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 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 2. Speaking 3. writing
Creative thinking	1. Digital skills
Challenges encountered of collaborative digital storytelling project	1. Time management 2. Technology challenges 3. Record the voiceover narration 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.

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