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

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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."

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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.