

RESEARCH REPORT



A QUALITATIVE STUDY OF DIGITAL STORYTELLING FOR LANGUAGE LEARNING

By:

Cecilia Titiek Murniati, Ph.D

**FACULTY OF LANGUAGE AND ARTS
SOEGIJAPRANATA CATHOLIC UNIVERSITY**

2019

HALAMAN PENGESAHAN
PENELITIAN INTERNAL UNIKA SOEGIJAPRANATA

Judul Penelitian : A QUALITATIVE STUDY OF DIGITAL
STORYTELLING FOR LANGUAGE LEARNING

Kode>Nama Rumpun Ilmu : 798/Teknologi Pendidikan

Ketua Peneliti

a. Nama Lengkap : Dra. Cecilia Titiek Murniati, M.A. Ph.D L/P

b. NIDN : 0622096701

c. Jabatan Fungsional : Lektor

d. Program Studi : Sastra Inggris

e. Nomor HP : 081391325263

f. Alamat surel (e-mail) : c_murniati@unika.ac.id.

Asisten Mahasiswa

a. Nama Lengkap : Elfrida Oktafiani

b. NIM : 18.J1.0001

c. Perguruan Tinggi : Unika Soegijapranata

Lama Penelitian Keseluruhan : 10 bulan/tahun


Biaya Penelitian Keseluruhan : Rp 3.000.000

Biaya Penelitian :

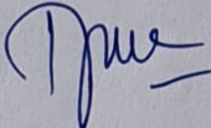
- dana internal PT : Rp 1.500.000

- dana institusi lain : Rp 1.500.000/ *in kind* tuliskan:

Mengetahui,
Dekan


Betang Wondangara, SS, M.Hum
NIDN 0622037101

Semarang, 05 Juli 2020
Ketua Tim Pengusul



Dra. Cecilia Titiek Murniati, MA., Ph.D
NIDN 0622096701

Menyetujui,
Kepala LPPM


Dr. Berta Bekti Retnawati, MSi
NIDN 0606097302

**BERITA ACARA
REVIEW PENELITIAN FAKULTAS BAHASA DAN SENI**

Pada hari ini Senin tanggal 13 bulan Juli tahun 2020 telah dilaksanakan review (I / II / III *) penelitian internal Fakultas Bahasa dan Seni.

Judul	:	A Qualitative Study of Digital Story Telling for Language Learning
Ketua Peneliti	:	Dra. Cecilia Titiek Murniati, MA., Ph.D
Reviewer	:	Dr. Heny Hartono

RUBRIK PENILAIAN

POIN PENILAIAN	PROSENTASE	NILAI*	CATATAN
Perumusan Masalah	20%	80	
Metodologi	20%	80	
Urgensi Penelitian	20%	80	
Kaitan Penelitian Dengan Rekam Jejak	25%	80	
Kaitan dengan penelitian mahasiswa	15%	78	
TOTAL		79.7	

* Skala penilaian 60 – 100

Berdasarkan hasil review perlu / tidak perlu *) adanya perbaikan sesuai dengan catatan terlampir.
Usulan perbaikan

Penulisan chapter 1 supaya konsisten dengan chapter-chapter berikutnya. Mohon di cek lagi penulisan prosedur di metodologi terutama numbering.

Demikian Berita Acara ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 13 Juli 2020

Reviewer,

Dr. Heny Hartono

NPP 05811998221

SURAT-TUGAS
Nomor : 199/B.7/ST-FBS/VIII/2019

Dekan Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang dengan ini memberikan tugas kepada :

- N a m a** : **Cecilia Titiek Murniati, Ph.D.**
- S t a t u s** : Tenaga Edukatif Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang
- T u g a s** : Melakukan Penelitian dengan judul "A Qualitative Study Of Digital Storytelling For Language Learning".
- W a k t u** : Tahun Akademik 2019/2020
- T e m p a t** : Fakultas Bahasa dan Seni, Unika Soegijapranata Semarang.
- Lain-lain** : Harap melaksanakan tugas dengan sebaik-baiknya dan penuh tanggung jawab.

Semarang, 08 Agustus 2019

Dekan,



B. Retang Wohangara, SS, M.Hum
NPP: 058.1.1999.230

Telah melaksanakan tugas,

(_____)

ABSTRACT

In this digital era, many applications are available for teachers to engage students in their classrooms. Digital storytelling is one of the tools that provides to collaborate online. This qualitative study This study intends to examine students' perception of the use of MakeBeliefcomix, investigate language challenges students face when creating stories, investigate the technology-related problems students face when creating stories, and find out the challenges of having online collaborations when creating stories. The participants of this study were the three freshmen who were in Structure II class. The findings of this study suggest that Makebeliefcomic is sufficient for a novice digital storytellers, but it lacks features that makes it hard for users to create more sophisticated stories. When creating the stories, the biggest challenge lies on students' ability to express themselves in casual conversation. Slangs and idioms are sometimes difficult to translate into English. On the contrary, the project allows students to increase their awareness of the grammar rules, punctuations and capitalizations. Students are digital natives, so they are used to solving their own problems. Schedule conflict and procrastination are some of the challenges for those who practice online collaboration.

Keywords: digital, storytelling, online collaboration

TABLE OF CONTENTS

APPROVAL PAGE	ii
REVIEWER APPROVAL PAGE	iii
ABSTRACT	iv
CHAPTER 1 INTRODUCTION	1
Background	1
Purpose of the Study	2
Scope of the Study	2
Significance of the Study	2
Relevance	2
CHAPTER 2 LITERATURE REVIEW	4
CHAPTER 3 METHODS	6
Data collection	6
Data analysis.....	7
CHAPTER 4 FINDINGS AND DISCUSSIONS	8
CHAPTER 5 CONCLUSIONS AND SUGGESTIONS	18
Conclusion	18
Suggestions	18
REFERENCES.....	19

CHAPTER 1

INTRODUCTION

1.1. Background

Existing literature on the impact of digital technology in learning has showed that to some extent technology empowers students to become active learners. The advancement of technology in education has created opportunities for teachers and students to share knowledge and to interact in ways that have never been done before. A wide range of tools are available for classroom uses. Games, movies, web-based applications, images, and texts can be utilized to explain or present ideas and concepts.

Digital storytelling is a new type of storytelling. Meadow (2003) defined storytelling as “the social practice of telling stories” which is done by means of digital technology. In other words, people use digital technology to tell stories. Digital storytelling includes digital narratives such as web-based stories, digital essays, and interactive storytelling. Digital storytelling commonly employs the combination of texts, images, recorded audio narration, video or music clips (Robin, 2018). Digital Storytelling Association (2002) explains that storytelling has long existed in the history of mankind. Storytelling has been used to share knowledge, wisdom, knowledge, norms, and values. In the past, storytelling practice in some societies is done orally. Today, digital technology has made storytelling more enjoyable and real since it employs multimodality.

Studies on the impact of digital storytelling on student learning showed that digital storytelling, while may not have direct relationship with academic achievement, is a powerful tool to increase student engagement and cognitive development. Digital storytelling is an excellent tool to integrate course contents with learning activities to create more engaging class atmosphere. Creating stories digitally allows learners to practice language in an expressive manner. Students are able to focus less on grammar and technology and more on creating compelling stories (Castaneda, 2013). Some studies also found that digital storytelling improves cognitive development, self-authoring, and identity construction (Davis, 2004; Sadik, 2008).

This study will investigate student’s perception of an application used to create stories digitally, Make Beliefs Comix and features of the application which benefit the most for language learning.

1.2. Research Questions

This study intends to address the following research questions:

- a. How do students perceive the use of Make Beliefs Comix to learn English skills?
- b. What language challenges do students face when creating stories?
- c. What technology-related problems do students face when they create stories?
- d. What are the challenges of having online collaborations when creating stories?

1.3. The Purpose of the Study

The purposes of this study are to

- a. examine students' perception of the use of Make Beliefs Comix
- b. investigate language challenges students face when creating stories
- c. investigate the technology-related problems students face when creating stories.
- d. find out the challenges of having online collaborations when creating stories

1.4. The Scope of the Study

This study will only focus on an application that students have used in a grammar class, Make Beliefs Comix.

1.5. The Significance of the Study

The study focuses on the use of Make Beliefs Comix in language classrooms. These two applications have potentials to be used in language classrooms. The findings of this study hopefully will provide a better understanding of how the application can be used to learn a foreign language.

1.6 Relevance

This study is relevant with the current strategic planning of Soegijapranata Catholic University whose one of its emphases was the improvement of human resources. The overall goal of this study is to increase students' motivation in learning English. Digital storytelling is considered relevant in this era where information technology has become cheaper, more accessible, and more diverse. Generation Z is said to view technology as a tool to enhance their learning process, provides access to communication, exchange, education and entertainment. Furthermore the

centennials are viewed as generation who is best prepared for understanding and using future innovations.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Digital Storytelling

Digital storytelling can be an appropriate tool to increase student engagement and participation in the classroom. Robin (2008) defined digital storytelling as a tool that

“... allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting research, writing a script, and developing an interesting story. This material is then combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music so that it can be played on a computer, uploaded on a web site, or burned on a DVD.”

In the past, digital storytelling made use of camera, video, and audio capture devices. Nowadays, the advancement of technology has made it a lot easier and cheaper for students to create stories using the Internet and mobile devices.

2.2 The Influence of Digital Storytelling on Learning

In this proposed study, the word storytelling is understood as a medium popular culture that relies on illustrations or images created from panel to panel where each panel has almost identical images, so that will create an image movement when projected. The purpose of storytelling is to facilitate students in understanding, learning, memory, communication and the conclusion of a thing. Findings from Tversky, Morrison, and Betrancourt (2002, p 248) stated that, "The assumption is that graphics can facilitate comprehension, learning, memory, communication and inference "is evidence of the influence of good storytelling products on student learning. Subroto (2005, p. 25) support the above statement by arguing that students would rather see the movie broadcast rather than learning. In the context of learning, Jolly (2003, p.1) says that the use of images as a way of conveying information will improve understanding and the absorbency of something already read. Rieber (1990) also argues that the film storytelling can be an attraction for human strength to master forms media that rely on the skills to visualize.

The literature on teaching English for learners says that teachers should use teaching media that can stimulate imagination and attracts children's attention. One of the media that can be used is the form of a story like that described above. Actually, a story, whether pictorial or not, can be

judged enrich the imagination of students and can attract students' attention. However, there is understanding that if a comic can be processed into an animated film then the student will more interested to pay attention to the film as a medium of learning. There technology makes students early enough to be familiar with multimodality, ie perform activities that use images, video, audio, and other media inside the same time. Therefore the storytelling uses some multimodal features then this feature is expected to be able to motivate students to be more interested in the activities learning. In addition, there is an opinion that compared to textbooks, technology multimedia like this animated film can make students more enthusiastic and more like learning activities. In addition, animated picture stories according to Gjedde (2015) will also prepare students to have cognitive skills better in making an understanding or "meaning-making" (page 3). In Another study, Surrah & Mohamed (2015) says students are using a combination images and texts learn more than students who only use text. When a person uses images, actions, and dialogues to understand something, they will better understand the meaning of a word (Gee 2004).

2.2. Types of Digital Stories

Robin (2013) classified digital stories into three major groups:

1. Personal narratives

Personal narratives are stories based on personal experiences. Some children picture books, for instance, are written based on the writer's personal experiences. A good example of this is *Almost Paradise*, a story about a mother who brings her children to the United States. In the story, she tells about her challenges adapting to the new cultures.

2. Historical documentaries

Many stories are based on histories as well. Abraham Lincoln's *Gettysburg Address*, for instance, tells about the history of the United States' president Abraham Lincoln and his famous speech during the American Civil War.

3. Stories designed to inform or instruct readers about particular topics or concepts

Stories can also be created for knowledge sharing. Difficult concepts or abstract ideas can be made more simple by storytelling. One particular example of such stories is the book series of *Magic School Bus*. These animated story books are popular among children because the authors use stories about children having a trip on a magic school bus to explain about science such as human body, teeth, or solar system.

CHAPTER 3

METHODOLOGY

3. Methods of data collection and analysis

3.1 Data collection

Population and Sample

The population of this study will be freshmen in a private university in Semarang. The participants will be selected based on convenient sampling.

Instruments

This study is a qualitative study. The main instruments in this study were interviews. The researcher conducted interviews in two days. Each interview lasted for around 27 – 35 minutes.

Participants

The participants in this study were the freshmen in Structure 2 class. The project was one of the projects students had to complete for structure 2 class. In this class there were 22 students whose level of English varies from elementary to upper Intermediate. In terms of the drawing ability, most students do not have prior experience in creating digital stories.

Applications overview.

This study focuses on students' attitude towards digital storytelling for English learning. The web-based applications to use in this study will be web-based *Make Beliefs Comix*.

Make Beliefs Comix

Make Beliefs Comix is an online digital story telling tool that people use to create comic strips easily. This online tool is very popular because it is easy to use and to navigate. This website haThis online tool is easy to use and is very user friendly. Make Beliefs Comix has a lot of options for characters, backgrounds, and many other features that make it easier for anyone to create stories individually or collaboratively. The comic strips that are created can be shared.

Procedure

In this study, participants were the freshmen who were in Structure 2 class. First, the writer informed the students about the project, the goals, and the expected outcome. The writer used one session (100 minutes) on Saturday to teach the basics of story telling such as the elements of storytelling and the steps to create storyboards. The session was done online using the university's online learning platform. The workshop also included step-by-step tutorials on how to use the

characters, backgrounds, and other technical issues in Make Beliefs Comix. Next, she let students create stories in groups of twos. Students were required to make stories based on the current situation on Covid-19. After students had completed their digital storytelling project, the researcher invited three students to participate in the interview.

3.2 Data analysis

After the researcher conducted the interviews, she transcribed the interviews. Foot pedal was used in the process of transcription to help her transcribe faster. The interviews were done in Indonesian, but later on the researcher translated the Indonesian into English. The transcript were then coded based on the research questions. Atlas.ti was used to to help her organize the codings better. After the codings were done, the writer looked for the emerging themes that correspond to the problems being addressed.

CHAPTER 4

FINDINGS AND DISCUSSIONS

This study intends to examine students' perception of the use of Make Beliefs Comix, investigate language challenges students face when creating stories, investigate the technology-related problems students face when creating stories, and find out the challenges of having online collaborations when creating stories.

4.1 General perception of the use of Make Beliefs Comix

The first problem that this study addressed was students' general perception of collaborative digital storytelling project. In general, they liked the project although they expected to be able to draw their own stories. One of the participants in this study, Lilith, liked drawing and was a fan of manga. She told me that she usually creates illustrations for books and draws her own manga. During the interview, she said that she helped the lecturers in Faculty of Language and Arts when they made English workbooks for children. She expressed her disappointment when she found out that we had to use the program for the digital storytelling project.

Ya Mam, tapi gak nyangka kalau disuruh bikin komik. Kayak kita disuruh pakai aplikasi gitu. Jadi Airin kira waktu waktu bikin komik itu bener-bener kreatifitas kita sendiri. Gambar, atau cari gambar, bisa bikin tulis tangan sendiri atau lewat komputer gitu. Ternyata ada aplikasinya yang mendukung sih (Rayna, interview pribadi)

(Yes Mam, but I did not expect that we are told to make comic, like we were told to use an application. So Rayna thought that when we made comics, we had to use our own creativity. Pictures, or looking for pictures, I can draw myself, handwritten, or using a computer. Like that. It turned out that we had an application that supports it. Rayna, personal interview)

Kalau saya boleh milih, Ma'am, saya pilih gambar sendiri karena lebih bebas untuk nentuin karakter dan setting. Programnya bagus sih, Ma'am tapi terbatas pilihan karakter dan settingnya (Lilith, interview pribadi).

If I could choose, Ma'am, I would rather draw the illustrations myself because I have freedom to decide on the characters and settings. The program is good, but it had limited choices for characters and settings (Lilith, personal interview).

Rayna, one of the participants, admitted that she could not draw. However, when she was asked about the project, she said she thought students were required to draw story themselves. She liked the program, but it had several drawbacks. The participants reported that the program could not accommodate their stories well.

The first drawback is due to the fact that the program has a limited because it had a limited choices of characters and settings. Rayna said:

Dan itu milih karakternya agak sulit ya soalnya kan terbatas juga karakter yang dikasih sama mereka. Kita nggak bisa ngembangin sendiri. Terus itu kadang nyari sosok ibu di karakter itu susah banget. Jadi waktu itu dapatnya, itu apa, yang tukang bangunan itu apa? Sampai susah nyari tokoh ibu. Terus grandpa, grandmanya itu adanya yang satu badan semua, gak ada yang setengah badan gitu (Rayna, interview pribadi).

And choosing a character is a little bit difficult, because the choices are limited. We can not create our own characters. Thus, finding a mother character is very difficult. At that time, we found, a person who build houses, what do you call it? It is really difficult to find a character for a mother. And then the characters for grandpa and grandma are only available in full. We cannot find ones that show only the upper part of the body (Rayna, personal interview).

Limited choices of characters and settings did not allow users to freely modify their stories.

Rayna commented:

Terus backgroundnya. Kita tuh berharap karena ini tentang Covid-19, ya kita tuh berharap backgroundnya ada yang hospital, ternyata gak ada. Jadi waktu itu kita pakai situasi dalam train, tapi kita kayak imajinasikan itu adalah hospital....jadi banyak kayak keterbatasan mikirnya gitu. Jadi sekreatif mungkin berharap Ma'm bisa mudeng yang kita maksud gitu. Soalnya kadang kayak aneh sendiri gitu lho Ma'm bacanya. Ini harusnya Rumah sakit tapi kok kayak dalam kereta...(Rayna, interview pribadi)

Then the background. We expect that because this is about Covid 19, we expect we will have a background of a hospital. It turns out there is none. So we use train background, and we imagine that we are inside a hospital...thus we are limited. We try to be as creative as possible so that Ma'm can understand what are trying to say. I think it is weird when we look at it. It is supposed to be a hospital, but it looks like we are on the train (Rayna, personal interview).

Ben, likewise, said:

Fiturnya kurang lengkap. Jadi kalau mau nentuin karakter yang gerakanya kayak gimana jadi nggak bisa. (Ben, interview pribadi)

The feature is incomplete. So it is impossible to select on a character that have a certain pose. (Ben, personal interview).

The size of panels is also a disadvantage of this program. The panels cannot accommodate the dialogue. Story tellers had to create several panels with the same settings of characters and backgrounds because they could not make long sentences. The panels were too small for long dialogues.

The program, unfortunately, limits the panels that can be used in one story. To create a story, users can only use 18 panels. This, of course, is a challenge for those who need to write stories that might need more than 18 panels.

Another drawback is that students cannot save their work in the website. Rayna reported:

Pertama kan itu kerja kelompok. Jadi misalnya kalau kita udah save di sini, berharap pihak sana login, loginnya itu bisa ada draftnya kita. Ternyata nggak bisa gitu. Jadi savenya itu di komputer, bukan di webnya mereka. (Rayna, interview pribadi)

First, the project is a team work. So if we save here, we hope that the other party can login, and when they log in, they can see our draft. But it is not the case. They cannot see our work. So we save our work in our computer, not in their server (Rayna, personal interview).

This limitation is probably due to the fact that the server of the website is limited. If users around the world save their work, the server will be crowded. Thus, the work has to be saved into user's computer. This limited feature will consequently influence students' efforts to collaborate online.

These limited features need to be improved so that the program can accommodate storytellers better. Storytelling is often a collaborative work. Online collaboration needs versatile program that allows collaborators to work separately. Cloud storage, thus, is a key feature of any program nowadays, especially this year, when people have to stay home and choose to collaborate online.

4.2 Language challenges in creating stories

For Indonesian learners of English, creating stories involves not only creating the plots but also creating dialogues in English. Since English is not Indonesian learners' mother tongue, expressing stories in English is a challenge. When asked about their challenges in creating dialogues, Lilith said:

Kalau aku sih merasanya gak ada masalah yang sama bahasa ya. Cuma mungkin kayak, kalau misalnya ada slang. Kan kalau yang komik, lebih kan modern gitu kan Ma'm tidak yang bener-bener kayak anak yang gaul itu lho. Kalau mahasiswa ngomongnya kan santai banget. Jadi kayak diartikannya susah gitu (Lilith, interview pribadi).

I would say I don't have any problem with the language. But it's like, when it comes to slangs for instance. In comic books, it is more modern, Ma'am. It is not exactly usually used in my peers. Cause college students talk more casually. So it's quite hard to digest what it is meant (Lilith, personal interview).

Ben, similarly, said:

Pas kita lagi bikin, kata Rayna, pas dikoreksi, bahasaku terlalu formal, gitu. Terus kata Rayna, udah Ben, santai aja, santai. Jadi terus aku ngikutin. (Ben, interview pribadi)

When Rayna checked it, she said that my language sounds too formal. Rayna also said, "It's okay Ben, just make it casual." So I did as she said. (Ben, personal interview)

From the above quotation, it seems that for them, the most difficult is to express ideas casually. Dialogues in stories are often casual, and students often find it difficult to express idioms, slangs, and non-formal speeches in a native-like manner. To overcome their problems, students chose to circumlocate their original dialogues into speeches that have similar meanings with their intended dialogues. Lilith said she would change the vocabulary and find other alternatives to get their intended meanings. In addition Ben said:

Students also thought that they did not have major challenges when dealing with the language. They said that stories usually have simple tenses and they opted to use present tense when they created their dialogues, just as what Rayna reported:

I was really aware with the grammar. Jadi kalau bikin itu kan Rayna awal pembukaan pakai bahasa news, jadi di situ grammarnya ada dan berharap gak ada yang salah. Terus dari news itu, habis itu kalau kalimat direct gitu sih Ma'm. Kalimat directnya juga gak ada masalah sih, dan Rayna was aware dengan setiap grammar, huruf besar, huruf kecil, tanda bacanya itu. Tapi kalau untuk expression, misalnya kayak Ouch!, atau kayak Cough cough gitu, Rayna gak aware sama grammarnya sih Ma'm. Jadi tanda serunya bisa di depan kata gitu. (Rayna, interview pribadi)

I was really aware of the grammar. Rayna was using report sentences on the introduction, so the grammar was already there and I really hoped nothing was wrong. From that, then we used direct sentences, Ma'am. There is no problem with the direct sentence, and Rayna was aware of every grammar, uppercase, lowercase, punctuation. For expressions like 'Ouch!', or 'cough cough', Rayna was not aware of the grammar. So the exclamation mark might be put before the word. (Rayna, personal interview)

Rayna further states that this project requires her to be aware of grammar rules. During her process of creating the story, she reported that she even had to constantly pay attention to punctuation and capitalization. She said:

Soalnya mikir kan bikinnya itu. Jadi on grammar banget gitu. Jadi nggak asal bikin. Rayna itu kemarin sempat lihat punya Ben. Sebetulnya ada yang miss grammarnya,

cuman kayaknya sudah dibenerin sih Ma'm, atau belum, lupa. Terus di situ belajar untuk memperhatikan hal-hal kecil kayak huruf besar tiba-tiba di tengah, atau nama orangnya gak huruf besar, gitu. Soalnya di text balloon nya Makebeliefcomix ini juga gak ada feature automatic capital letters gitu. Jadi harus aware banget soal itu. (Rayna, interview pribadi)

Cause you need to think hard for it. You really need to think about the grammar. So you can't just randomly make it out of grammar patterns. The other day, Rayna took a look at Ben's. There were some errors in the grammar. But I think it's been corrected, or not, I'm not sure. So from there I tried learning to either pay attention to small details like using capital letters in the middle, or find the name of the character is not uppercased. Because, in the text balloon, Makebeliefcomix doesn't have automatic capital letters feature. So I needed to put more attention to it. (Rayna, personal interview)

The participants are freshmen, but they are among the smartest students. Thus, this might affect how they felt about language challenges in creating a story. The project to some extent was an opportunity to practice language rules. These students' English mastery is above average, so they might not have significant problems expressing themselves in English.

4.3 Technology-related problems

When asked about the kinds of technology-related problems, students mostly said they had no problems because they had good digital literacy. Rayna said:

Terus sebenarnya kalau untuk ke, apa ya namanya, kelancaran menggunakan digital, digital apa ya namanya, digital system kayak gini, sebenarnya lancar Ma'm, kadang kalau kaya masih baru memang masih banyak bingungnya, karena belum nyoba. Kayak kemarin itu aplikasi apa ya...tapi sebenarnya bisa coba-coba sendiri...jadi bukan yang gagap (Rayna, interview pribadi)

And then actually, like, what is it called? How good you are with digital.. what is it.. digital system like this. I'm actually good at it. Not gonna lie, but if I was new to this it would be very confusing to me because I hadn't tried it out yet. Like the app I previously made... I

forgot what it is.. you could try it yourself.. so it didn't really put me in confusion. (Rayna, personal interview)

Similarly, Lilith said:

...kalau aku sih paling nyoba, trial and error aja sih. Tapi biasanya sih ya cepet, kalau nemuinnya masalahnya kenapa. Kalau misalnya gak bisa ya Tanya Google gitu.

Menurutku, aku lumayan literate sih kalau digital. (Lilith, interview pribadi)

Well I might just try, do trials and errors. It usually doesn't take long to detect what the problem is. If it's hard to find out, I would ask Google for it. I think I'm pretty good dealing with digital technologies. (Lilith, personal interview)

While Ben said:

...aku gak pinter-pinter banget sih Ma'm. Cuman kalau aku ngalamin masalah, aku pertama nyari tahu dulu, gimana caranya. Baru kalau gak ngerti minta bantuan Ma'm...sama yang jago IT sih Ma'm biasanya, yang ngerti aplikasi. (Ben, interview pribadi)

... well, I'm not that smart, ma'am. But when I found some errors, I would firstly try to find out. How do I solve them. If I don't, then I would ask for a help... I usually ask those who are good at IT, the ones who usually deals with apps. (Ben, personal interview)

The participants in this study were the centennials who are commonly cited as digital natives. They get used to digital devices and they are willing to test new things, to do trials and errors when they encounter technical difficulties. They consult Google or consult their classmates who are good at operating various applications and programs.

4.4 Perception of online collaboration

Online collaboration aspect of this digital storytelling is an interesting one to explore. Due to the pandemic situation, students had to stay at home and collaborate through social media such as Whatsapp, Line, Zoom, or Google Meet. Many of the students come from out of Semarang, and

they are required work intensively for about two weeks to create a story. Participants mostly reported they had no problem working online. They reported that the best way for them to collaborate is through social media. Lilith said when she had to create the story, she had to make video calls with her partner. She said:

Kita tuh bikinnya nge-call, sambil video call. Jadi Kylee udah lihat cerita-cerita ini. Nah, settingannya di mana...habis itu besoknya kita call lagi dan udah, selesai. (Lilith, interview pribadi)

We made it by calling, video calling. Kylee had read the stories. And so, where would the setting take place...and we would catch up again tomorrow, and done. (Lilith, personal interview)

Rayna and her partner lived in different cities, so they had to chat in order to decide on the plots and the details of the story.

Pertama, aku sama Ben buka dulu webnya, Makebeliefcomix, terus kita lihat fitur-fiturnya apa aja. Kita lihat itu bisa apa aja. Cara savenya gimana. Terus habis itu baru diskusi sama Ben tentang kita mau crita apa, pembahasan bikin ceritanya bagaimana. Terus baru di situ, kayak, pertama kasih ide dulu sih. (Rayna, interview pribadi)

First, Ben and I opened the web, Makebeliefcomix, then we explored the features, what they could do, how to save them. After that, we discussed what the story is about and how to make it. Starting from there, finding the idea first. (Rayna, personal interview)

Rayna at some point mentioned her procrastination as a problem when working online. She said that she was supposed to work first, but she was procrastinating. Finally, she asked her partner to work first. On this, Ben said:

Kalau ini, aku sama Rayna itu agak slow response. Kalau dichat gak langsung bales gitu akunya. (Ben, interview pribadi)

In this case, Rayna and I are a little bit slow at responding. We won't reply straight away when we get texted. (Ben, personal interview)

Unlike Rayna and her partner, Lilith's team worked mostly together on video calls. They made appointment to meet online and then they worked together to create the plots and the dialogues. In writing their stories, Rayna and Ben worked separately. Ben worked on his part first, and then Rayna worked next. However, when they were done with their project, they had to work

This is completely different from how Lilith and Kylee worked. They worked together to decide the plots and the dialogues through video chats. Lilith said:

Kita tuh kayak gak mikir kayak bagi-baginya sih. Kita cuman mikir, Oya udah nanti kita ada yang bikin di satu laptop terus nanti, kan kita sambil video call, jadi bisa sambil omong, gambarnya gimana...kita itu gak mikir bagi tugas. Kita bikin langsung barengan. (Lilith, interview pribadi)

We don't really care to divide the tasks. We simply think, oh, we will make it on one laptop, and later, while we do video-call, we can also talk about what the picture will be...we don't think about dividing the tasks. We make it directly together at the same time. (Lilith, personal interview)

However, she cited schedule conflict as her team's major challenge. She and her partner often had to negotiate the time since they often had a lot of schedule conflict. She said:

Personally, jadwalku sama Kylee itu agak tabrakan. Jadi aku bisa sebelum jam 6, tapi dia baru bisa setelah jam 8...pas harinya kita mau bikin, tapi Lilith aku ada rapat PTMB, nggak bisa tuh Kylee. Terus habis itu, Kylee aku dah bisa. Waduh piye aku ada urusan. Gitu. Jadi tabrakan waktunya gitu kan. Jadi itu yang susah. (Lilith, interview pribadi)

Personally, my schedule and Kylee's are conflicting. I am free before 6, meanwhile she is free after 8. On the day we were going to make it, there was PTMB meeting, so Kylee couldn't do it. Then, when we both could do it together, I would be like "oh no, I have other stuff to do." Like that. So there is schedule conflicts. So it's hard. (Lilith, personal interview)

Online collaboration can be divided into two types, synchronous and asynchronous. Synchronous online collaboration refers to a situation where collaborators work on a task in a separate place at the same time, whereas asynchronous online collaboration happens when collaborators work on their assignment or task online in different places and different times. In the project, it is clear that the participants are engaged in either synchronous and asynchronous online collaboration. The challenges of working simultaneously might be higher because the collaborators have to decide a certain time where they can meet virtually. Schedule conflict is one of the challenges that collaborators need to consider.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

This study intends to examine students' perception of the use of Make Beliefs Comix, investigate language challenges students face when creating stories, investigate the technology-related problems students face when creating stories, and find out the challenges of having online collaborations when creating stories. Based on the interviews, the writer can conclude:

1. Makebeliefcomic is a good enough tool to practice storytelling, but it lacks certain features that make it difficult for creators to modify their stories. Limited choices of characters, backgrounds, space are some of the most cited drawbacks.
2. When creating the stories, the biggest challenge lies on students' ability to express themselves in casual conversation. Slangs and idioms are sometimes difficult to translate into English. On the contrary, the project allows students to increase their awareness of the grammar rules, punctuations and capitalizations.
3. Technology-related problems are not an issue for students. They view themselves as having good digital literacy. They are used to solving technical problems themselves.
4. Online collaboration for this project happened asynchronously or synchronously. Each method has its own challenge. Schedule conflict will be the challenge for those who would like to collaborate synchronously, and procrastination is a big challenge for those who would like to collaborate asynchronously.

4.2 Suggestions

This study is qualitative in nature. It aims at examining students' perception of digital storytelling. This study cannot test factors that might influence their motivation and desire to use digital storytelling. Future research needs to use mixed method approach to capture both in-depth analysis of digital storytelling and to test determining factors in using digital storytelling to practice their English skills.

References

- Castaneda, M. E. (2013). I am proud that I did it and it's a piece of me": Digital storytelling in the foreign language classroom. *CALICO Journal*, 30(1), 44-62.
- Davis, A. (2004). Co-authoring identity: Digital storytelling in an urban middle school. *THEN: Technology, Humanities, Education, & Narrative*, 1(1), 1.
- Gee, J. P. (2004). *Situated language and learning: A critique of traditional schooling*. New York, NY: Routledge.
- Gjedde, L. (2015). Exploring a Narrative Game-based Learning Platform as a Vehicle for Inclusion. In *9th International Technology, Education and Development Conference* (pp. 5193-5193). International Association of Technology, Education and Development (IATED).
- Jolly, S. (2003). *Studying the effectiveness of storytelling and graphics with text on fourth, fifth and sixth graders* (Doctoral dissertation, University of Nebraska--Lincoln).
- Meadows, D. (2003). Digital storytelling: Research-based practice in new media. *Visual Communication*, 2(2), 189–193.
- Rieber, L. P. (1990). Storytelling in computer-based instruction. *Educational Technology Research and Development*, 38(1), 77-86.
- Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory into Practice*, 47(3), 220-228.
- Sadik, A. (2008). Digital storytelling: A meaningful technology-integrated approach for engaged student learning. *Educational technology research and development*, 56(4), 487-506.
- Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classrooms: a comprehensive study. *Smart Learning Environments*, 1(1), 6.
- Surrah, H. A., & Mohamed, I. N. (2015). The effects of learning through multimedia devices. *Asian Journal of Technology & Management Research [ISSN: 2249–0892]*, 5(01).
- The Digital Storytelling Association. (2002). *The center for digital storytelling*. <http://www.dsaweb.org>. Retrieved October 28, 2018.
- Tversky, B., Morrison, J. B., & Betrancourt, M. (2002). Storytelling: can it facilitate?. *International Journal of Human-Computer Studies*, 57(4), 247-262.