CHAPTER 1

INTRODUCTION

This chapter provided an extensive overview of the study. It encompassed the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background of the Study

In the current era, the use of digital technology continues to be applied to learning in higher education. The use of technology in learning served as a medium to help students gain an effective learning experience. This was supported by Fatimah and Santiana (2017) who stated, "the use of technology in education is growing very fast, presenting situations that help students gain new learning experiences that are authentic and meaningful, involving their efforts and behaviour by providing a more enjoyable and effective learning atmosphere." The use of digital technology enabled wider access to educational resources and facilitated learning (Ambarwati et al., 2022). It also opened the opportunity for students to use technology to create digital storytelling to increase student engagement in exploring digital technology and facilitate a better understanding of concepts. This digital storytelling tapped into students' creative talents as they began to research and tell their own stories, learning to use libraries and the internet to research rich and in-depth content while analyzing and synthesizing various information and opinions (Robin, 2008). Through the use of digital technology, students experienced the ability to think critically, explore digital technology, and demonstrate their understanding of the material that had been delivered, resulting in a meaningful learning experience.

The Digital Storytelling Course was an elective course in the English Department of Tasikmalaya University that aimed to teach students how to create conditions significantly related to the course. Students were challenged to think critically about how to combine content and multimedia while increasing audience reach (Moradi and Chen, 2019). In this course students

tapped into their creative talents in storytelling and created their own scripts by learning to organize ideas, ask questions, and express opinions (Robin, 2016). Furthermore, Razmi et al. (2014) stated that digital storytelling was modern storytelling that contained images, music, and narration and gave a deep and vivid impression of the characters, situations, and other elements contained in the story. The Digital Storytelling course was held for one semester with sixteen meetings. Throughout the semester, students participated in various activities in each weekly meeting. At the end of the course, there was a final assessment requiring registered students to present and participate in an international webinar. Attending this course provided a variety of experiences for students to learn to communicate, allowing them to be creative and reflect critically on what they had learned.

In this regard, the "International Webinar on Digital Storytelling in English Language Teaching" held at Siliwangi University with the theme "Empowering Education through Digital Narrative" was attended by more than 623 participants from 17 countries and featured speakers from various countries who delivered material related to Digital Storytelling. This International Webinar on Digital Storytelling was one of the outputs of the students of the English Education Department who took Digital Storytelling courses with the aim of providing experience for students to share information related to their experience in creating Digital Storytelling. In this webinar, students in groups presented the project outcomes they made, namely digital storytelling videos according to the chosen application, then explained the application they chose to make digital storytelling videos and conveyed their experiences during the creation process. Thus, in this webinar, the participants did not explain in detail their experiences during the process of making digital storytelling videos, but only focused on the process within the application. The researcher argues that students' experiences during discussions, acquisition of knowledge, skills, and psychological experiences in making digital storytelling video assignments need to be explored.

Therefore, previous research conducted by Irsalina (2021) entitled "Disclosing Students' Challenges during Digital Storytelling Class: A Case Study in Higher Education in Indonesia" aimed to reveal students' challenges in creating digital storytelling and ways to deal with these challenges during digital storytelling classes. This study found that the challenges usually encountered in creating digital storytelling during these classes included the use of technology, the time-consuming nature of the process, and the need for creativity. Additionally, the ways students overcame these challenges involved improving their ability to use technology, better time management, and enhancing their creativity. The method used in this research was a descriptive case study. The similarity with this research was the creation of digital storytelling videos. The difference was that the previous study focused on students' challenges in creating digital storytelling and how they overcame these challenges, while this study focused on the experiences that students had after creating digital storytelling video assignments in the Digital Storytelling course.

Based on the phenomenon and the description above, the researcher was interested in exploring students' experiences in making digital storytelling videos. This research involved students from the English Education Department who were taking digital storytelling courses at one of the universities in Tasikmalaya, Indonesia. Consequently, the researcher decided to conduct a study entitled "Exploring the Students' Experiences in Making Digital Storytelling Video: Descriptive Case Study of Digital Storytelling Course Assignment."

1.2 Formulation of the Problem

Based on the background above, the question of this research is formulated as, what are the students' experiences in making digital storytelling videos as assignment in digital storytelling course?

1.3 Operational Definition

To avoid misinterpretation of the terms set out in this research, the researcher provides the operational definitions related to this study as follows:

1.3.1 Video : 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.

1.3.2 Digital storytelling video : 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.

1.3.3 Digital storytelling course : One of the elective courses was designed for 16 meetings during one semester. This course taught students the process of making digital storytelling videos by using various digital technologies as media in its creation. In this course, students were actively involved in listening and contributing by sharing ideas, opinions, criticisms, presentations, and discussions both individually and in groups to achieve the objectives of the digital storytelling course.

1.3.4 Students' Experiences : 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.

1.4 Aim of the Study

This research explored students' experiences in making digital storytelling video as assignment in digital storytelling course.

1.5 Significance of the Study

1.5.1 Theoretical Significance

This study was an additional input for future researchers conducting similar research on the theory and concept of exploring students' experiences in making digital storytelling video assignments.

1.5.2 Practical Significance

This study provided additional consideration for lecturers to improve digital storytelling learning concepts and strategies. This study also offered an overview for students regarding their experiences in making digital storytelling video.

1.5.3 Empirical Significance

This study provided valuable knowledge and benefits for the researcher themselves concerning students' experiences in making digital storytelling video.