

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Study**

Digital storytelling is increasingly used in education to support students in honing their language abilities and developing digital literacy and critical thinking skills in the English language learning domain. According to research conducted by Yang and Wu (2012), showed that digital storytelling participants performed significantly better than lecture-type participants in terms of English language achievement, critical thinking, and learning motivation. In addition, digital storytelling using mobile applications creates a more enjoyable learning environment so that students are more motivated; most of the students agreed that it helped them in enhancing their creativity, writing, and speaking abilities found in the study by Santiana et al. (2021). Evidently, digital storytelling projects encourage creativity and improvement of various skills in English language learning. These are important educational values of digital storytelling and factors in preparing students for the ever-changing 21st century.

One of the most crucial concepts in English language learning classes appears to be intrinsic motivation (Al-Amri, 2019); therefore, learning English through digital storytelling can increase students' intrinsic motivation where students can fully involved and actively participate in the classroom. As revealed in research by Al-Amri (2019), nearly every student considered their participation in a digital storytelling project to be incredibly enjoyable. As an outcome of their enthusiasm in the project, students have started seeing digital storytelling as being significant or helpful, which is an excellent indication that their intrinsic motivation has increased. Digital storytelling focuses on student-centered learning, enabling all students to engage and experience creative and enjoyable learning experiences.

The researcher administered a preliminary questionnaire to eight student groups who were enrolled in the digital storytelling course for English Education majors at a university in Tasikmalaya, Indonesia. The findings indicated that students recognize various benefits from engaging in digital storytelling projects. A

particular phenomenon revealed by the data suggests a strong presence of intrinsic motivation, as reflected in open-ended responses where students expressed enjoyment and excitement in the project (e.g., "enjoyment" and "creativity") and valued the freedom to visualize their ideas in animated formats. Some students also express deep satisfaction in pouring their imagination into narratives, which makes the learning process enjoyable and meaningful. This is in line with research by Adara and Haqiyyah (2020), who discovered that students are helped by digital storytelling because it satisfies their needs as visual learners who require visual motivation. In this way, students who learn most effectively when presented with visually appealing content could benefit from the visually stimulating materials that digital storytelling presents. Thus, this preliminary questionnaire highlighted the educational potential of digital storytelling and informed the researcher's decision to investigate students' perceptions of the intrinsic motivational benefits of digital storytelling projects in a more detailed, structured study.

Previous study related to the topic was conducted by Setiyorini (2020) that found digital storytelling significantly enhanced students' intrinsic motivation in term of learning vocabulary. Conducted with elementary students, this research found that using digital storytelling made vocabulary learning more enjoyable and engaging, as students were more motivated by the multimedia elements that made the learning environment visually and aurally stimulating. However, while she demonstrated the motivational benefits of digital storytelling, her study was limited to vocabulary learning in young learners.

To conclude, although several previous studies have discussed the benefits of digital storytelling in English language learning, most have focused on learning outcomes or general academic achievement. Digital storytelling is increasingly being implemented in language classes to encourage active student participation. However, few studies have specifically explored how digital storytelling provides intrinsic motivational benefits, especially from the students' perspective. Therefore, this study aims to address these gaps by exploring students' perceptions of the intrinsic motivational benefits of digital storytelling projects in English learning within a descriptive case study context in English education at an Indonesian

university. This study is important because it offers a new perspective, viewing digital storytelling not only as a learning strategy but also as a means to build internal motivation, self-expression, and personal relevance in English learning, all of which significantly influence the quality of long-term learning.

## **B. Formulation of the Problems**

Based on the background of the study, the researcher addresses the following question, “What are students' perceptions of the intrinsic motivational benefits of digital storytelling projects in English learning?”

## **C. Operational Definitions**

To avoid misunderstanding about the terms set out in the study, the researcher provides the definitions related to the study as follows:

### **1. Digital Storytelling Projects**

Digital Storytelling is a structured group assignment in which students create animated digital stories using multimedia elements, such as images, text, and voice narration. The project is designed to engage students in English language learning by allowing them to combine creative storytelling with digital tools.

### **2. Intrinsic Motivation**

Intrinsic motivation is the internal drive that leads students to engage in digital storytelling projects due to personal enjoyment, interest, and satisfaction rather than external rewards or pressures.

### **3. Students' Perceptions**

Students' perceptions refer to subjective viewpoints, attitudes, and feelings about their experiences with digital storytelling projects,

specifically regarding their intrinsic motivational benefits in English language learning.

#### **D. Aim of the Study**

. The study aims to explore students' perceptions of the intrinsic motivational benefits of digital storytelling projects in English learning at one of the universities in Indonesia.

#### **E. Significances of the Study**

##### **1. Theoretical use**

This study aims to contribute to the knowledge of intrinsic motivation in the context of digital learning, particularly in English language learning. In addition, this study enriches self-determination theory and Keller's ARCS model of motivation by examining the intrinsic motivation benefits of the digital storytelling project.

##### **2. Practical use**

English language learning educators can apply the findings of this research, especially in terms of incorporating digital storytelling projects to increase student motivation and engagement. This information provide in this research can help educators to implement digital storytelling in a way that optimizes its educational and motivational effects and assist institutions in developing more efficient and engaging learning environments.

##### **3. Empirical use**

This research offers a case study of digital storytelling in an Indonesian university setting, providing empirical insights that can be applied to comparable learning environments. This research is especially useful for researchers looking into how digital tools affect language learning motivation.