EXPLORING EFL STUDENTS' FEELINGS OF USING DIGITAL STORYTELLING IN WRITING NARRATIVE TEXT: A PHOTOVOICE STUDY

ALFIANA IZATI

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research entitled "Exploring EFL Students' Feelings Using Digital Storytelling in Writing Narrative Text: A Photovoice Study" can be completed. It is submitted to the English Education Department, UIN K.H.Abdurrahman Wahid, to fulfill one of the requirements of the Research Seminar Proposal Course. This proposed study can be accomplished because of the support of several people. Therefore, on this occasion, I would like to express my sincere gratitude to the following:

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5. Fachri Ali, M.Pd, is my supervisor, who has given me suggestions, guidance, and time to write this research proposal.
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Pekalongan, Mei, 28th 2025

The Writer

MOTTO

"Allah tidak mengatakan hidup ini mudah, Tetapi Allah berjanji bahwa sesungguhnya Bersama "
(QS. Al Insyirah:5-6)
"Orang tuamu senantiasa menemani prosesmu dan menantikan hasil yang emmebanggakan, jangan kecewakan mereka. Simpan keluhmu, letihmu tak sebanding dengan perjuangan mereka mengehidupimu"
"Only you can change your life. Nobody else can do it for you"
Orang lain ga akan bisa paham struggle dan masa sulitnya kita, yang mereka ingin tahu hanya bagian dari success storiesnya. Berjuanglah untuk diri sendiri walaupun ga ada yang tepuk tangan, kelak diri kita di masa depan akan sangat bangga dengan ap ayang kita perjuangkan hari ini
"Apapun yang terjadi selesaikan apa yang kamu mulai dan jadilah sebagai sarjana"

ABSTRAK

Di era digital saat ini, integrasi teknologi dalam pembelajaran bahasa menjadi hal yang sangat penting untuk meningkatkan keterlibatan siswa sekaligus mengembangkan keterampilan mereka secara optimal. Digital storytelling telah menjadi metode yang esensial dalam pengajaran menulis karena menggabungkan teknik narasi dengan elemen multimedia seperti gambar dan suara. Penelitian ini bertujuan untuk mengeksplorasi perasaan siswa EFL (English as a Foreign Language) dalam menggunakan digital storytelling sebagai media penulisan teks naratif dengan menerapkan metode photovoice. Melalui pendekatan partisipatif tersebut, siswa diminta untuk mengambil foto yang merepresentasikan perasaan mereka selama proses penulisan naratif menggunakan digital storytelling. Data yang terkumpul kemudian dianalisis secara tematik untuk mengidentifikasi pola-pola emosi yang muncul. Hasil penelitian menunjukkan bahwa siswa mengalami berbagai perasaan, baik positif maupun negatif, selama menulis teks naratif menggunakan digital storytelling. Perasaan positif yang muncul meliputi ketertarikan, kebahagiaan, rasa aman, dan kepuasan; siswa merasa menikmati proses penggabungan gambar dan suara, percaya diri dalam mengekspresikan ide, serta bangga terhadap hasil karya mereka. Di sisi lain, terdapat pula perasaan negatif seperti ketidaktertarikan, rasa tidak aman, dan ketidakpuasan. Beberapa siswa merasa kurang tertarik karena keterbatasan kemampuan bahasa Inggris yang menghambat partisipasi penuh dalam proses penulisan. Selain itu, ketidaknyamanan terhadap penggunaan teknologi, rendahnya kepercayaan diri dalam keterampilan teknis, serta kekecewaan terhadap hasil karya yang kurang memuaskan turut menurunkan motivasi mereka dalam menulis. Temuan ini diharapkan dapat menjadi bahan pertimbangan praktis bagi para siswa yang akan menggunakan digital storytelling dalam penulisan teks naratif.

Kata Kunci: *Siswa EFL, Digital Storytelling, Keterampilan Menulis, Teks Naratif, Perasaan siswa, Studi Photovoice*

ABSTRACT

In today's digital era, integrating technology into language learning is essential to engage students and enhance their skills. Digital storytelling is an important tool in teaching writing because it combines narrative techniques with multimedia elements such as images and sounds. This study aimed to explore the feelings of EFL (English as a Foreign Language) students in using digital storytelling as a medium for writing narrative texts by applying the photovoice method. Through this participatory approach, students were asked to take photos representing their feelings during the narrative writing process using digital storytelling. The data collected were analyzed thematically to identify patterns of emotions that emerged. The findings showed that students experienced both positive and negative feelings about writing narrative texts using digital storytelling. The positive feelings identified in this study included inclination, happiness, security, and satisfaction. Students enjoyed combining images and sounds, felt confident expressing their ideas, and took pride in their work. The negative feelings included disinclination, insecurity, and dissatisfaction. Some students were disinclined because their low English proficiency made it difficult to engage fully in the writing process. They also felt uncomfortable with the technology, lacked confidence in their technical skills, and were disappointed with unsatisfactory results, which reduced their motivation to write. The study concludes that practical considerations are needed for supporting students who write narrative texts using digital storytelling.

Keywords: *EFL students, Digital Storytelling, Writing skills, Narrative text, Students Feelings, Photovoice study*

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is an essential skill for students in English. This allows individuals to articulate their thoughts and convey ideas (Sari & Aminatun, 2021). This cannot be easily mastered overnight because writing involves placing words in grammatical terms and the ability to express ideas clearly so that readers can understand the story's purpose (Zakaria & Aziz, 2019). Therefore, writing is considered one of the four most difficult language skills for learners of English as a Foreign Language (EFL) (Emisari, 2022).

EFL students study a variety of text genres when learning to write, including narrative, procedural, recount, and descriptive. However, narrative is considered the most challenging type of text in learning English as a foreign language (EFL) (Laina & Marlina, 2018). Purba (2018) asserts that narrative conveys a story through various forms of repetition and all incidents. Nurbaeti and Apsari (2022) stated that the purpose of a narrative text is to please or entertain the reader by presenting real or imagined experiences.

Several factors cause them difficulty in writing narrative text. First, there is a lack of writing practice among students (Zakaria & Aziz, 2019). Most of them are too lazy to practice because they think writing is difficult, so they do not practice continuously. Apart from that, a lack of knowledge about grammar and vocabulary also causes difficulties for them in writing narratives (Laina & Marlina, 2018). These limitations make it difficult for them to convey their ideas when writing.

The second obstacle they face in writing narratives is the learning media (Yuniarti et al., 2022). As digital natives, using learning media and conventional approaches often makes English as a Foreign Language (EFL) students easily bored (Alemi et al., 2022). So, the right strategy is needed in learning writing skills for EFL students. Chiew et al. (2019) said that using creative learning

media such as pictures, songs, animations, and videos can increase their motivation to learn languages. This inspired the researcher to use digital storytelling to make learning to write for students of English as a foreign language more interesting and fun.

Digital storytelling (DST) is a form of narrative entertainment delivered through various digital technologies (Lambert, 2010). DST was introduced innovatively by including visual and auditory elements to improve English teaching methods, emphasizing using images and sounds to convey stories effectively (Puspitasari, 2019). Apriliani (2018) said that after watching digital stories, EFL students could imagine narrative elements such as storyline, characters, and points of view in the story.

Using DST in learning to write can increase literacy in young learners. Nurrahmah (2018) said the results of several studies published in international education journals explained that narratives can develop students' intelligence in writing. The narration gives the mind the power to create text. They can implement a culture of literacy assisted by technology. Digital storytelling uses technology through computers or devices to convey the storyline (Alemi et al., 2022). The clear voice of DST allows students to understand the story and then write vocabulary and organize sentences into a narrative text. Students can hear how to pronounce words correctly. All of this will, of course, help them when writing narrative text. Thus, digital storytelling in teaching writing to English as a foreign language (EFL) students could be a solution to make writing more enjoyable (Chiew et al., 2019).

Based on this phenomenon, more in-depth research on using DST and writing narrative text is still needed. The researcher investigated deeper to explore EFL students' feelings using digital storytelling in writing narrative text. Through this research, it is expected that the feelings of EFL students toward using digital storytelling to write narrative texts will be revealed through the photovoice method. The results of this research will help teachers understand how EFL students feel about using digital storytelling

in writing narrative texts and assist in designing appropriate media for teaching narrative writing.

1.2 Formulation of the Problem

This study provided one research question. The researcher explored, "How do EFL students feel using digital storytelling in writing narrative text?" By employing this question, the researcher expected to learn more about the EFL students' feeling using digital storytelling in writing narrative text.

1.3 Operational Definition

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

a. Digital Storytelling: A technology that combines music, text, audio, and video clips to create an interesting story that educators use to overcome certain obstacles to make classroom learning effective (Lambert, 2013).
b. Writing skills: Writing skills are specific abilities that enable writers to meaningfully express their ideas through words and engage the reader in a mental dialogue (Brown, 2007).
c. Narrative Text: A text designed to amuse, entertain, and address real or diverse experiences in various ways. It typically involves problematic events that lead to a crisis or a turning point, ultimately resulting in a resolution (Hogue, 2011).
d. Photovoice Study: The research method that combines photography and storytelling to explore and highlight the experiences, feelings, perspectives, and concerns of individuals or communities (Ciolan & Manasia, 2017).

1.4 Aims of The Study

Based on the formulation of the abovementioned problem, this study's purpose is to explain how EFL students feel using digital storytelling in writing narrative text.

1.5 Significance of the Study

Based on the formulation of the problem written above, this study's purposes are as follows:

1) Theoretical use: This study contributed to the current literature on EFL students' feelings about using digital storytelling in writing narrative text.
2) Empirical use: The results of this study were expected to offer empirical insight into EFL students' feelings when using digital storytelling in the context of writing narrative text.
3) Practical use: This study's results provided readers with information about EFL students' feelings when using digital storytelling in narrative text.

CHAPTER V
CONCLUSION

5.1 Summary of the Findings

Based on the results and discussion in the previous chapter, the researcher identified four positive feelings by students when writing narrative texts using digital storytelling in creative writing classes: inclination, happiness, confidence, and satisfaction. Students demonstrated a strong interest in writing through digital storytelling, as it facilitated more frequent writing practice (inclination). The use of visual elements supported idea development, making the writing process more enjoyable and interactive (happiness). Improved understanding of story structure contributed to students' confidence in organizing and developing their ideas (confidence). Moreover, students expressed satisfaction with their written products, which enhanced their motivation to write. Collaboration with peers through digital storytelling also contributed to the overall improvement in writing quality. These findings confirm that digital storytelling positively influences students' affective engagement, motivation, and the development of their narrative writing skills.

However, the researcher also discovered some negative feelings among students using digital storytelling in writing narrative texts. First, there was a feeling of disinclination, as digital storytelling requires students to harmonize images with their narrative ideas, which can be challenging. Second, insecurity was noted, with students feeling that a stable internet connection is essential for producing satisfying texts. Third, there was dissatisfaction, with some students expressing confusion and difficulty aligning visuals with their story concepts, ultimately leading to disappointment with the final narratives. These findings show that while digital storytelling offers many benefits, it also presents certain challenges that need to be addressed to support all students effectively.

5.2 Recommendation

Based on the research findings, this study provides several recommendations regarding using digital storytelling in writing narrative texts. These recommendations are as follows:

5.2.1 EFL Students

EFL Students are encouraged to continue improving their writing skills by exploring other digital storytelling platforms like Storybird, Canva, and TED-Ed. These platforms can further support their creativity and engagement in writing narrative texts.

5.2.2 For EFL Teachers

This study recommends that EFL teachers integrate digital storytelling into daily writing instruction by providing structured guidance and opportunities for students to develop their storytelling skills. Teachers should encourage students to collaborate and provide feedback on each other's work to enhance their writing abilities.

5.2.3 For Future Researchers

This study is limited to exploring students' feelings in using digital storytelling to write narrative texts and does not focus on their overall learning experiences. While understanding emotions is important, it provides only a partial view of how students engage with digital storytelling. Future research is recommended to investigate students' broader experiences, including their challenges, strategies, and outcomes in using digital storytelling across different contexts. This approach would offer a more comprehensive understanding of its impact on language learning.

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