

CHAPTER I

INTRODUCTION

This chapter presents wide-ranging description of the study. It comprises the background of the study, formulation of the problem, operational definition, the aims of the research, and significances of the research.

A. Background

Emotions are never apart from anything we do. It is agreed that emotions are something experienced by people and something they do (Scheer, 2012). As in the educational context, emotions are very well involved in the teaching and learning process (Schutz, 2002). For instance, in language classroom, emotions are created through the interactions with the teacher, with peers or with learning materials, or they may be a reaction to the students' own feelings (Sansone; Thoman, 2005; Scherer, 2005; Hascher, 2005).

The important role of emotions in English as Foreign Language is that emotions can affect to the students on making decision whether to study foreign language or keep on doing a project in a language classroom or not (Mendez Lopez, & Pea Aguilar, 2013, as cited in Aminzadeh, Pishghadam, Zabetipour, 2016). Emotions can shape when there is an interaction among students. Moreover it happens when they discuss about collaborative project given by the teacher. For instance, during the discussion about collaborative project where such different status emerge (high-status students and low-

status student) that can turn to different emotions such as felt confident and unconfident (Le, Janssen & Wubbels, 2017).

In English as Foreign Language classroom in one university in Indonesia, teacher gives some collaborative project to the students, for example digital storytelling project. The project required the students to make a narrative story and use some applications that are suggested by the teacher. In accomplishing the project each member interacts towards each other to discuss about the story that will be made. In this process, students experienced various emotions both positive and negative emotion. For instance, students felt excited to do the project because all the members were involved during completing the project. Another example is that student felt imbalanced when some of the members did not participate throughout completing the project.

The previous study of doing collaborative learning focuses on the obstacles and antecedents to the effectiveness of collaborative learning. The study found four main obstacles during the process of collaborative learning; those are students' lack of the competence of collaboration, free riding, competence status and friendship (Le, 2017). It less focuses on student's emotional experience of doing so.

In order to fill this gap, this study focuses on students' emotional experience accomplishing the collaborative project of digital storytelling since many researches less focus on this aspect. This students' emotional experience is seen by emotional geographies perspective that establishes their

emotions related to the relationship to the group work mates, each other and environment around them. The data will be analysed by using emotional geography framework by Andy Hargreaves which focuses on four aspects; physical, moral, professional and sociocultural.

B. Formulation of Problem

In particular, a question is addressed in this study that is “What are students’ emotional experiences when doing collaborative project of digital storytelling based on emotional geography perspectives?”

C. Operational definitions

To avoid misconception about the term set out in this study, the researcher provides some definition to this study, as follow:

Digital storytelling	: A platform for students to do collaboration
Collaborative learning	: Activities in digital storytelling classroom to make a project together.
Emotional Geographies	: An approach to understand students’ emotional experience when doing collaboration. It consists of five aspects of emotional geography; physical, moral, professional and sociocultural.

D. Aims of The Research

This study aims to explore the students’ emotional experiences when doing collaborative project of digital storytelling which is seen on

the three aspects of emotional geographies framework (physical, moral, professional and sociocultural).

E. Significances of The Research

- Theoretical : This study expands emotional geography framework by Andy Hargreaves in doing collaborative project of Digital storytelling
- Practical : The present study can give the students and teacher consciousness regarding emotional experiences during collaborative project of Digital storytelling
- Empirical : This study provides the evidence of promoting ‘emotional understanding’ of students in doing collaborative project of digital storytelling