inggris. Selain melatih skil menulis, pengucapan sayajuga menjadi lebih baik dan benarkarena rekaman yang saya lakukan tidak hanya satu kali tapi berulang ulang sampai | Manfaat yang saya dapatkan setelah melakukan proyek mendongeng digital yaitu saya bisa ***melatih skill menulis saya*** karena intruksi tugas ini mencari dongeng bahasa indonesia dan setiap kelompok harus mengubah teksnya menggunakan bahasa Inggris. Selain melatih skil menulis, ***pengucapan sayajuga menjadi lebih baik dan benar*** karena rekaman yang saya lakukan tidak hanya satu kali tapi berulang ulang sampai pengucapan bahasa | **Pronunciation, writing skill** | As P5<br>This project can practice his writing skills because the instructions for this task are looking for Indonesian fairy tales and the fairy tale text must be translated into English. The pronunciation also becomes better and correct because the recording is done not only once but repeatedly until the English pronunciation is really correct. | Language learning |

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| | pengucapan bahasa inggris saya benar-benar tepat. | inggris saya benar-benar tepat. | | | |
| P6 | Apa manfaat yang kamu dapatkan setelah melakukan proyek mendongeng digital. Manfaat yang saya dapatkan sangat banyak, pengucapan saya semakin baik karena saya harus merekam suara saya sampai bnear-benar sempurna, kemudian juga melatih cara saya berbicara menjadi lebih baik dan benar. | Apa manfaat yang kamu dapatkan setelah melakukan proyek mendongeng digital. Manfaat yang saya dapatkan sangat banyak, yang pertama ***pengucapan saya semakin baik*** karena saya harus merekam suara saya sampai bnear-benar sempurna, kemudian juga ***melatih cara saya berbicara menjadi lebih baik dan benar.*** | **Pronunciation, speaking** | As P6<br>The benefits obtained are very many, the first is the pronunciation is getting better because the recording must be absolutely perfect. Then practice the way he speak to be more up and correct. | Language learning |
| P7 | Jadi manfaat yang saya dapatkan selama mengerjakan projek ini itu saya lebih kretaif dalam mengerjakan tugas ini, saya dapat meningkatkan kreatifitas saya mulai dari memilih cerita yang unik dan menarik, | Jadi manfaat yang saya dapatkan selama mengerjakan projek ini itu saya lebih kretaif dalam mengerjakan tugas ini, saya dapat meningkatkan kreatifitas saya mulai dari memilih cerita yang unik dan menarik, kemudian cara | **Digital skill, speaking** | As P7<br>This project can increase her creativity starting from choosing a unique and interesting story, then how present it through an editing application which also increases | Language learning, creative thinking |

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| | kemudian cara menyajikannya melalui aplikasi pengedit yang juga menambah kemampuan saya dalam memanfaatkan aplikasi mobile untuk belajar bahasa Inggris, intinya untuk menjadikan cara belajar bahasa Inggris itu lebih menarik. Selain itu melalui digital storytelling ini saya juga mampu meningkatkan cara saya dalam menyebutkan kosa kata dalam bahasa inggris terutama bagaimana cara berbicara dalam bahasa Inggris dengan menggunakan ekspresi dan intonasi yang benar selama berbicara bahasa Inggris. | menyajikannya melalui aplikasi pengedit yang juga menambah kemampuan saya dalam memanfaatkan aplikasi mobile untuk belajar bahasa Inggris, intinya untuk menjadikan cara belajar bahasa Inggris itu lebih menarik. Selain itu melalui digital storytelling ini saya juga mampu meningkatkan cara saya dalam menyebutkan kosa kata dalam bahasa inggris terutama ***bagaimana cara berbicara dalam bahasa Inggris dengan menggunakan ekspresi dan intonasi yang benar*** selama berbicara bahasa Inggris. | | her ability to use mobile applications to learn English. Then improve their pronunciation skills, especially how to speak in English using correct expressions and intonation. | |
| P8 | Manfaat yang saya dapatkan dalam projek ini yaitu saya dapat melatih speaking dengan cara yang menyenangkan yaitu | Manfaat yang saya dapatkan dalam projek ini yaitu saya dapat ***melatih speaking dengan cara yang menyenangkan*** yaitu | Speaking | As P8<br><br>The benefits obtained can train speaking skills in a fun way, namely by dubbing | Language learning |

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| | dengan dubbing dari sebuah cerita yang sudah ada dan meningkatkan kepercayaan diri saya dengan menjadi pengisi suara atau dubber. | dengan dubbing dari sebuah cerita yang sudah ada dan meningkatkan kepercayaan diri saya dengan menjadi pengisi suara atau dubber. | | from an existing story and increasing her confidence by becoming a voiceover or dubber. | |
| P9 | Manfaat yang saya dapatkan setelah melakukan proyek mendongeng digital yaitu, menambah wawasan saya terkait bidang teknologi bagaimana cara pengeditan video lalu memasukkannya ke youtube melalui pembelajaranp royek mendongeng digital, kemudian saya juga dapat belajar cara membuat video digital storytelling itu sendiri. Saya juga memiliki pengetahuan baru lagi tentang aplikasi-aplikasi pendukung yang bisa saya gunakan untuk merekam suara dengan kualitas lebih | Manfaat yang saya dapatkan setelah melakukan proyek mendongeng digital yaitu, ***menambah wawasan saya terkait bidang teknologi bagaimana cara pengeditan video*** lalu memasukkannya ke youtube melalui pembelajaran proyek mendongeng digital, kemudian saya juga ***dapat belajar cara membuat video digital storytelling itu sendiri***. Saya juga memiliki pengetahuan baru lagi tentang aplikasi-aplikasi pendukung yang bisa saya gunakan untuk merekam suara dengan kualitas lebih baik, | **pronunciation, Digital skill** | As P9<br><br>This digital storytelling project aadds insight related to the technology field how to process video editing and then upload it to Youtube, she also has new knowledge regarding supporting applications that can be used to record sound with better quality, as well as train his ability to pronounce sentencs in English. | Language learning, creative thinking |

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| | baik, sekaligus melatih kemampuan saya dalam mengucapkan kalimat dalam bahasa inggrisdan juga untuk mengedit videonya. | sekaligus ***melatih kemampuan saya dalam mengucapkan kalimat dalam bahasa inggris*** dan juga untuk mengedit videonya. | | | |
| P10 | Setelah melakukan proyek mendongeng digital ini manfaat yang saya dapatkan adalah saya memiliki kemampuan dalam pengeditan video. Jadi setelah proyek ini ketika ada tugas pembuatan video saya lebih enjoy ketika mengambil tugas mengedit video dan dengan merekam suara saya berulang ulang kali dengan menggunakan bahasa inggris itu sangat bermanfaat melatih pengucapan saya dalam berbahasa Inggris. | setelah melakukan proyek mendongeng digital ini manfaat yang saya dapatkan adalah ***saya memiliki kemampuan dalam pengeditan video.*** Jadi setelah proyek ini ketika ada tugas pembuatan video saya lebih enjoy ketika mengambil tugas mengedit video dan dengan merekam suara saya berulang ulang kali dengan menggunakan bahasa inggris itu sangat bermanfaat ***melatih pengucapan saya dalam berbahasa Inggris.*** | **Digital skill, pronunciation** | As P10<br>Have the ability in video editing. So when in the future he she has the same task then she will be more enjoyed doing it. And by recording voice many times using English it is very useful to practice pronunciation | Language learning, creative thinking |

**Appendix 6 Coding Q4**

4. Apa kendala yang kamu hadapi selama melakukan proyek mendongeng digital secara kolaboratif?

| | Raw Data | Coding | Categorization | Theme and interpretation | Theme |
|---|---|---|---|---|---|
| P1 | Adapun kendala yang saya hadapi selama melakukan proyek mendongeng digital secara kolaboratif lebih kepada bagaimana cara mengedit, kemudian bagaimana cara memasukkan suara kedalam videonya, kemudian bagaimana cara menghilangkan suara asli dari videonya dsb. Adapun kendala yang lainnya mungkin pada saat pembagian tugas dan juga pada saat penyusunan atau bagaimana cara manage atau mengatur teman-teman yang lain nya karena kan proyek ini dilakukan secara kolaboratif tentunya ada beberapa teman yang | Adapun kendala yang saya hadapi selama melakukan proyek mendongeng digital secara kolaboratif lebih kepada ***bagaimana cara mengedit, kemudian bagaimana cara memasukkan suara kedalam videonya, kemudian bagaimana cara menghilangkan suara asli dari videonya dsb***. Adapun kendala yang lainnya mungkin pada saat pembagian tugas dan juga pada saat penyusunan atau ***bagaimana cara manage atau mengatur teman-teman yang lain nya*** karena kan proyek ini dilakukan secara kolaboratif tentunya ada | **Time management, technological challenges, record the voice over narration** | As P1<br><br>The obstacle he felt was when dividing tasks and also during preparation or how to manage time and manage other friends because this project was carried out collaboratively, of course there were some friends who were lazy or had deadlines to send their recordings. Then there are some friends who lack pronunciation and lack of understanding of the characters they bring so that the recording must be done repeatedly to produce a good recording. | Challenges encountered of collaborative digital storytelling project |

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| | mungkin malas-malas ataupun mungkin agak deadline mengirimkan VN atau suara dubbing mereka yang akan di masukkan ke video. itu merupakan suatu kendala yang cukup membuat proyek kami ini agak sedikit deadline. Akan tetapi kami dapat mengatasi kendala tersebut secara bersama-sama. Kemudian kendala yang lainnya adalah mungkin ada beberapa teman yang mungkin kurang dalam pronunciation nya ataupun mereka kurang mendalami karakter yang mereka bawakan dsb. Dan rekaman juga dilakukan berulang-ulang untuk menghasilkan rekaman yang bagus. | beberapa teman yang mungkin malas-malas ataupun mungkin agak deadline mengirimkan VN atau suara dubbing mereka yang akan di masukkan ke video. Itu merupakan suatu kendala yang cukup membuat proyek kami ini agak sedikit deadline. Akan tetapi kami dapat mengatasi kendala tersebut secara bersama-sama. Kemudian kendala yang lainnya adalah mungkin ada beberapa teman yang mungkin kurang dalam pronunciation nya ataupun mereka kurang mendalami karakter yang mereka bawakan dsb. Dan *rekaman juga dilakukan berulang-ulang untuk menghasilkan rekaman yang bagus.* | | | |

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| P2 | Apa kendala yang kamu hadapi selama melakukan proyek mendongeng digital secara kolaboratif. Kendalanya yaitu kami kesulitan untuk berkumpul. Karena tugas mendongeng ini dikerjakan berkelompok dan pada saat itu kita sementara ada kegiatan KKN jadi kumpulnya agak sulit karena kami berjauhan jadi sebelum kami berkumpul kami membuat grub dan mendiskusikan apa-apa yang mau dikerjakan. Kesulitan disini karena kami memiliki banyak pendapat, banyak ide. Banyak pemikiran-pemikiran yang membuat kami sulit untuk menyatukanide untuk menentukan topik cerita yang akan di ceritakan dalam bentuk video digital. Maksudnya menggabungkan mana | Apa kendala yang kamu hadapi selama melakukan proyek mendongeng digital secara kolaboratif. ***Kendalanya yaitu kami kesulitan untuk berkumpul. Karena tugas mendongeng ini dikerjakan berkelompok dan pada saat itu kita sementara ada kegiatan KKN jadi kumpulnya agak sulit karena kami berjauhan*** jadi sebelum kami berkumpul kami membuat grub dan mendiskusikan apa-apa yang mau dikerjakan.Kesulitan disini karena kami memiliki banyak pendapat, banyak ide. Banyak pemikiran-pemikiran yang membuat kami ***sulit untuk menyatukan ide untuk menentukan topik cerita yang akan di ceritakan dalam*** | **Pedagogical circumstances,**<br><br>**Time management, decide the topic, record the voice over narration** | As P2<br><br>Difficult to assemble. Because this digital storytelling task was carried out collaboratively and at that time they had a community service program (KKN) activity, so the gathering was a bit difficult because their locations were far apart. So they discussed all the tasks through the WhatsApp group. They also have difficulty in putting together ideas to determine the topic of the story that will be told in the form oa a video. Besides that, they still have to do sound recordings over and over again until they get the right results. | Challenges encountered of collaborative digital storytelling project |

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| | yang cocok atau pas. Setelah ide saya juga masih harus melakukan rekaman suara berkali-kali sampai mendapatkan hasil yang sesuai. | ***bentuk video digital.*** Maksudnya menggabungkan mana yang cocok atau pas. Setelah ide saya juga masih ***harus melakukan rekaman suara berkali-kali sampai mendapatkan hasil yang sesuai.*** | | | |
| P3 | Kendala yang saya hadapi selama melakukan proyek mendongeng digital secara kolaboratif itu lebih ke time management karena ini dilakukan secara kolaboratif kemudian teman kelompok kita berada di tempat yang berbeda ditempat yang berbeda karena pada saat itu kami sedang KKN jadi pengerjaannya secara online nah jadi sebelum kami membuat dongeng digital kita harus diskusi bersama | Kendala yang saya hadapi selama melakukan proyek mendongeng digital secara kolaboratif itu lebih ke ***time management*** karena ini dilakukan secara kolaboratif ***kemudian teman kelompok kita berada di tempat yang berbeda karena pada saat itu kami sedang KKN jadi pengerjaannya secara online*** nah jadi sebelum kami membuat dongeng digital kita harus diskusi bersama teman | **Time management, pedagogical circumstance,** ***record the voice over narration,*** | As P3<br><br>Because this project was carried out collaboratively, managing the time was difficult because the time allotted to work on tasks coincided with community service activities. At that time they had their respective activities in the KKN place so they had to be good at managing time to complete this task with the time determined by the | Challenges encountered of collaborative digital storytelling project |

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| | teman kelompok kita terkait dongeng apa yang akan kita ambil untuk kita record dan setelah kami membuat kesepakatan lalu kita merekam. Nah untuk merekam ini kita tidak hanya melakukannya satu atau dua kali tapi beberapa kali sampai hasil record benar-benar baik dan benar setelah itu dikirim di grub WhatsApp kemudian setelah hasil record disepakati oleh teman kelompok kita lanjut untuk menyatukan hasil record untuk dijadikan video animasi dengan menggunakan suara sendiri jadi menurut saya management waktunya susah karena waktu yang diberikan untuk pengerjaan tugas bersamaan dengan kegiatan KKN. karena kami juga memiliki kesibukan masing- | kelompok kita terkait dongeng apa yang akan kita ambil untuk kita record dan setelah kami membuat kesepakatan lalu kita merekam. *Nah untuk merekam ini kita tidak hanya melakukannya satu atau dua kali tapi beberapa kali sampai hasil record benar-benar baik* dan benar setelah itu dikirim di grub WhatsApp kemudian setelah hasil record disepakati oleh teman kelompok kita lanjut untuk menyatukan hasil record untuk dijadikan video animasi dengan menggunakan suara sendiri jadi menurut saya ***management waktunya susah karena waktu yang diberikan untuk pengerjaan tugas bersamaan dengan kegiatan KKN.*** karena | | lecture. Then when recording sound she has to repeat it many times until the results are really good. | |

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| | masing jadi kita harus pandai mengatur waktu untuk menyelesaikan tugas ini dengan waktu yang telah diberikan dosen. | kami juga memiliki kesibukan masing-masing jadi kita harus pandai mengatur waktu untuk menyelesaikan tugas ini dengan waktu yang telah diberikan dosen. | | | |
| P4 | kendala Yang saya hadapi, yang utama adalah soal manage time, terkadang ada rasa malas yang membuat kegiatan ini menjadi terhambat. Karena proses mendongeng ini juga perlu waktu banyak, apalagi dalam pengucapannya menggunakan kalimat bahasa Inggris, yang tentunya membuat saya dan teman-teman harus lebih detail memperhatikan pronounce atau nada-nada yang sesuai dan terdengar menarik. | kendala Yang saya hadapi, yang utama adalah soal ***manage time, terkadang ada rasa malas yang membuat kegiatan ini menjadi terhambat.*** Karena proses mendongeng ini juga perlu waktu banyak, apalagi dalam pengucapannya menggunakan kalimat bahasa Inggris, yang tentunya membuat saya dan teman-teman harus lebih detail memperhatikan pronounce atau nada-nada yang sesuai dan terdengar menarik. | **Time management** | As P4<br>The obstacle is managing time, sometimes there is a feeling of laziness that makes this activity hampered because the process takes a lot of time especially in pronouncing it using English sentences which of course makes them have to pay more attention to pronunciation and appropriate tones and sound interesting | Challenges encountered of collaborative digital storytelling project |

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| P5 | Kendala saya selama melakukan proyek mendongeng digital secara kolaboratif itu adalah ketika merecord suara. Pada saat itu karena di rumah saya sangat banyak orang jadi saya kesulitan untuk merecord saya harus menunggu sampai hening baru kemudian saya lanjut merecord. Dan membutuhkan rekaman suara berulang-ulang. | Kendala saya selama melakukan proyek mendongeng digital secara kolaboratif itu adalah ***ketika merecord suara.*** Pada saat itu karena ***di rumah saya sangat banyak orang jadi saya kesulitan untuk merecord*** saya harus menunggu sampai hening baru kemudian saya lanjut merecord. ***Dan membutuhkan rekaman suara berulang-ulang.*** | **Record the voiceover narration, pedagogical circumstances** | As P5<br><br>It was difficult to record because there were a lot of people she had to wait until it was quiet and then continue to record and that also took time because it had to be done over and over again. | Challenges encountered of collaborative digital storytelling project |
| P6 | Apa kendala yang kamu hadapi selama melakukan proyek mendongeng digital secara kolaboratif. Hambatan yang saya rasakan sejauh ini adalah Hambatan yang saya rasakan sejauh ini adalah manage time, terkadang ada rasa malas yang membuat kegiatan ini | Apa kendala yang kamu hadapi selama melakukan proyek mendongeng digital secara kolaboratif. ***Hambatan yang saya rasakan sejauh ini adalah manage time,*** terkadang ada rasa malas yang membuat kegiatan ini menjadi terhambat. dan juga | **Time management, record the voiceover narration** | As P6<br><br>The obstacles he feels so far are managing time because sometimes there is a feeling of laziness that makes this project hampered and also the sound recording process that keeps repeating itself over | Challenges encountered of collaborative digital storytelling project |

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| | menjadi terhambatdan juga proses rekaman suara yang terus di ulang berkali-kali untuk mendapatkan hasil suara sesuai karakter yang dia mainkan. | proses *rekaman suara yang terus di ulang berkali-kali untuk mendapatkan hasil suara sesuai karakter yang dimainkan.* | | and over again to get sound results according to the chararcters he plays. | |
| P7 | Kendala yang saya hadapi selama project ini adalah butuh waktu yang cukup lama, harus sabar untuk menyelesaikan karena setiap anggota harus menyesuaikan perannya masing-masing dan itu tidak mudah harus butuh waktu yang lama untuk menyelesaikan sampai betul-betul sempurna. Kemudian pengeditan video, selama pengeditan video proyek mendongeng digital ini untuk meyatukan suara dari masing-masing peran sangat susah. | Kendala yang saya hadapi selama project ini adalahbutuh waktu yang cukup lama, harus sabar untuk menyelesaikan karena *setiap anggota harus menyesuaikan perannya masing-masing dan itu tidak mudah* harus butuh waktu yang lama untuk menyelesaikansampai betul-betul sempurna. Kemudian ***pengeditan video, selama pengeditan video proyek mendongeng digital ini untuk meyatukan suara dari masing-masing peran sangat susah.*** | **Record the voiceover narration, technologicsl challenges** | As P7<br><br>Takes a long time, must be patient to finish because each member has to adjust their respective roles and it takes a long time to complete until it is completely perfect. Then in terms of video editing they have difficulty in integrating the sound they have recorded into the video. | Challenges encountered of collaborative digital storytelling project |

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| P8 | Kendala yang saya hadapi dalam projek ini yaitu saya butuh waktu lama untuk merekam dan menyesuaikan suara dengan karakter atau tokoh yang saya perankan dalam dongeng tersebut dan juga waktu itu kami melakukan proyek mendongeng digital secara kolaboratif ini tidak secara langsung karena kami berada ditempat yang berbeda jadi kami melakukan projek ini hanya memonitor satu sama lain secara online atau grup Whatsapp. | Kendala yang saya hadapi dalam projek ini yaitu ***saya butuh waktu lama untuk merekam dan menyesuaikan suara dengan karakter atau tokoh yang saya perankan dalam dongeng tersebut*** dan juga waktu itu ***kami melakukan proyek mendongeng digital secara kolaboratif ini tidak secara langsung karena kami berada ditempat yang berbeda jadi kami melakukan projek ini hanya memonitor satu sama lain secara online atau grup Whatsapp.*** | **Record the voice over narration, pedagogical circumstances** | As P8<br><br>Takes a long time to record and adjust the voice with the character she played in the fairy tale. And another obstacle because they did this collaborative digital storytelling project not directly because they were in different places so their project was only done by monitoring each other online using WhatsApp groups. | Challenges encountered of collaborative digital storytelling project |
| P9 | Kendala yang saya hadapi selama melakukan proyek mendongeng digital secara kolaboratif adalah yang pertama saat hendak menentukan topik video dongeng mana yang cocok untuk kelompok kami. Kami | Kendala yang saya hadapi selama melakukan proyek mendongeng digital secara kolaboratif adalah yang pertama saat hendak menentukan topik video dongeng mana yang cocok untuk kelompok | **Decide topic, *record the voiceover narration*** | As P9<br><br>Having a bit of confusing to determine an interesting fairy tale video. The other obstacle was how she had to learn to voice in a fairy tale video | Challenges encountered of collaborative digital storytelling project |

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| | sedikit mengalami dilema untuk menentukan video dongeng yang menarik.Kendala yang lainnya juga adalah bagaimana saya harus belajar untuk pertama kalinya mengisi suara dalam video dongeng dan kemudian belajar untuk menyesuaikan intonasi suara agar bisa masuk dengan peran yang dalam video tersebut. Hal tersebut membuat saya pribadi membutuhkan waktu berulang-ulang saat merekam suara untuk mendapatkan hasil rekaman yang sesuai dengan yang saya inginkan. | kami. Kami sedikit ***mengalami dilema untuk menentukan video dongeng yang menarik.*** Kendala yang lainnya juga adalah bagaimana saya harus ***belajar untuk pertama kalinya mengisi suara dalam video dongeng*** dan kemudian ***belajar untuk menyesuaikan intonasi suara agar bisa masuk dengan peran yang dalam video tersebut.*** Hal tersebut membuat saya pribadi ***membutuhkan waktu berulang-ulang saat merekam suara untuk mendapatkan hasil rekaman yang sesuai*** dengan yang saya inginkan. | | for the first time, then learn to adjust the intonation of the voice to suit the role she was given. This is what makes it take time over and over again when recording sound to get the right recording | |
| P10 | Kendala yang saya dapatkan setelah melakukan projek ini adalah saya sama sekali tidak memiliki keahlian dalam peengeditan video | Kendala yang saya dapatkan setelah melakukan projek ini adalah saya sama sekali ***tidak memiliki keahlian dalam*** | **Technological challenges** | As P10<br><br>Have absolutely no expertise in the field of video editing and her friends also have absolutely no | Challenges encountered of collaborative digital storytelling project |

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| | dan teman-teman saya juga sama sekali tidak memiliki keahlian dalam pengeditan sehingga itu yang membuat kelompok kami merasa sulit terhadap tugas yang diberikan. | ***pengeditan video*** dan teman-teman saya juga sama sekali tidak memiliki keahlian dalam pengeditan sehingga itu yang membuat kelompok kami merasa sulit terhadap tugas yang diberikan. | | expertise in editing so that it makes their group feel difficult about the task. | |

**PEMERINTAH PROVINSI SULAWESI TENGGARA**
**BADAN PENELITIAN DAN PENGEMBANGAN**
*Jl. Mayjend S. Parman No. 03 Kendari 93121*
Website : balitbang sulawesitenggara prov.go.id Email: badan litbang sultra01@gmail.com

Kendari, 27 Oktober 2022

Kepada

Nomor : 070/ 3766 /IX /2022
Sifat : -
Lampiran : -
Perihal : IZIN PENELITIAN.

Yth. Rektor IAIN Kendari
Di -
KENDARI

Berdasarkan Surat Dekan FATIK IAIN Kendari Nomor : 4297/In.23/FT/TL.00/10/2022 tanggal, 26 Oktober 2022 perihal tersebut diatas, Mahasiswa dibawah ini :

| | | |
|---|---|---|
| Nama | : | WAHYUNI |
| NIM | : | 18010106048 |
| Prog. Studi | : | Tadris Bahasa Inggris |
| Pekerjaan | : | Mahasiswa |
| Lokasi Penelitian | : | IAIN KENDARI |

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

***"EFL STUDENTS' PERCEPTIONS OF COLLABORATIVE DIGITAL STORYTELLING PROJECT IN TEYL CLASS".***

Yang akan dilaksanakan dari tanggal : 27 Oktober 2022 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 dilapangan agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat.
4. Wajib menghormati adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Gubernur Sulawesi Tenggara Cq.Kepala Badan Penelitian dan Pengembangan 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 PENELITIAN & PENGEMBANGAN
PROV. SULAWESI TENGGARA

BALITBANG

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

Tembusan :
1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari;
2. Dekan FATIK IAIN di Kendari;
3. Ketua Prodi Tadris Bahasa Inggris FATIK IAIN di Kendari;
4. Mahasiswa yang bersangkutan.

## CURRICULUM VITAE

### PERSONAL DATA

1. Name : Wahyuni
2. Place/Date of Birth : Tampabulu, 08th April, 2000
3. Gender : Famale
4. Status : Student
5. Religion : Islam
6. Phone Number : 085341133668
7. Address : Jl. Pengairan Desa. Tampabulu kec. Poleang Utara
8. E-mail :

### PARENTAL DATA

1. Name of Parents
   a. Name of Father : Ahmad
   b. Name of Mother : Rahmawati
2. Name Sibling : Yulia Kasmiati
   : Nurvaika
   : Muh. Azmi
   : Nur Inayah Tilla
   : Muh. Abrisam

### EDUCATIONAL BACKGROUND

1. SD : SDN 104 Tampabulu
2. SMP : MTs Ibnul Amin Tampabulu
3. SMA : MA Ibnul Amin Tampabulu
4. Collage : Institut Agama Islam Negeri Kendari (IAIN)

Kendari, 12th Juni 2023