

CHAPTER 2

LITERATURE REVIEW

This chapter provided an explanation of theories that underpinned the study. The theories were correlated to video description, digital storytelling video, the digital storytelling course, and students' experiences in making digital storytelling video. In addition, this chapter will explain the previous studies that are relevant to this research.

2.1 Video Description

Video is an audio-visual medium that displays images and sounds. In video, the message presented could be facts (events, significant occurrences, news) or fictitious (such as stories) and could be informative, educational, or instructional (Arief, 2009). Furthermore, Uno and Lamatenggo (2011, as cited in Setiawan, 2020) elucidated that video is an audio-visual medium where elements of motion are shown, with or without audio, which was recorded. According to Munir (2012), the definition of video was defined as the technology of capturing, recording, processing, storing, transferring, and reconstructing sequences of still images by presenting scenes in motion electronically so that the video appears like a moving image. Video is defined by Agnew and Kellerman (1996, as cited in Munir, 2012) as a digital media that shows an array of images that are read sequentially with a certain time so as to provide illusions, images, and fantasies in moving images. Therefore, video serves as a versatile medium for conveying both factual and fictional content, encompassing a wide range of informative, educational, and instructional purposes.

One of the learning media that encompasses types of audio-visual media or media that can be seen and heard, which can be used to convey messages or subject matter, was identified by Pratama et al. (2017) as video. The application of media use in the learning process was deemed very necessary because video media provided more experience for students since it combined several senses, namely the senses of hearing and sight. Various types of videos that could be

used in learning were mentioned, such as presentation videos, webinar videos, storytelling videos or podcasts, talk show videos, animated videos, scribing videos, tutorial videos, and others.

Based on the understanding above, it can be concluded that video as a medium was a set of images that could move, could be played back, and could contain audio such as sound and music. Videos were usually recorded using various devices, such as cell phones, cameras, webcams, and other devices. In addition to being recorded, videos could also be created using supporting applications. In this research, students made digital storytelling videos as assignments for the digital storytelling course, using technology and applications that supported the creation process.

2.2 Digital Storytelling

2.2.1 Definition of Digital Storytelling Video

Digital storytelling video is the process of writing about that story and adding multimedia elements of sound, imagery, and music to create a visual story in the form of video. According to Gordon (2011) Digital Storytelling is the combination of several multimedia components, such as images, text, recordings, sounds, songs, music, and video, with the art of storytelling to show particular content or points for a certain period of time in an appealing digital manner. In making digital storytelling video, everyone has their own story because stories come from different places and can come from a person's past or imagination. Furthermore, digital storytelling, according to Tabiah (2020, as cited in Wulandari et al., 2023), was defined as a collection of stories that the author created using electronic media, then added sound, images, colours, moving images, and music effects. The story depended on the narrative, plot, climax, setting, and moral message, with all parts giving the impression of entertaining and educating. The discussion also explained that digital storytelling had several elements that needed to be present for the purpose of using this media to be conveyed.

In conclusion, digital video storytelling involved writing a story and enhancing it with multimedia elements to create a compelling visual narrative. This process combined various multimedia components, including images, text, footage, sound, songs, and music, into a single unit to convey an interesting story in the form of a video. Making digital storytelling videos was one of the assignments from the Digital Storytelling course, which required students to work in groups.

2.2.2 Elements of Digital Storytelling

In the late 1990s, a nonprofit community organization was founded in Berkeley, California. The organization was called the Centre for Digital Storytelling (CDS), an arts organization that conducted training for people interested in creating and sharing personal narratives. One of the founders was Joe Lambert (Lambert, 2010) The Seven Elements of Digital Storytelling, developed and disseminated by CDS, were the starting point used to create a digital story, which, as cited in Robin (2006), were:

1. Point of view

This element showed the main points of the story and the author's perspective on the story.

2. A dramatic question

This element was a question that could grab the audience's attention and would be answered at the end of the story.

3. Emotional content

This element presented a serious problem that could connect the story with the audience in a personal and powerful way.

4. The give of your voice

This element personalized the story to help the audience understand it in context.

5. The power of the soundtrack

This element consisted of music and other sounds that supported the storyline.

6. Economy

This element involved using enough content for the story without overwhelming the audience.

7. Pacing

This element dealt with the pace and rhythm of the story.

2.2.3 The Steps of Making Digital Storytelling Video

Creating digital stories was conducted by students through several activity steps. The steps began with selecting a topic of interest and ended with uploading the story. These steps helped ensure a successful student experience (Jakes & Brennan, 2005). Robin (2016) classified the 12 steps of the digital storytelling process as follows:

1. Choosing a Topic

The first step students took was to choose a topic and then start by thinking about the purpose of the story.

2. Doing Research on the Topic

In this stage, students used online search engines and libraries, which were useful research tools.

3. Writing the First Draft of the Script

This part provided the audio narration for the story. They ensured the purpose of the story was clearly stated and had an identifiable point of view.

4. Receiving Feedback on the Script

In this part, students shared their scripts with their friends and asked them for feedback on what could make their stories clearer or more useful.

5. Revising the Script

In this part, students used the feedback they received to refine the script. Script review was an iterative process and required several attempts to achieve better results.

6. Finding, Creating, and Adding Images

Students used specialized online search tools for images, such as Google Image Search. They searched for photos, images, clip art, maps,

graphics, and more, and used photos they took themselves with a digital camera.

7. Respecting Copyright

In this section, students created their own stories by finding reliable sources and ensuring they did not infringe on proprietary content.

8. Creating a Storyboard

A storyboard was a written or graphic depiction of all the elements that students would include in a digital story. Storyboards helped students visualize the story before it was created, making it easier to make changes or add new content. Storyboards included a place for students to associate their script with visuals (photo frames or images). This step was important as it helped in the creation of the video. With a storyboard in place, it was much more effective to find their multimedia elements as they had a clear vision of what they were looking for.

9. Recording Audio Narration

In this part, students tried using a high-quality microphone or a voice recorder app on a smartphone.

10. Adding Background Music (optional)

In this section, students added music that fit the theme of the story and added richness by complementing the narration. Students searched online sites that provided copyright-free music at no cost.

11. Building a Digital Story

In this section, students selected the software or application that would be used to create the digital story.

12. Publishing Digital Stories

In the last step, students shared their digital stories online, such as on YouTube, Google Drive, and other platforms.

2.3 Digital Storytelling Course

In the Department of English Language Education, several elective courses are available for students to choose from. One of the elective courses

is the Digital Storytelling Course. In this course, all undergraduate students from the English department of this university have the opportunity to take this course. The Digital Storytelling course was designed to provide students with the opportunity to learn about the development of digital storytelling, the elements of digital storytelling, and the technical components involved in story-making (Hewson et al., 2015). The focus of the course was to enhance students' digital storytelling skills, combining technology and multimedia elements to create compelling narratives. Through a combination of theoretical discussions, hands-on activities, and project-based assessments, students were able to develop a deeper understanding of the role of digital storytelling in English language education. In addition, the learning objectives in this course were for students to understand the principles of digital storytelling, gain technological proficiency, develop critical thinking and reflection skills, enhance presentation and communication skills, and provide assessment and feedback. Therefore, in this course, students were actively engaged in listening and contributing to sharing ideas, opinions, criticisms, presentations, and discussions both individually and in groups to achieve goals in the digital storytelling course.

This course was designed for 16 meetings in one semester. One meeting per week was attended by students, who participated in various activities during each meeting. Digital Storytelling course activities, including discussions, workshops, group discussions, consultations, presentations, digital storytelling creation, and international webinars, were engaged in by the students. In this course, students were divided into several groups to create presentations and digital storytelling videos. At the end of the course, students were required to conduct a webinar related to the Digital Storytelling application. The webinar, conducted by the students in front of the audience, served as the final exam assessment for the digital storytelling course. Furthermore, here is the description about the course topics and the course activities in every meeting.

Tabel 2.1 Digital storytelling course topics and activities

Meeting	Topic	Activity
1	Introduction	Course description and syllabus
2,3	Apps 1, and Apps 2	Workshop <ul style="list-style-type: none"> - Introduction - Workshop - Review/Reflection
4	Production Story 1 using apps 1, and apps 2	Independent: No offline class, online consultation
5	Student presentation (Production reflection)	Student presentation
6	Apps 3, and Apps 4	Workshop <ul style="list-style-type: none"> - Introduction - Workshop - Review/Reflection
7	Production Story 2 using apps 3, and apps 4	Independent: No offline class, online consultation
8	Mid-term exam	Student presentation
9	Apps 5, and Apps 6	Workshop <ul style="list-style-type: none"> - Introduction - Workshop - Review/Reflection
10	Production Story 3 using apps 5, and apps 6	Independent: No offline class, online consultation
11	Student presentation (Production reflection)	Student presentation
12, 13	Products dissemination (public)	Independent: No offline class, online consultation if needed Students will get a public/users' insight on their digital story projects. It can be through: using the product as a teaching media, getting public perspective regarding the effectiveness of digital storytelling etc.
14	International conference prep	Consultation

15	International conference prep	Consultation and rehearsal
16	Final Exam: International conference prep	Student presentation

2.4 Students' Experiences in Making Digital Storytelling Video

Experience is a process of activities or interactions experienced by a person in their life, providing new knowledge, skills, and insights. According to Manen (2023), experiences were perceived by individuals as events, conditions, and phenomena that were transmitted to them. Additionally, Roth & Jornet (2014) defined learning experience as students' involvement in certain activities or feelings during learning in a course. Furthermore, Tsybulsky et al. (2020) identified three types of meaningful experiences: (1) Cognitive experience: the result of students' acquisition of knowledge and skills; (2) Social experience: experiences in the classroom learning process; and (3) Introspective: student experiences related to motivation and emotions. Additionally, the experience was referred to as a process in which activities carried out by students led to the acquisition of certain knowledge, skills, and feelings during these activities.

Students' experience in digital storytelling can develop language skills and knowledge. Ghanizadeh et al. (2015) argued that digital technology could support the development of four language skills, namely listening, reading, speaking, and writing. In line with Hava (2021) who stated that digital storytelling could be useful for vocabulary learning, writing, and speaking skills in English as a foreign language. Hava (2019) added that digital storytelling increased student confidence and motivation. Additionally, the process of making digital storytelling videos involved stages that were carried out in groups. By collaborating in groups, students could share experiences and knowledge to create more creative digital stories (Rahman & Novitasari, 2024). Therefore, researcher aimed to explore information related to student learning experiences in making digital storytelling video assignments in digital storytelling lectures.

From the description above, it can be concluded that student experience was an activity or interaction to gain knowledge or skills that students acquired because they had been involved in an activity. In this research, students' experience in making digital storytelling videos was focused on their involvement in group activities, knowledge acquisition, skill acquisition, and certain feelings.

2.5 Study of Relevant Research

The present research is relevant to several previous studies related to Digital Storytelling. The first study was conducted by Norkutė et al., (2020). The study, that investigated the Effect of Digital Storytelling on Teacher Education. This research focused on exploring pre-service teachers' experiences in applying the Digital Storytelling method as a means to develop their ICT skills, cooperation skills, and creativity. It showed that digital storytelling contributed to opening students' horizons about future jobs, familiarizing them with the uniqueness of future professions, improving their ability to cooperate and their teamwork skills, and facilitating the development of their ICT skills.

The second study was conducted by Yiğit (2020) entitled “Digital Storytelling Experiences of Social Studies Pre-Service Teachers”. The study aimed to explore pre-service social studies teachers' opinions about the digital storytelling process they experienced after creating digital stories. It also revealed that pre-service social studies teachers encountered difficulties with technological and time-related issues when implementing digital storytelling in the classroom.

Moreover, Lazareva & Cruz-Martinez (2021) also conducted the similar topic about Digital Storytelling Project as a Way to Engage Students in Twenty-First Century Skills Learning. This research focused on the implications of collaborative digital storytelling projects on student engagement in higher education contexts. Results from this study suggested that digital storytelling projects supported students' behavioural, emotional, and cognitive engagement.

Another study explored the use of digital storytelling to enhance students' writing skills by Munajah et al. (2022). The results showed that the needs of teachers and students in using digital storytelling in offline and online learning required innovation from educators to create an active and enjoyable learning process for elementary school students to achieve learning goals.

Based on the above research, the aim was to investigate creating digital storytelling that could help support teaching, using digital storytelling in online and offline learning, and the implications of collaborative digital storytelling projects on student engagement in higher education. This differs from research conducted by researcher whose focus was on exploring students' experiences in making digital storytelling video assignments.