THE UNDERSTANDING AND PRACTICE OF DIGITAL STORYTELLING AMONG EFL STUDENTS

A THESIS

Submitted in Partial Fulfillment of Requirement

for Gaining the Degree of Education Bachelor

in English Language Education

By:

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To
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Assalamu'alaikum Wr. Wb.

I have given guidance, briefing and correction to whatever extent necessary of the following thesis :

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Wassalamu'alaikum Wr. Wb.

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DEDICATION

1. My beloved mother and father, Mrs. Siti Kulsum and Mr. Nuryanto, always love, support, pray, help, and guide me in every condition. Thanks for the effort and contribution to making my education run well until I finish
2. My brothers and sister are Sofyan Fahriyanto, Muhammad Roid Fathoni, and Shinta Maria Ulfah.
3. Myself, who has struggled and saved me to the point of extreme worry and anxiety.

MOTTO

“If you can not bear the pain of learning, then you will bear the danger of ignorance.”

(Iman As-Syafi’i)

ABSTRACT

Title	:	**THE UNDERSTANDING AND PRACTICE OF DIGITAL STORYTELLING AMONG EFL STUDENTS**
Writer	:	**Shofiya Laila Alghofariyah**
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This study was conducted based on the importance of understanding and practice in learning. This study aims to describe the understanding and practice of digital storytelling among EFL students at Nurul Furqon Natural Junior High School. This research is field research in a qualitative approach by conducting semi-structured interviews to get data and then analyzing using the Milles and Huberman model, an interactive technique. It was validated through triangulation techniques, namely observation and documentation. Six male and six female students who had created digital storytelling were selected by purposive sampling to be participants based on specialization class, gender, and English skill level. The findings showed that students understood digital storytelling well, except for the storyboard. In terms of practice, students repeatedly recorded their voices to emphasize their speaking skills. English students found difficulties in using technology, while photography-videography students found it in writing storylines and recording sound. The same challenges were also encountered by those not interested in either. Meanwhile, students who worked in groups found it difficult to organize the team.

Keywords: understanding, practice, digital storytelling

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Finally, the researcher realized that this thesis is not perfect. Therefore, the researcher will happily accept contractive criticism to improve it. The researcher hopes that this thesis will benefit everyone. Aamiin.

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CHAPTER I

INTRODUCTION

The purpose of this chapter is to explain in more detail the background of the research, which also serves as a broad summary of the topics covered in this study. It also elaborates on the rationale for the topic chosen based on earlier research. The research question, objective of the study, rationale for selecting the topic, scope of the study, and pedagogical implications are all included in this chapter.

A. Background of the Research

The discussion on EFL learners will not be separated from their difficulties and challenges. Shen and Chiu's survey findings showed that most EFL students believed that psychological issues, such as "nervousness" and "fear of making mistakes," were the biggest obstacles to speaking English (Shen & Chiu, 2019). While in writing skills, conclusions show that limited language competency, sinister structure organization, L1 impact, writing anxiety, a lack of ideas, and issues with grammar, vocabulary, and syntax,

in particular, are the main issues with EFL learners' writing (Astuti, 2022).

By seeing the problems above, it is necessary to have an appropriate learning strategy to cover EFL learner problems. In this digital era, the use of technology is, of course, beneficial for EFL learners. Lee and Hsieh's study suggests that modern EFL students, whether they speak L1 or L2, may feel more at ease with digital communication than with traditional offline approaches (Lee & Chen Hsieh, 2019).

One of the modern strategies for EFL learning is digital storytelling. Digital storytelling has a significant potential that may become an educational model for the present era (Moradi & Chen, 2019). Hava's findings indicate that digital storytelling could be a powerful and helpful tool that can be applied in educational settings to assist students' language and digital skills development (Hava, 2021). It combines graphics, sounds, recorded audio narration, music, and video to demonstrate information. So it covers all students' learning styles starting from audio, visual, and audio-visual learning.

Digital storytelling is very beneficial for students' digital literacy skills. As Jason Ohler has said below:

> "Digital literacy is essential in the age of information technology, and digital storytelling is an effective tool in developing students' digital literacy, including their skills in understanding, analyzing and creating digital stories." (Ohler, 2016).

There are several studies reveal the impact of DST on English learning. Eissa found that the learner's problem in speaking English can be helped by applying DST as a pedagogy. Using DST strategies and the traditional way of teaching adult EFL learners at a particular university can develop learners' vocabulary and motivate them to work cooperatively. They also learn how to use proper grammar and enrich their new vocabulary. Moreover, the learners also improve their speaking skills by mastering stress, tone, and intonation (Mohamed Salama Eissa, 2019).

Mirza's investigation result for Lebanese University students stated that creating DST is an enjoyable and educational activity they want to repeat. The students also feel more confident because they can improve their pronunciation, organizational, technical,

research, and presentation skills. They enjoy this assignment until they have 16 videos uploaded to YouTube. In the social aspect, students can share their work online with their friends and other English speakers globally (Mirza, 2020).

On improving writing skills, Tarigan and Liana proved that digital storytelling significantly improves students' scores in writing descriptive text (Shasqia, 2020). Besides that, Shasqia stated that students at junior high school can improve their writing skills in a narrative text through DST. Using DST, students can be more creative in creating a story in a narrative text.(Erikson Tarigan, 2018)

Digital storytelling could assess students' reading and listening comprehension. Students could master reading comprehension through entertaining media which attracts their attention. Listening comprehension was achieved through playing the videos so intensively. Students were asked to hear so attentively. By implementing digital storytelling, students have an opportunity to speak English in a non-threatening way because they can edit their spoken text.(Syafryadin et al., 2019)

A study in Malaysia's primary schools also proved that tablet digital storytelling applications can motivate learners to learn speaking skills. This is because of the presence of multimedia features integrated into the application. They are animation, voiceover narration, hyperlinked vocabularies, and multimodal glosses. The observation result stated that the learners improved their speaking skills by repeating the pronunciation and memorizing spelling.(Chiew et al., 2018)

Indonesian EFL teachers observed that DST-based teaching and learning activities increase students' active engagement in the classroom (Ribeiro, 2016). It is, of course, quite encouraging because students become engaged in developing their English skills. To achieve the desired goal, of course, it must be accompanied by good knowledge from students about digital storytelling. Besides that, the practice of applying proper digital storytelling will improve the output of EFL students. Then it is necessary to conduct a study to find out the understanding and practice of digital storytelling among EFL learners.

Before conducting the study, the researcher found that Nurul Furqon Natural Junior High School

students attended different specialization classes. The specialization classes related to the study are the photographic-videography and English classes. According to the teacher of the photographic-videography class, Mrs. Ida, several students in the photographic-video graphics class still had low English skills. It is evidenced by the poor English skill mastered by the students so that the teacher has to explain repeatedly using the mother tongue. To join the class, students must have sufficient English skills.

At the same time, the students were also assigned to make a digital storytelling video in English for the English teacher, resulting in an exciting blend of English and digital skills. So, the researcher intends to conduct a study on all of the grade students of Nurul Furqon Natural Junior High School who have created digital storytelling.

Considering that digital storytelling has many advantages on students' literacy skills, as explained by previous research, the researcher intends to find a bright spot in the understanding and practice of digital storytelling in EFL students. It is because there is no previous research that discusses these two things.

The aims of this study are two folds. First, to describe Nurul Furqon Natural Junior High School students' understanding of digital storytelling to achieve a conceptualization of digital storytelling. Second, to investigate students' digital storytelling practices in to investigate students' digital storytelling practices to find out how the practices can improve their linguistic skills and what challenges they encounter.

B. The Questions of the Research

Based on the background of the research above, the question of the research are:

1. How is EFL students' understanding of digital storytelling?
2. How is the practice of creating digital storytelling among EFL students?

C. The Objective of the Research

Based on the problems mentioned above, the objective of this research are:

1. To describe the understanding of digital storytelling among EFL students

2. To describe the practice of digital storytelling among EFL students

D. Reason for Choosing the Topic

The reasons for choosing the topic are:

1. Digital storytelling is one medium that can cover all English skills simultaneously, such as speaking, writing, reading, and listening.
2. Students are more interested in the use of digital technology
3. There is a photography and videography specialization class at Nurul Furqon Natural Junior High School, but some students who take the course have low English skills.
4. No previous research discusses students' understanding and practice of digital storytelling.

E. The Focus of The Research

The focus of this research can be described as follow:

1. This is a descriptive qualitative study on the understanding and practice of the process of

creating digital storytelling in English subjects by EFL students.

2. The participants of this study were EFL students of Nurul Furqon Natural Junior High School who created a digital storytelling

3. It focuses on students' understanding and practice in creating digital storytelling in English subjects.

F. Pedagogical Significance

The researcher seems that the findings of this study will be advantageous for teaching and learning English, particularly for students, teachers, the next researcher, the school, and the reader, even though it is an insignificant contribution to society.

a. English Teacher

The teacher will benefit from the findings of this research. The writer thinks that the study will use and improve media in English language instruction, especially when applying digital storytelling as a teaching tool to increase student interest and focus on learning.

b. Students

The writer hopes that digital storytelling may be used as a medium for English learning, helping students to improve their English proficiency and develop critical thinking, creativity, and social intelligence skills.

c. Next researchers

This research is expected to serve as a guide for researchers who are conducting other studies on teaching media, especially in terms of digital storytelling, by providing references and supporting data.

CHAPTER II

LITERATURE REVIEW

This chapter aims to cover the theoretical basis of the study. Digital storytelling, practical learning, and student understanding are all concepts covered in this chapter. This chapter's theoretical framework discusses the academic solutions to the research issues and the theoretical foundations.

A. Previous Research

There are several previous research which has the same subject, object, or teaching technique, but in this research, the researcher takes some of the research related to the study:

1. The research was conducted by Nadezhda Chubko, Julia E. Morris, David H. McKinnon, Eileen V. Slater, and Geoffrey W. Lummis (2020) entitled *Digital Storytelling as a Disciplinary Literacy Enhancement Tool for EFL Students.*

   This study aimed to investigate how digital storytelling (DST) educational technology intervention in a STEM-A context affected students learning English

as a foreign language's (EFL) process of acquiring disciplinary literacy.

This research used multiple case studies as its method. The researcher collected data by written responses to an astronomy diagnostic test (ADT), which were coded against the observed learning outcome structure (SOLO) and analyzed using analysis of variance (ANOVA) with repeated measures at the time of testing. The study's subject was 30 Kyrgyz students between 12 and 16.

The findings indicated that the DST intervention had a beneficial impact on EFL students' learning of astronomy-related disciplinary literacy. By showing how the DST teaching intervention could bridge the achievement gap between EFL and non-EFL students in disciplinary literacy acquisition in STEM fields, the research contributed to the body of knowledge on educational technology (Chubko et al., 2020).

The similarity of the research above namely the researcher explained the effect of digital storytelling on teenage EFL students. The difference was the research methodology. I used qualitative descriptive, while the research above used multiple study cases.

2. A research was conducted by Ayşegül Okumuş (2020) entitled *The Perceptions and Preferences of 8th Grade Students in Digital Storytelling in English.*

This study explores eighth-grade students' opinions on how technology is integrated into English classes via digital storytelling. While finding out the subjects and characters that students prefer for their digital stories is another goal. The issues of this study were 15 students in a public school. The data was gathered through pre-surveys, digital storytelling, and post-surveys.

The study was done over a month, during which five different digital stories were produced. The qualitative and quantitative analysis results showed that participants' opinions toward using digital storytelling in English lessons were favorable both before and after implementation, with little distinction between pre-and post-test results.

The participants generally expressed an interest in using digital storytelling since they thought it was inspiring, boosted language learning, and supported collaboration. The topics were adrenaline, love, sadness, friendship, and fear. Typically, the characters were

female heroes. The implication is that since digital storytelling is a fun approach to practicing language skills, it may be used for speaking, listening, grammar, vocabulary, and writing tasks (Okumuş, 2020).

The similarity of the research above namely the researcher used qualitative analysis to know the effect of digital storytelling on EFL learners. The difference was the specific purpose. I want to see the understanding and practice of digital storytelling among EFL students while the research above explained students' perceptions and preferences in digital storytelling.

3. A research was conducted by Cici Nurmayanti (2022) entitled *The Effect of Digital Storytelling on Students' Speaking Skill Through Vlognow of The Third Grade at SMP Negeri 6 Siak Hulu.*

   This study aimed to determine whether third-graders at SMP Negeri 6 Siak Hulu's VlogNow (VN) significantly impacted their speaking abilities. This study's design was experimental, and it employed a quantitative methodology. Class IX1 and IX2 of the third grade at SMP Negeri 6 Siak Hulu served as the study's sample.

The researcher used digital storytelling using VlogNow to administer the pre-test at the first meeting and treatment at the following five sessions. Data from the study's pre-and post-tests were analyzed using the SPSS 24 version. The researcher concluded that digital storytelling through VlogNow significantly affected speaking ability at third Grade SMP Negeri 6 Siak Hulu (Nurmayanti, 2022).

The research above is similar to implementing digital storytelling to improve English language skills for EFL students. In comparison, the difference is in the research methodology used. I used descriptive qualitative, while the research above used experimental study.

4. A research was conducted by Nikki Leres Mulyati (2021) entitled *The Effect of Digital Storytelling to Foster Students' Speaking Ability in Describing People.*

   This study aimed to know whether there is or not an effect of digital storytelling on students speaking skills in describing people. It used the experimental method in a quantitative approach. The samples were 56 students in seventh grade with purposive sampling. The researcher chose the oral test as the research

instrument. The result showed the conclusion that the use of digital storytelling has the effect of fostering speaking ability in describing people (Mulyati, 2021).

The similarity with this research is that both results showed that digital storytelling affects students speaking ability. In contrast, the difference is the method used.

B. Literature review

1. Understanding

a. Definition of Understanding

Based on Chaplin's psychological dictionary, understanding is the process of comprehending meaning. In historical writing, an individual can understand the meaning (Chaplin, 2009).

According to Seifert, comprehension is the ability to use memorized knowledge more or less like what has been taught and under its intended use (Seifert, 2009).

While for Eko Putro Widoyoko, understanding or comprehension is the process of constructing meaning from learning messages,

whether oral, written, or graphic, delivered through teaching, books, and other learning resources (Widoyoko, 2014).

And according to Martin, understanding can be said to the problem-solving, the use and transfer of knowledge (Long et al., 2011).

From the definitions above, it can be concluded that understanding is the ability to use memorized knowledge following its intended use, constructing meaning from learning messages, and understanding relationships between facts or concepts.

b. Levels of Understanding

Understanding ability based on the level of sensitivity and degree of material absorption can be described into three classes: translation, interpretation, and extrapolation (Daryanto, 2010).

The first level is translation. The definition of translation does not simply mean the transfer of meaning from one language into another. But it can tell from an abstract conception into a symbolic model to make learning easier for

people (Daryanto, 2010).

The second level is interpretation. This ability is broader than translation. It is the ability to recognize and understand. Interpreting can be done by connecting past knowledge with subsequent knowledge, linking the graph with the actual conditions that are described, as well as distinguishing what is and distinguishing between the main and not the main points in the discussion (Sudjana, 2014).

And the last level is extrapolation. It is different from translating and interpreting, but it is higher because it requires higher intellectual abilities so that a person is needed to see something written (Sudjana, 2014).

a. Process of Understanding

Speed of understanding is a constituent element of intelligence (Julian & Alfred, 2008). Understanding is developing an understanding of learning messages, whether spoken, written, or graphic, and communicated through education, literature, and other learning resources. If students can interpret the message they have been given, they are considered to understand.

The cognitive processes are classified into interpreting, modeling, classifying, summarizing, concluding, comparing, and explaining (Widoyoko, 2014).

The first process is interpreting. Interpreting occurs when students can convert information from one form to another. Interpreting involves converting words into other words, pictures from words, words into photos, numbers, etc. words, pictures from words, words into images, numbers into words, words into numbers, and so on. Into words, words into numbers, and so on. Other names for interpreting are translating, paraphrasing, describing, and clarifying.

The following process is modeling. It occurs when students give examples of a general concept or principle. Exemplification involves the process of identifying the general idea or principles. Other names exemplifying are illustrating and giving examples.

Classifying is the third process. The cognitive process of classifying occurs when students know that something (e.g., an example) belongs to a specific category (e.g., a concept or

principle). Classifying involves detecting features or patterns corresponding to the sample and the idea or code. Other names for classifying are categorizing and grouping.

The fourth process is summarizing. It occurs when students develop one sentence that presents the information received or abstracts a theme. Summarizing involves translating information, for example, the meaning of a drama scene, and the process of abstracting the summary, the summary, for example, determining the theme or main points. Other names for summarizing are generalizing and abstracting.

Concluding is the following process. It includes the process of finding patterns in several examples. Concluding occurs when students can abstract a concept or principle that explains the models by looking at the characteristics of each sample and drawing connections between the process of inferring involves cognitive processes and comparing all samples. Other names for inference are extrapolating, interpolate, and predict.

After that, There is comparing. The cognitive process of comparing involves the operation of detecting similarities and differences between two or more objects, events, ideas, problems, or situations. Comparing also consists of the process of determining the relationship between two or more objects, events, or ideas that are presented. Other names for comparing are contrasting mapping and matching.

And the last is explaining. The cognitive process of explaining occurs when students can create and use cause-and-effect models in a system. This model can be derived from theory or based on research results or experience. Another name for explaining is modeling (Widoyoko, 2014).

2. Practice

a. Definition of Practice

Based on Oxford online dictionary, practice in improving skill perspective is doing an activity or training regularly to improve your skill. It can also be said that the time you spend doing this. Whereas in the perspective of ways of doing things, practice is a way of doing something that is the usual or expected way in a

particular organization or situation (*Oxford Online Dictionary*, 2023).

Meanwhile, an explanation of the meaning of the practice method can be described through the opinions of figures related to the definition of practice. Syaiful Bahri Djamarah explained that "the practical method is used to show a process or how an object works related to the subject matter (Djamarah, 2000).

According to Ramayuli, the practical method in the teaching process is "a method or way of teaching that uses physical labor or the operation of equipment or objects to explain something teaching material" (Ramayuli, 2005).

Muhammad Zein explained that the practice method is a method in which a teacher, student, or other parties deliberately asked by himself shows all learners a process of doing something (Zein, 1995).

As a result, the practice method is a teaching strategy where implementation is done before displaying or practicing what the teacher or the students may exhibit under the material delivered.

b. Purpose of Practice

Each learning method has a different purpose. Teachers can use various ways according to the conditions and situations of the learners. Practical learning methods aim to develop learners' essential qualifications and competencies (Wiguna et al., 2016).

The learners' essential qualifications include personal skills such as flexibility, readiness to take responsibility, creativity, and enthusiasm to learn. Also, social skills include readiness to cooperate, communicate, cope, and learn. While learners' competencies include vocational competencies, method competence of practical teaching, and social competence in willingness to collaborate, communicate, solve problems, and work together in a group (Wiguna et al., 2016).

c. Steps of Practice

According to Bandura, practical learning consists of the attention, retention, production, and motivation phases. In the attentional stage, the teacher models a particular activity in front of the students. Meanwhile, students observe the teacher's

skill in doing this. After that, the teacher and students discuss the observation results to find the students' shortcomings and difficulties in attending to the steps of the activity delivered by the teacher (Trianto, 2009).

The retention phase is filled with teacher activities explaining the structure of the activity steps observed by students to show specific measures that have been presented. The next phase is production. In this phase, learners prepare their activity steps according to the steps that have been modeled. This activity is also called guided practice. The teacher provides guidance and direction if learners find it difficult (Trianto, 2009).

And the last is the motivation phase. In this phase, students present the results of the activity witnessed by the teacher and other students. Other learners are also allowed to convey their observations of the presentation (Trianto, 2009).

3. Digital Storytelling

a. Definition of Digital Storytelling

Digital storytelling can be defined as the process of making short films with narratives and multimedia elements (such as audio and video)

that aim to evoke strong feelings in the viewer (Amaliah et al., 2022). As the name suggests, digital storytelling is images and graphics, text, sound, and web publishing all rolled into one. It covers all the student's learning styles, starting from visual, audio, and audio-visual.

Digital stories, like traditional storytelling, focus on particular topics and contain a specific viewpoint (Nair & Yunus, 2021). Suppose traditional storytelling shows the storyteller's voice, gestures, and mimics. In that case, "digital storytelling" includes computer-based images, texts, recorded voice narration, and video clips.

Digital storytelling is not very new in practice, although it emphasizes computer technology greatly. A well-known digital storytelling pioneer, Joe Lambert headed the Centre for Digital Storytelling 33 years ago. This organization aided children and adults in developing and sharing personal narratives via creative writing and digital media technology (Nair & Md Yunus, 2022).

b. Elements of Digital Storytelling

To be an exciting work, digital storytelling has several elements that, if complete, will make it a beautiful and valuable work. They are the story's overall purpose, the narrator's point of view, dramatic questions, choice of content, clarity of sound, stages of narration, soundtrack that gives meaning, image quality, economy of story details, and use of grammar (Yuliana & Wantoro, 2017).

The elements above are helpful to consider while creating digital storytelling. If one element is not good, it will affect the results of digital storytelling, so it is not as expected.

c. The Process of Producing Digital Storytelling

The first step is finding the idea. In this stage, the creator determines what ideas will be conveyed to the audience. It is related to the creator's goal of creating digital storytelling. After that is doing research/exploration by collecting accurate materials on the ideas raised by the creator.

A creator must make a storyline and storyboard to get conceptualized and measurable

results. The storyline is the flowing narrative of the story. The storyline contains the storyline accompanied by the narration text that the narrator will speak. The storyline will be supported by a storyboard that illustrates each story frame. The storyboard contains a complete design of digital storytelling, such as duration, images/video used in each scene, soundtrack, and others.

The next stage is the collection of images/audio/videos that can be obtained by downloading from the sources provided or creating your own for originality. And the materials that have been collected will be combined and harmonized between images, narration, and sound. Creators can use any editing application, such as power point, KineMaster, Filmora, etc.

After everything is collected in digital stories, the next step is distributing it to the public in a forum or through official websites and social media. And the last stage of creating digital storytelling is to manage public feedback and

input for improvement at the beginning of the next step (Yuliana & Wantoro, 2017).

d. The Advantages of Using Digital Storytelling

There are several advantages of using digital storytelling in learning English. It can accommodate various learning styles (Nurul et al., 2017). There are some significant types of learning styles. They are as follows: auditory, visual, and kinesthetic. To get good results in learning, most people apply these three learning styles (Syofyan & Siwi, 2018). Digital storytelling covers all types because it combines images, videos, sounds, and texts.

Digital storytelling also gives every student opportunity as much as possible to train their speaking ability before they record it (Putri & Ardi, 2013). When students have a project to create a digital storytelling file, they will practice speaking repeatedly until the results are worth recording. It allows them to improve their speaking pronunciation and fluency.

Besides affecting pronunciation and fluency, digital storytelling improves vocabulary, grammar mastery, and learners'

confidence (Wahyuni et al., 2018). Wahyuni, Joko, and Teguh stated that before action research, learners lacked vocabulary. But after action research, students' vocabulary increased. When learners observe a digital storytelling video, they find a new language and automatically look for its meanings and how to pronounce it.

Also, before action research, learners produced wrong sentences, and after that, their grammar understanding was improved. It is because they composed a list of questions for interviews in preparing a digital storytelling project investigation. The teacher checked the accuracy of the sentences they formed. This part trains them to make correct sentences.

Digital storytelling also increases learners' confidence in presenting oral descriptions. Before action research, learners could not speak confidently, but after that, they became confident. The process of gathering information through interview make them practice English speaking. They interviewed the classroom so they could communicate

freely. It could increase learners' confidence in speaking English. Moreover, learners got experience in using English for real communication.

CHAPTER III

RESEARCH METHODOLOGY

This chapter aims to discuss in more detail how the research was conducted. It includes the research design, participants, data collection, procedure, and data analysis technique.

A. Research Design

Based on the problem and the objectives above, it is considered that the research design that was suitable for this research was a qualitative approach. The type of research used in this study is field research. In this case, the researcher revealed what happens naturally to the research subject.

As Creswell said that qualitative research is also called as interpretive research. It means the researcher engages in an ongoing and intensive experience with the participants to discover the problems and practices that occur (Creswell & Creswell, 2018).

B. Research Participant

This research participant was the Nurul Furqon Natural Junior High School students who created digital storytelling videos. To determine the sample, the

researcher used the purposive sampling method because not all models have criteria that match the phenomenon under study that was researched.

Purposive sampling is a technique where TREE (Teacher Researcher Educator-Educator) decides who is most likely to help provide information about constructs (Griffee, 2012). So, the researcher chose knowledgeable and available persons as the respondents.

The sampling criteria determined by the researcher were the Nurul Furqon Natural Junior High School students who have created digital storytelling based on gender, specialization class, and English proficiency level from limited to very good based on the subject teacher consideration.

Therefore, the researcher selected twelve students from thirty-six students who met the criteria as sample respondents. They are six male students and six female students. Four students joined the English specialization class, four students joined the photography-videography specialization class, and four others did not join either.

C. Data Collection Technique

The researcher applied semi-structured interviews as the data collection technique. It is an interview technique where the list of questions can be developed to facilitate the coding and categorization. At the same time, observation and documentation were used as supporting data.

The data instrument researcher used were interview guidelines, observation guidelines, and documentation files in the form of digital storytelling videos made by students, storyline paper sheets, images of students practicing creating digital storytelling, and interview recordings.

D. Research Procedure

First, the researcher gathered information about participants who fulfilled the criteria to become respondents. The researcher learned that Nurul Furqon Natural Junior High School students received a practical assignment to create digital storytelling.

Second, the researcher asked permission from the school to conduct research. On June 8-10, 2023, the

researcher observed students working on assignments to create digital storytelling videos.

Third, two days later, the researcher interviewed the students who were sampled on the recommendation of the English teacher verbally. They were twelve students consisting of six boys and six girls. Four students were interested in the English language skills class, four in the photography-videography class, and four did not join either. The researcher also collected documentation through videos, photos, and storyline paper sheets.

The researcher then transcribed the interview results using an online transcribing application, the good-tape app. The transcribed data was then reduced to make it easier to categorize. After being reduced, the data is presented as a narrative so that the reader quickly understands it.

Finally, the data was analyzed in more depth to obtain answers to the research questions and also to find new findings.

E. Data Analysis Technique

After collecting the data, the researcher chose the Huberman and Miles research model, namely the interactive model. This interactive model consists of three main things: reduction, display, and verification or conclusion drawing (Idrus, 2009).

The interview data were transcribed in written form with a good-tape app and then reduced to be easily categorized. After being reduced, the data was analyzed more deeply to find answers about the understanding and practice of creating digital storytelling based on differences in students' interests and English language proficiency levels.

To test the data's trustworthiness, the researcher used triangulation techniques. That is by comparing the interview data with the observation and documentation data.

One way to validate an interview measurement is to compare the interview measure with other measures that have been tested to be valid. It is known as 'convergent validity'. If the two steps agree, it can be verified that the validity of the interview is good (Cohen et al., 2007).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents data analysis related to the data that has been examined in the research. This chapter consists of two parts. The first part is the research findings. This section presents data regarding the respondents' understanding of digital storytelling and how they practice creating it. The second part is the discussion which consists of comparing and contrasting this research with previous research, the strengths and limitations of the study, and the implications of this research for English language learning.

A. Findings

Based on the interview result, the researcher found the fact about the student's understanding and practice of digital storytelling. This data displays the reduction results of the interview data, which is presented in a narrative form.

1. Students Understanding of Digital Storytelling

   Based on the interview results, the researcher found that most respondents were new to digital storytelling after being assigned to practice creating digital storytelling videos. Of the twelve respondents,

only two respondents have known it for a long time. However, the respondents stated that they have understood the concept of digital storytelling for a long time but only recently knew that the name is digital storytelling.

There were two kinds of answers regarding the respondents' understanding of digital storytelling. First, it is a video or movie with dubbing. Second, it is storytelling delivered through digital media.

Most respondents have watched digital storytelling through YouTube, although other types of social media exist, such as Instagram, WhatsApp, TikTok, and Pinterest. Meanwhile, three respondents have never seen digital storytelling on social media.

After the practice of creating digital storytelling, almost all respondents understood the elements of digital storytelling well. Because they practiced directly, it was easy for them to remember the details.

Five respondents understood the storyline as a story plot with narration. Two respondents understood it as a video story plan. One person understood it as a draft script. Two did not know. As

for the rest, only one person understood it as a script with a detailed story sequence.

Regarding the storyboard, there were only three respondents who understood it well. They explained that storyboards are more detailed than storylines. It contains the plot, photos/videos used, music, sound recordings, how to shoot, and the duration of each scene. While the rest of the respondents stated, they did not know about storyboards.

Almost all respondents could explain the soundtrack well in the section on understanding the soundtrack. They understood it as music, songs, or sounds accompanying the video. However, there was one respondent who understood it as a voiceover recording.

In terms of the steps of creating digital storytelling, the respondents had a good understanding. The respondents can explain the core steps from finding ideas, conducting research, writing narratives, collecting photos/videos, recording sound, editing, and sharing the results of digital storytelling creation. However, only three respondents mentioned creating a storyline and storyboard.

Regarding the hardware used, the respondents were well-informed. They mentioned several types of hardware, such as mobile phones, cameras, laptops, tripods, microphones, paper, book notes, and pens. Respondents' understanding of software was also excellent. They mentioned several editing applications, such as CapCut, KineMaster, InShot, Filmora, Canva, AlecMotion, Viva Video, Video Editor, Lightroom, Photoshop, and Premiere.

The respondents' understanding of social media, which usually features digital storytelling, is also perfect. They mentioned YouTube, Whatsapp, Instagram, Facebook, Twitter, TikTok, and Telegram. Regarding feedback, most of them said that the benefit of getting or giving feedback is for evaluation. In addition, it is also a spirit booster and to get inspiration.

2. Students' Practice of Digital Storytelling

In creating digital storytelling, some respondents did it in groups or individually. Respondents who made individually did all the steps themselves, while respondents who worked in groups only did specific steps, namely as a scriptwriter, voiceover, cameraman, and editor.

The elements used by the respondents also varied. There are a theme, image, video, voice recording, back sound, narration or script, figure, and cameraman.

They use several hardware devices, such as cell phones, laptops, paper, and pens. The respondents used several apps, such as KineMaster, CapCut, Canva, and InShot, for video editing. CapCut was the most widely used app by the respondents. Unfortunately, two respondents knew nothing about the editing apps they used as they only carried out and paid attention to the tasks according to the group agreement.

The teacher determined the topic of the digital storytelling video, and then the respondents did research, but some did not because they already understood the issue. The respondents explored or researched by browsing Google and YouTube, discussing with friends, or directly visiting the location.

In creating the storyline, the respondents determined the plot and then wrote the narration with the help of translation applications, namely google translate, and deepL. Some translate directly

and only check through a dictionary or Google translate when they don't know specific vocab. The respondents paid attention to the use of grammar by asking the teacher. Some did not pay attention to grammar because they did not understand and did not take part in writing the storyline.

There were only three respondents who stated that they designed storyboards. The others did not, reasoning that it was too complicated, so they chose to go straight to execution.

Some respondents repeated the exercise to get a good sound recording until it was nearly perfect. To ensure pronunciation, respondents asked for help from teachers and friends or matched it through google translate. Some also checked by listening to themselves. It is undoubtedly perfect for practicing their speaking skills. Unfortunately, because of the division of labor, some do not know anything about it because they feel that recording sound is not their job.

Respondents mainly chose to record themselves to obtain images and videos. Others downloaded from Google, YouTube, or their social media. As for selecting a soundtrack, they chose

music that they liked or that matched their video. Some did not know because they just left the task to the editor.

Ten out of twelve respondents utilize Instagram to upload their creations. Others chose Whatsapp and Telegram. Unfortunately, there is one respondent who has not uploaded his creations. By sharing their products on social media, they get feedback from netizens through comments. Two respondents received comments. The words were to pay more attention to subtitles and pronunciation. The other ten did not receive any comments.

The challenges faced by the respondents were diverse. The first was the problem of pronunciation while recording the voice. The respondents admitted having difficulty speaking skills due to lack of practice. Therefore, they repeatedly practiced until they were excellent before recording.

The second challenge is mastering grammar and vocabulary. Although the teacher had explained that the tenses used in this assignment were simple present tense, there were still some mistakes that the respondents made in terms of using the tenses. They

also asked the teacher to ensure the tenses they used were correct.

Third is the problem of translation. Most respondents were not able to translate independently. They have to utilize the help of google translate or deepL for translation purposes.

The fourth challenge is skills in technology utilization. Some respondents admitted having difficulties taking pictures and videos, editing, posting on social media, and getting a signal. They acknowledged that they struggled because they were not used to it and did not know the techniques. This difficulty did not apply to respondents who attended the photography-videography specialization class.

And the last challenge is the organization of the team. The respondents admitted that it was difficult to get together because this task was carried out outside of class hours. It was also evidenced by the fact that a group member did not know about one of the steps because he only played a role in his job without paying attention to other members' jobs.

Overall, the digital storytelling creation practice of Nurul Furqon Natural Junior High School students can run well. However, some things

are less than optimal, as listed in the discussion of the challenges faced by the respondents. Individual tasks make each child responsible for all processes. They can feel all the steps of making digital storytelling. While group assignments make students only carry out one of the steps that become their job without paying attention and doing other steps.

The students also depend too much on instant things when it comes to script writing. It is evidenced by the use of translation applications, which almost all respondents use. Of course, actions like this cannot train students' abilities in writing.

B. Discussion

Previous research by Okumuş stated the implication that digital storytelling is an exciting approach according to the student's perceptions. So it may be used for speaking, listening, grammar, vocabulary, and writing activities (Okumuş, 2020).

In this study, the researchers selected respondents from different backgrounds of interest and levels of their English language skills. The findings showed that students had difficulties

creating digital storytelling based on their grinding class.

Photography-videography classes have difficulties in speaking and writing. English classes have a problem editing and taking pictures. Those who are not interested in both have different challenges.

Fitriyani revealed that digital storytelling can improve students' writing skills in a descriptive text (Fitriyani, 2022). The researchers found that the student's writing skills did not improve because they depended too much on translator applications. They prefer an instant path to translate their storyline, except for the students who follow the English curriculum.

There are two strengths of this research. The first is that the study was conducted with respondents who had different interests, namely in photography-videography, English, and who had no interest in either. Secondly, the study also looked at students with varying English skill levels.

The understanding of students with low skills from the English language specialization about digital storytelling is less than optimal. This one student did

not understand the definition, elements, storyline, and storyboard of digital storytelling well. At the same time, two students with a medium level and one student with a high level can understand the concept of digital storytelling optimally.

The understanding of one photography-videography specialization student with intermediate skills in the definition of digital storytelling is appropriate. While one low, medium, and high-level student had a sense of the meaning that was not correct. All levels of photography-videography students did not understand the concept of storyline and storyboard well. While in the elements, steps, use of technology, sharing, and feedback are good.

The two mid-level students not interested in English and photography-videography classes did not understand the definition of digital storytelling well.

Meanwhile, one low and one high-level student understood the definition well. All levels of students did not understand storyboarding at all. Meanwhile, the other aspects, namely elements, storyline, steps, use of technology, sharing, and feedback, were monitored to be safe.

In practice, English language specialization students do not have significant difficulties in writing storylines and voice recordings. However, they have problems operating editing applications and taking pictures and videos. This is because they are used to practicing writing and speaking skills and are not used to driving cell phones for editing and taking photos and videos.

Students specializing in photography-videography find translating challenging, so they mostly ask for help from translation applications such as google translate and deepL. This certainly does not train their writing skills. The good news is that although they have difficulty with pronunciation for voice recording, they are willing to practice speaking repeatedly until their pronunciation is good.

The practices carried out by the disinterested students in the two classes mentioned above showed different results and processes. The high-level students had an easier time with voice recording, and the intermediate and low-level students struggled.

What they had in common was that they also worked with editing.

A general problem with students working in groups was the specifics of the allocation of tasks. Because of this, students only did what they were assigned to do without learning and practicing for the other functions, so they did not go through the whole process of creating digital storytelling.

Of course, this study also has limitations. Due to the short period, the researcher could not know the impact of the practice of creating digital storytelling further on improving students' skills. Thus, this study can only answer questions about the level of understanding and how digital storytelling is practiced among EFL students at Nurul Furqon Natural Junior High School.

This study has three implications. The first implication is that digital storytelling creation practices can train students to organize teams. With this practice, students practice to engage in collaboration, communication, and synergies with peers.

Second, train students to have the skills to leverage technology in the digital age, such as the skills of taking pictures or videos, editing, and sharing on social media. Third, this can encourage students to improve their speaking skills by repeating the pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Although the students were just introduced to digital storytelling after getting a practical assignment from the teacher, their understanding of storytelling is quite good. It was proven by the respondents who could answer the questions correctly except for the storyboard because the students did not practice making it.

The students can achieve it well in practice, as evidenced by their digital storytelling work. However, the process did not run optimally because students were not compact in group work. Students only work and care about their job, so they do not master the steps of making digital storytelling.

Okumus' research states the implication that digital storytelling is an engaging approach according to students' perceptions. So it may be used for speaking, listening, grammar, vocabulary, and writing tasks (Okumuş, 2020). But the researcher found the fact in the field that this practice only

raised speaking and vocabulary skills. Students relied on online translation apps for writing and grammar, so this attitude did not improve their skills.

This finding aligns with Nurmayanti's research, which mentioned that digital storytelling through VlogNow significantly affects speaking skills (Nurmayanti, 2022).

Students have different challenges based on their grinding classes. English-language students face difficulties when it comes to editing and taking pictures. Students in the videography-photography class face difficulties regarding storyline writing and pronunciation before recording sound. High-level students who are not interested in both have trouble writing scripts and posting videos. Low and middle-level students have difficulties in pronunciation, writing, and editing.

B. Suggestion

Practical learning can run optimally if a suitable role exists between students, teachers, and supporting facilities. Therefore, researchers suggest that teachers should be more precise in providing guided practice, especially when writing scripts and

compiling storyboards, so students' skills improve when carrying out practical tasks.

For students, the researcher suggests that students be more compact and learn from each other when doing tasks in groups so that each individual can understand and do all the steps of digital storytelling creation. The researcher also suggested that students should not rely too much on translator applications to practice writing skills that will be useful in the future.

The researcher suggests that subsequent researchers develop research on digital storytelling to improve writing skills because this is still a shortage in this study. In addition, the researcher also indicated that there should be research on the impact of storytelling watched by students on social media because students' lives now cannot be separated from social media. The researcher hopes that the projection of development in the process and results of English learning can continue.

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APPENDIX 1

INTERVIEW INSTRUMENT OF STUDENT'S UNDERSTANDING

NO	ASPEK	PERTANYAAN
1.	Pengenalan	Seberapa familiarkah anda dengan *digital storytelling*?
		Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri
		Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?
2.	Elemen	Apa saja elemen-elemen *digital storytelling* yang anda ketahui*?*
		Apa yang anda ketahui tentang *storyline*? Jelaskan!
		Apa yang anda ketahui tentang *storyboard*? Jelaskan!
		Apa yang anda ketahui tentang *soundtrack*? Jelaskan!
3.	Langkah-langkah	Bagaimana langkah-langkah untuk membuat *digital storytelling?*
4.	Penggunaan teknologi	Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*
		Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!
5.	Sharing and Feedback	Di platform mana saja digital storytelling dapat disebarluaskan?
		Apa manfaat memberikan feedback pada hasil karya digital storytelling?

INTERVIEW INSTRUMENT OF STUDENT'S PRACTICE

NO	ASPEK	PERTANYAAN
1.	Cara pengerjaan	Bagaimana cara anda membuat *digital storytelling*? Apakah secara individu atau kelompok?
2.	Elemen	Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?
3.	Penggunaan teknologi	Perangkat keras apa saja yang anda gunakan?
		Perangkat lunak apa yang anda gunakan?
4.	Langkah-langkah	Bagaimana cara anda menentukan topik dan melakukan ekplorasi?
		Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?
		Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?
		Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?
		Bagaimana cara anda merekam suara hingga yakin sudah bagus?
		Bagaimana cara anda menulis narasi *digital storytelling*?
		Bagaimana cara anda menentukan *soundtrack?*
5.	Sharing and feedback	Dimana anda mengunggah video *digital storytelling* anda?
		Apakah anda menerima feedback dari orang lain?
6.	Tantangan	Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?

APPENDIX 2

OBSERVATION GUIDELINE

NO	ASPECT	INDICATOR	NOTE
1.	Element	Purpose of the story Narrator's point of view Dramatic questions Choice of content Clarity of sound Stages of narration A soundtrack that gives meaning Image/Video quality The economy of the story details Use of grammar	
2.	Steps	Finding idea	
		Doing research/exploration	
		Composing storyline	
		Composing storyboard	
		How the way to get images/video	
		Recording audio	
		Selecting soundtrack	

		Editing all of the elements	
		Sharing the result	
3.	Supporting technology	Tools used	
		Software used	
4.	Sharing dan Feedback	Social media platforms where to upload work	
		Feedback/comments received	
5.	Difficulty	Difficulties faced by creators	

APPENDIX 3

STUDENTS UNDERSTANDING INTERVIEW TRANSCRIPTION

Respondent 1 **Putri 'Aisyah Nurul Iman**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Baru denger kemarin sih, tapi pernah nonton yang kaya gitu, yang ngga pake suara asli. Pakenya rekaman pengisi suara.
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Eee.. kaya ada, bentuknya tuh kaya film, tapi tuh ada artisnya, ada voiceovernya, terus ya kaya dijelasin itu engga langung dari artisnya. Ada yang jelasin itu beda lagi gitu
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	Pernah. Di Youtube
Apa saja elemen-elemen *digital storytelling* yang anda ketahui*?*	Artis, voiceover, penulis, musik
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Engga tahu
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	Engga tahu
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	The soundtrack, soundtrack, emm soundtrack itu… iya itu musik yang mengiringi
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Pertama ya nulis naskah, terus pembagiannya ini siapa yang nulis siapa yang jadi artis

	siapa, kameramen siapa, pengisi suara siapa, nah habis itu mulai tuh rekaman, rekaman dari scene 1 atau scene 2, pokoknya cari waktu yang tepat. Eee setelah itu kalau rekamannya udah clear semua, bisa tuh diedit sama editornya. Nah pertama ya masukin videonya dulu, habis itu masukin suaranya, yang pengisi suaranya. Nah waktu pengisi suara udah dimasukin dan dikompilasikan sama videonya baru bisa dibuat subtittle atau eee apa namanya subtittle untuk mempermudah lah intinya, biar mempermudah yang melihat gitu. Nah setelah diedit ya diexport. Udah.
Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	Alat-alatnya kertas, pulpen, eemm HP. Itu utama alat utamanya itu HP atau kamera juga bisa.
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Ambil dari pinterest bisa, ngerekam sendiri juga bisa
Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	KineMaster sama CapCut, ada Video Editor
Di platform mana saja digital storytelling dapat disebarluaskan?	Instagram, WA, Facebook, YouTube, Telegram

Apa manfaat memberikan feedback pada hasil karya digital storytelling?	Agar videonya tuh bisa ada perbaikan gitu. Jadi tahu kesalahannya dimana. Kali aja ada yang lebih pinter gitu. Maksudnya komennya, oh ini kurang subtittlenya, atau bahasanya kurang benar, gitu kan.

Respondent 2 **Fillah Nazlia Fauzi**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Baru dengar sih
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Emm emm ya, ya sama sih. Kaya artisnya tuh diem. Terus yang ngomong tuh ya voiceovernya, pengisi suaranya. Jadi artisnya di dalem cuma diem aja gitu, cuma memperagakan
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	Instagram
Apa saja elemen-elemen *digital storytelling* yang anda ketahui*?*	Di dalam video itu tuh biasanya ada ya gambar, video, suara, terus tulisan percakapannya.
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Planning gitu ya
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	Enggak tahu

Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	Musik? Musik yang mengiringi
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Pertama, nentuin tema, terus nulis ceritanya bareng-bareng, setelah itu pembagian tugas. Ada yang jadi kameramen, ada yang ngedit, terus ada yang ngisi suara. Setelah itu, emmm rekam suara dulu. Setelah suara kerekam, udah tuh take video, terus udah jadi, videonya udah selesai, diedit, udah.
Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	Kertas, pulpen tadi buat nulis, terus HP buat ngerekam sama ngevideoin
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Download dari google atau ngerekam sendiri
Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	CapCut, apa yaa.. InShoot
Di platform mana saja digital storytelling dapat disebarluaskan?	Instagram, WA, TikTok
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	Ya untuk memperbaiki videonya biar lebih baik lagi

Respondent 3 **Maghfirotunni'mah**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Baru dengar sih, cuma saya enggak asing sama yang dilakuin. Saya cuma baru tahu kalau itu namanya.
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Ya cerita-cerita di media sosial
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	YouTube pernah, IG, TikTok, Whatsapp. Terus apa lagi yaa.. pinterest tuh juga bisa.
Apa saja elemen-elemen *digital storytelling* yang anda ketahui*?*	Harus ada yang diceritain, terus ceritanya memahamkan
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Story kehidupan gitu?
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	Enggak tau
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	Musik latar
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Pertama punya cerita atau ide, habis itu nulis scenenya, lalu shooting, edit.
Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	Handphone
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Pinterest, TikTok, IG

Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	Banyak banget. InShoot, KineMaster, CapCut, Canva juga bisa
Di platform mana saja digital storytelling dapat disebarluaskan?	IG, TikTok, YouTube
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	Buat benerin lagi sih. Oh ternyata kurang gini, ternyata gini. Buat evaluasi

Respondent 4 **Rosaida Artha Kusumanova**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Tidak
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Pertama kita bikin skenario dulu, kita mau bikin tentang apa. Nanti ada yang tugas untuk bikin naskahnya terus nanti baru *take* video, setelah itu ada yang ngomong pakai Bahasa Inggris pakai *voice recorder*, terus ada juga yang jadi *talent* dan editor.
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	YouTube biasanya ada
Apa saja elemen-elemen *digital storytelling* yang anda ketahui*?*	Harus ada tema, *talent* pastinya, terus pengisi suara, terus yang nulis naskah juga harus paham gitu sama apa yang mau ditulis, kameramen pastinya, kalau ngga ada

	kameramen ngga jadi, sama editor.
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Jalan cerita
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	Engga
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	Suara yang mengiringi
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Pertama pastinya nentuin temanya dulu, terus habis itu nentuin peran-perannya jadi apa, setelah itu bikin naskahnya, habis itu shooting, terus yang ngerekam suara juga ngerekam suara, terus habis itu diedit
Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	HP atau kamera
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Youtube bisa, terus Instagram
Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	CapCut, InShot, KineMaster, banyak lah.
Di platform mana saja digital storytelling dapat disebarluaskan?	YouTube, Instagram bisa
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	Kalau kita ngasih komentar itu kita bisa memuji orang lain atau mengoreksi kesalahan orang lain Kalau kita dapat

	komentar, kalau komentarnya positif, kita jadi semakin semangat Kalau agak negatif, kita bisa ngaca

Respondent 5 **Adkhilna Mudkhola Shidqin**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Tidak begitu kenal sih tapi ya kenal-kenal dikit
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Kayak membuat video kemudian ada *dubber* yang mengisi suara mengikuti sesuai dengan video
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	YouTube
Apa saja elemen-elemen *digital storytelling* yang anda ketahui*?*	Gambar atau video yang menunjukkan ceritanya terus *dubber* atau pengisi kemudian kesesuaian alur
Apa yang anda ketahui tentang *storyline*? Jelaskan!	alur cerita
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	papan cerita
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	suara dari pengisi suara itu
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Menentukan cerita apa yang akan dijadikan sebagai digital storytelling kemudian nulis naskah, kemudian melakukan penggambilan gambar sesuai dengan naskah cerita,

	kemudian dubbing atau di suara kemudian di edit menjadi video
Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	Pake HP kamera untuk merekam gambar dan ada microphone juga untuk merekam suara
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Dari mana saja bisa
Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	CapCut, KineMaster, InShoot dan banyak lagi
Di platform mana saja digital storytelling dapat disebarluaskan?	YouTube, Instagram
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	Bisa untuk memperbaiki diri jadi tau kekurangan diri kita sehingga kita memperbaiki diri agar ke depannya lebih baik

Respondent 6 **Niscala Akhdan Andrianto**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Baru denger
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Ya, mungkin storytelling tapi dengan metode digital gitu kan, kayak digital-digital gitu

Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	Udah. Di YouTube
Apa saja elemen-elemen *digital storytelling* yang anda ketahui*?*	Judul, foto, video, musik, rekaman suara sendiri
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Kayak gimana ya, semacam naskah gitu loh, tapi lebih rinci, lebih detail ada kayak runtutan nanti di adegan awal, opening itu ada apa aja, video atau foto terus rekaman suaranya atau musiknya itu, versi apa
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	Sama aja kayaknya
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	Backsound
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Pertama itu awal-awal ya kita harus bikin konsepnya dulu, tentang diri sendiri lah contohnya. Jadi kita cari dulu semua, jadi kita semacam merangkum diri sendiri lah, kita cari tahu tentang diri sendiri gitu. Terus nanti kalau udah itu dibikin storylinenya, kata-katanya. Terus kalau udah bikin storyboardnya, foto videonya itu nanti ngambil dari mana, terus nanti mau ngucapin apanya, di mana, pengucapannya itu ada di adegan yang mana.

Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	HP, laptop,kamera, komputer
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Pinterest, download dari youtube juga bisa
Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	Kalau di HP ya itu sih, KineMaster, Alec Motion, Capcut ya kadang-kadang, terus InShot Udah sih, kalau di laptop itu ada Filmora, Photoshop, Premiere, ya itulah.
Di platform mana saja digital storytelling dapat disebarluaskan?	Youtube, terus TikTok bisa juga, Twitter, Facebook
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	Untuk memperbaiki diri lagi lah, contohnya feedbacknya editannya kurang bagus . Nah, itu kita nanti bisa memperbaiki editan kita untuk lain hari

Respondent 7 **Ashila Nayla Alifa Aghnis**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Sebenarnya baru-baru ini kenal
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Storytelling atau bercerita yang disiarkan melalui digital
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	YouTube

Apa saja elemen-elemen *digital storytelling* yang anda ketahui?	ada narasi, foto, video,
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Alur cerita dan narasinya
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	Gambaran konsep yang akan kita buat nantinya
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	Soundtrack itu lagu-lagunya, suara-suaranya yang ada di video
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Nyari ide dulu, habis itu buat storyboard, terus nyari elemen-elemennya, habis itu buat narasi. habis itu diedit, habis diedit terus disiarkan
Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	Handphone, kamera, laptop, PC
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Langsung download aja dari google
Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	InShot, CapCut, KineMaster
Di platform mana saja digital storytelling dapat disebarluaskan?	Intagram, YouTube, kalau punya Facebook, terus ke grup WA mungkin, status WA juga bisa
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	Biar kita bisa update skill dari komen-komen, bisa memperbaiki apa yang salah, jadi lebih baik

Respondent 8 **Lintang Bayu Pinasthika**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Ya, kalau familiar ya sebenarnya dari kapan ya? Dari kelas 4 SD itu udah melihat banyak video di YouTube gitu
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Jadi ya ngerekam diri sendiri. Menceritakan masa kecilnya, impiannya, namanya, umurnya. Ya pokoknya kayak biodata gitu tapi direkam habis itu di-upload, diunggah ke media sosial
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	Di media sosial, contohnya kayak gitu YouTube
Apa saja elemen-elemen *digital storytelling* yang anda ketahui?	Ada foto, video, musik, tema, narasinya juga ada
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Kayak perencanaan videonya mau berjalan kayak gimana gitu
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	Perencanaan videonya. Jadi nanti scene-nya ini, 6 detik videonya harus ini. Terus nanti narasinya juga tertulis, kalau misalnya dulu, kelas saya fotografi-videografi juga ada storyline gitu, tapi lebih detail lagi, nanti shotnya pakai high angle eh kok high angle, high

	ya bener high angle, bird eye, eye level, low angle, frog eye, terus ada extreme long shot, long shot
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	Yang menambahkan musik lah, musik atau apa gitu,
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Yang pertama itu ya pasti harus ada ide. Ke-dua harus ada niatan. Kalau gak ada niatan ya gak akan ada. Ke-tiga, bikin storyboard atau storyline. Ke-empat, praktek langsung shooting, teru diedit.
Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	Ya mungkin tripod, kamera, HP gitu kan, terus pastinya orang juga. Soalnya kalau gak ada orangnya yang mau diceritain apa
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Mungkin gambar, tapi karena saya gak bisa gambar ya jadi ya mending rekam, terus memotret saya sendiri
Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	Inshoot. Kalau misalnya ngedit foto gitu ya pencahayaannya kurang gitu, pake Lightroom terus Photoshop, Corel, kalau misalnya bikin thumbnail
Di platform mana saja digital storytelling dapat disebarluaskan?	Kalau menurut saya itu, YouTube itu paling bagus untuk menyebarkan video storytelling. Soalnya Youtube itu tempatnya buat video yang berdurasi lama. Kalau misalnya Instagram, Facebook, TikTok kan gak mungkin

	durasi lama, aplikasi itu kan cuma dikit-dikit kan paling gak ada 2 menit, 5 menit. Kalau itu berjam-jam bisa
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	Ya mungkin bisa dapat inspirasi lebih lanjut gitu

Respondent 9 **Abdullah Putra Gemilang**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Baru dengar disini sih
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Digital storytelling itu seperti cerita, tapi via digital
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	Enggak sih. Baru pas ujian praktek kemarin
Apa saja elemen-elemen *digital storytelling* yang anda ketahui?	Suara sih, terus harus ada video, gambarnya, harus ada temanya
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Storyline itu plot sama ada narasinya
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	Enggak, gak tahu
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	lagu latar
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Ya, rekaman suaranya, terus syuting, ngeshoot videonya, ngeditnya, terus ngepostnya

Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	Kamera, tripod, voice recorder
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Pinterest sih
Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	CapCut, KineMaster, InShot
Di platform mana saja digital storytelling dapat disebarluaskan?	Whatsapp, Instagram. Ya, semua itu lah. Semua akun sosial media bisa di-share
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	Lebih kayak perbaikan diri

Respondent 10 **Fatiha Shiwana Maulin**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Baru aja
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Intinya storytelling tapi ada videonya gitu
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	Belum pernah
Apa saja elemen-elemen *digital storytelling* yang anda ketahui*?*	Ada tema, foto, video, suara, musik
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Storyline itu alur cerita

Apa yang anda ketahui tentang *storyboard*? Jelaskan!	Belum tau
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	Musik latar belakangnya
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Setau saya itu pertama buat skripnya dulu tapi sama kelompok, habis itu setelah skripnya udah jadi itu latihan-latihan dulu habis itu take video baru edit
Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	Handphone, kamera
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Dari google
Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	KineMaster, CapCut, Filmora
Di platform mana saja digital storytelling dapat disebarluaskan?	Instagram, Whatsapp, YouTube
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	Kita jadi diberi arahan terus sama ya perbaiki diri juga perbaiki video entar kedepannya harus kayak gimana lagi

Respondent 11 **Irfan Fakhri Rasyadi**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Saya tidak pernah mendengar digital storytelling baru pertama kali ini lewat ujian praktek Bahasa Inggris
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Seperti bercerita dalam video secara digital
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	Mungkin lewat story-story IG atau apa lewat medsos
Apa saja elemen-elemen *digital storytelling* yang anda ketahui*?*	Ada video, foto, audio, ada kameramennya juga ada musiknya
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Seperti rancangan naskah itu
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	Storyboard lebih mendalam, lebih jelas, rinci seperti elemen-elemen itu
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	Musik yang ada dalam video
Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Menentukan tema, terus membuat narasi terus membuat video, merekam audio, terus di edit
Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	HP terus kamera, kertas sama pensil buat nulis storyline
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	dari internet, kalau dari google langsung ada opsinya sendiri buat download

Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	ada CapCut terus KineMaster terus Viva Video
Di platform mana saja digital storytelling dapat disebarluaskan?	Di Instagram, YouTube
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	bisa memperbaiki diri lagi biar bisa lebih baik dari sebelumnya

Respondent 12 **Nur Brian Fahri Maheswara**	
Question	**Utterance**
Seberapa familiarkah anda dengan *digital storytelling*?	Denger aja, cuman belum paham dulu
Apa yang anda ketahui tentang *digital storytelling*? uraikan dengan bahasa anda sendiri	Mungkin cerita-cerita gitu. Storytelling tapi disampaikannya melalui media digital kayak video gitu
Pernahkah anda menjumpai *digital storytelling* dari platform media sosial?	Pernah dengar aja, cuman belum menjumpai
Apa saja elemen-elemen *digital storytelling* yang anda ketahui*?*	Naskah, aktor, yang merekam suara itu, terus, kameramen
Apa yang anda ketahui tentang *storyline*? Jelaskan!	Rancangan cerita
Apa yang anda ketahui tentang *storyboard*? Jelaskan!	denger cuman belum paham
Apa yang anda ketahui tentang *soundtrack*? Jelaskan!	Soundtrack itu yang backsoundnya itu, musik backsoundnya

Bagaimana langkah-langkah untuk membuat *digital storytelling?*	Buat naskah terus aktornya, terus pembagian tugasnya, langsung itu buat shooting, diedit, posting
Alat-alat apa saja yang digunakan untuk membuat *digital storytelling?*	Kamera, terus ya HP buat rekam suara, terus buku catatan buat naskah
Darimanakah anda bisa mendapatkan foto/video selain dengan cara merekam sendiri?	Dari Google atau dari YouTube lah
Apa saja aplikasi untuk mengedit *digital storytelling* secara keseluruhan? Sebutkan contohnya!	CapCut
Di platform mana saja digital storytelling dapat disebarluaskan?	Mungkin IG mungkin, terus Youtube mungkin
Apa manfaat memberikan feedback pada hasil karya digital storytelling?	evaluasi, terus biar bisa ke depannya tuh bisa lebih baik

STUDENTS PRACTICE INTERVIEW
TRANSCRIPTION

Respondent 1 **Putri Aisyah Nurul Iman**	
Question	**Utterance**
Bagaimana cara anda membuat *digital storytelling*? Apakah secara individu atau kelompok?	Kelompok
Jika berkelompok, tugas apa yang anda dapatkan?	Nulis naskah sama ngedit

Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Di dalam videonya kan ada foto, video, title, suara musik juga bisa
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	HP, laptop bisa, kalau mau nulis naskah di laptop
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	Kalau saya KineMaster sama CapCut
Bagaimana cara anda menentukan topik?	Udah ditentukan sama guru
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	Kalau saya kan dapet My Animal Farm. Tentang hewan kambing, domba, sapi, bebek, dan semacamnya itu. Nah kita mau milih sapi. Pertama itu sapinya kayak nggak terurus, terus kita nyari yang banyak aja lah. Akhirnya kita milih domba
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Buat. Ya kayak nulis plot sama ada narasinya
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Enggak
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	Merekam sendiri
Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Kadang diulang-ulang karena ada yang salah, juga nadanya ada yang nggak tepat

Bagaimana cara anda mengecek pengucapan agar bisa benar?	Nah setelah diulang-ulang kan ada hasil tuh, Jadi berapa scene ya 3 rekaman 3 rekaman habis itu gak langsung dikompilasikan sama videonya tapi dikoreksi dulu sama Lintang. Lintang tuh lewat, terus ada yang salah. Lintang tuh yang pinter Bahasa Inggris
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Belajar
Bagaimana cara anda menulis narasi *digital storytelling*?	Bahasa Indonesia dulu terus ke Bahasa Inggris pake deepL
Bagaimana cara anda menentukan *soundtrack?*	Soundtracknya musik dari video bisa diunduh yang cocok sama suasananya, udah otomatis
Dimana anda mengunggah video *digital storytelling* anda?	Di IG
Apakah anda menerima feedback dari orang lain?	Iya
Dari siapa dan bagaimana komentarnya?	Naila bilang, dia pake Bahasa Inggris ya. Nah itu artinya seingat saya gini "Perlu diperbaiki lagi subtittlenya dan cara bicaranya"
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Ngumpulin orangnya buat take video itu susah terus, susahnya di itu doang
Respondent 2 **Fillah Nazlia Fauzi**	
Question	**Utterance**

Bagaimana cara anda membuat *digital storytelling*? Apakah secara individu atau kelompok?	Kelompok
Jika berkelompok, tugas apa yang anda dapatkan?	Pengisi suara
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Foto, video, musik, narasi
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	Naskah di laptop bisa, bisa pake kertas, pen
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	CapCut
Bagaimana cara anda menentukan topik?	Udah ditentukan sama guru
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	Topik kelompoknya itu my garden. Disini kan banyak kebun. Tapi kayak mau kebun situ tapi kok kayak kurang terurus. Nah pokoknya jadi itu aja deh, kebun depan masjid. Tapi pas di depan masjid ternyata pisangnya belum ada yang matang. Pindah-pindah lagi ternyata jadinya di depan masjid lagi
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Buat. Nulis alur ama narasinya

Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Enggak
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	Merekam sendiri
Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Ulang-ulang dulu lah. Terus dibagi-bagi juga kayak scene 1, 2 menit terus lanjut scene 2. Kalo misalnya kedengerannya ada yang kurang pas, ulangin lagi.
Bagaimana cara anda mengecek pengucapan agar bisa benar?	Kan sebelum direkam itu dicekin ke guru dulu, ini udah bener atau belum
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Iya
Bagaimana cara anda menulis narasi *digital storytelling*?	Awalnya nulis pake Bahasa Indonesia, terus ditranslate ke Bahasa Inggris pake aplikasi deepL
Bagaimana cara anda menentukan *soundtrack?*	Di cocokin aja gak direncanakan sebelumnya
Dimana anda mengunggah video *digital storytelling* anda?	Di IG
Apakah anda menerima feedback dari orang lain?	Engga ada
Dari siapa dan bagaimana komentarnya?	-
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Susah ngumpulkan orangnya
Bagaimana cara anda membuat *digital storytelling*? Apakah	Sendiri pernah, berkelompok pernah. Kalau yang berkelompok, waktu itu ikut

secara individu atau kelompok?	lomba sih. Lomba short movie
Jika berkelompok, tugas apa yang anda dapatkan?	Kameramen sama editor
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Pasti ada video lah, ada suara, pasti ada judul atau temanya, gambar, ada musik pengiring juga
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	Pake HP
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	InShoot ama CapCut
Bagaimana cara anda menentukan topik?	Soal ini mah itu kan udah dikasih tema, jadi kami tinggal oh ntar gini gini, gitu
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	Udah tau sih kalau saya, jadi engga nyari-nyari lagi
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	He'em. Tinggal nulis aja diurutin.
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Engga. Menurut kami sudah jelas, jadi langsung aja eksekusi gitu.
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	Shooting sendiri

Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Yang jadi dubber Irfan sih. Awalnya pakai whatsapp, terus saya bilang biar ngulangin karena suaranya ada berisiknya. Terus diulang dan pengucapannya udah bener menurut kami.
Bagaimana cara anda mengecek pengucapan agar bisa benar?	Dia nanya-nanya ke saya terus ke temen, engga tau siapa.
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Engga
Bagaimana cara anda menulis narasi *digital storytelling*?	Awalnya nulis Bahasa Indonesianya dulu habis itu translate pakai apa yaa.. pokoknya bukan pakai google translate kok
Bagaimana cara anda menentukan *soundtrack?*	Lihat videonya dulu, menyesuaikan ama suasana videonya
Dimana anda mengunggah video *digital storytelling* anda?	Ke whatsapp iya, ke IG iya
Apakah anda menerima feedback dari orang lain?	Engga ada
Dari siapa dan bagaimana komentarnya?	-
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Waktu sih. Jadwal kami beda-beda. Jadi susah menyesuaikan waktunya. Yang lain lancar sih.
Respondent 3 **Rosaida Artha Kusumanova**	
Question	**Utterance**
Bagaimana cara anda membuat *digital storytelling*? Apakah	Berkelompok

secara individu atau kelompok?	
Jika berkelompok, tugas apa yang anda dapatkan?	Bikin skenario
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Video, suara, sama yang buat ngedit-ngedit. Udah itu doang
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	HP
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	CapCut
Bagaimana cara anda menentukan topik?	Temanya dikasih sama guru, habis itu kami diskusi
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	Ya, kayak aktivitas yang dilakukan sehari-hari apa aja yang ditulis
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Iya
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Enggak. Enggak tahu
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	Ya, rekaman sendiri
Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Pakai voice recorder. Engga tahu yang rekam suara bukan saya

Bagaimana cara anda mengecek pengucapan agar bisa benar?	Engga tahu, bukan bagian saya
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Masih bingung sih soal itu. Soalnya saya juga belum menguasai tentang grammar secara bener-bener menguasai gitu. Saya masih mengandalkan alat buat mengerjakan. Habis itu saya minta dicocokin sama guru, ini udah bener belum gitu.
Bagaimana cara anda menulis narasi *digital storytelling*?	Saya menulis bahasa Indonesia dulu Setelah itu diterjemahin. Yang aplikasi buat terjemahin . Saya lupa namanya.
Bagaimana cara anda menentukan *soundtrack?*	Soundtracknya sih nantuin editornya Tapi kalau latar tempatnya di mana Itu script writernya udah nulis Ini syutingnya di sini Pagi, siang, malam gitu
Dimana anda mengunggah video *digital storytelling* anda?	Di IG kayaknya
Apakah anda menerima feedback dari orang lain?	Enggak tahu
Dari siapa dan bagaimana komentarnya?	Nggak tahu
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Saya nggak paham grammar sama vocabnya
Respondent 4 **Adkhilna Mudkhola Shidqin**	
Question	**Utterance**

Bagaimana cara anda membuat *digital storytelling*? Apakah secara individu atau kelompok?	Berkelompok
Jika berkelompok, tugas apa yang anda dapatkan?	Tugas sebagai *dubber* atau pengisi suara
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Penulis naskah, audioman pengisi suara, juru kamera, pemeran, editor juga.
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	Pake hp semua termasuk editing. Storyline masih tulis kertas
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	CapCut
Bagaimana cara anda menentukan topik?	Didentukan guru
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	Kemarin kan temanya tentang organisasi pelajar nah kami itu mencari sumber bagaimana kenyataan yang ada di masyarakat keadaan orpel-orpel
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Buat storyline
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Buat juga
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	merekam sendiri semua

Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Berulang-ulang terus sesuai dengan narasi terlebih dahulu jadi, dipotong-potong tidak satu utuh
Bagaimana cara anda mengecek pengucapan agar bisa benar?	dari teman sama dari google juga
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	kemarin belajar sambil searching di google
Bagaimana cara anda menulis narasi *digital storytelling*?	Awalnya kan temanya sudah ditentukan kemudian kami minta dikit konsultasi terus dikasih topik organisasi pelajar kemudian kami riset tentang orpel dan kenyataannya bagaimana. Nah terus pake google translate
Bagaimana cara anda menentukan *soundtrack?*	Editor yang menentukan
Dimana anda mengunggah video *digital storytelling* anda?	Lewat instagram dan whatsapp
Apakah anda menerima feedback dari orang lain?	Kurang tau
Dari siapa dan bagaimana komentarnya?	-
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Waktu mengisi suara karena belum terbiasa ngomong Inggris
Respondent 6 **Niscala Akhdan Andrianto**	
Question	**Utterance**
Bagaimana cara anda membuat *digital storytelling*? Apakah	Sendiri

secara individu atau kelompok?	
Jika berkelompok, tugas apa yang anda dapatkan?	-
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Foto, video, musik, rekaman suara sendiri
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	Cuma HP
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	Canva ama InShoot
Bagaimana cara anda menentukan topik?	Dari guru
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	Iya cari tahu tentang pendapat orang lain tentang saya itu kayak gimana sih, kayak contohnya ya funny, cute, terus gitu-gitulah, friendly.
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Buat dong
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Buat
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	Ada yang sebagian ngerekam sendiri, terus ada yang nyari di Google sama Youtube.
Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Menggunakan HP, pakai aplikasi perekam. Berkali-kali dulu, soalnya gak sekali

	rekam itu langsung bagus kan
Bagaimana cara anda mengecek pengucapan agar bisa benar?	Sama guru
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Sepertinya iya
Bagaimana cara anda menulis narasi *digital storytelling*?	Nulis Bahasa Indonesianya dulu habis itu pakai aplikasi buat translate
Bagaimana cara anda menentukan *soundtrack?*	Soundtracknya saya cari di Youtube, yang menghubungkan ada keterkaitannya sama backgroundnya gitu loh, sama latar belakangnya
Dimana anda mengunggah video *digital storytelling* anda?	Ya saya tuh awalnya mau share di Instagram, biar siapa tau kan menarik follower-follower baru ya kan. Terus aku upload ternyata gak bisa, gara-gara itu batasnya itu cuma 1 menit 90 detik. Terus akhirnya itu disuruh upload ke Telegram. Sebenarnya itu saya pengen upload ke WhatsApp sama Youtube, cuman kalau ke Youtube itu takutnya makan banyak waktu gara-gara saya tuh disini pakai wifi lemot banget.
Apakah anda menerima feedback dari orang lain?	Belum ada

Dari siapa dan bagaimana komentarnya?	-
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Sinyal sama pengambilan gambar dan video, soalnya belum tau gimana caranya ngambil gambar yang biar bagus gitu
Respondent 7 **Ashila Nayla Alifa Aghnis**	
Question	**Utterance**
Bagaimana cara anda membuat *digital storytelling*? Apakah secara individu atau kelompok?	Buat sendiri
Jika berkelompok, tugas apa yang anda dapatkan?	-
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Ada temanya, foto, video, musik, rekaman suara sendiri
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	Handphone
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	InShot
Bagaimana cara anda menentukan topik?	Mencari inspirasi melalui video-video yang ada di sosial media
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	Kemarin sempat lihat video-video yang ada

Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Buat. Buat alurnya terus tinggal nulis narasinya
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Buat. Ngetik di laptop, ada alur, narasi, fotonya.
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	Nyari di social media saya sendiri, ada merekamnya juga
Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Saya rekam beberapa kali sampai benar-benar fix. Karena pertama pengucapan banyak yang salah, belum benar, ada juga gangguan-gangguan suara dari sekitar
Bagaimana cara anda mengecek pengucapan agar bisa benar?	Saya sempat dengerin dulu dari google translate. Pengucapan yang benar kayak gimana. Terus saya merasa salah, saya ulangi
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Memperhatikan. Pertama itu Tanya guru pendamping, kalau gak gitu cari di kamus
Bagaimana cara anda menulis narasi *digital storytelling*?	Nulis narasi kan pertama, saya udah tahu konsepnya, jadi saya tinggal nantuin aja Saya mau bahas apa. Terus di jabarin aja. Saya gak suka pakai translate. Kalau saya bingung baru pakai google translate
Bagaimana cara anda menentukan *soundtrack?*	Saya nyari yang saya sukai
Dimana anda mengunggah video *digital storytelling* anda?	Instagram

Apakah anda menerima feedback dari orang lain?	Belum dapat komentar
Dari siapa dan bagaimana komentarnya?	-
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Ambil gambar sama editing karena belum terbiasa
Respondent 8 **Lintang Bayu Pinasthika**	
Question	**Utterance**
Bagaimana cara anda membuat *digital storytelling*? Apakah secara individu atau kelompok?	Individu
Jika berkelompok, tugas apa yang anda dapatkan?	-
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Ada video, rekaman suara, tema
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	HP, terus untuk storyline ya kertas pensil, ya pake kanva ada, kertas pensil juga ada
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	InShot
Bagaimana cara anda menentukan topik?	Ya ada yang kepikiran dari YouTube, ada yang mikir sendiri. Tapi kebanyakan kepikiran dari YouTube sih
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu	Iya, nonton video-video yang di YouTube

sebelum membuat *digital storytelling*?	
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Ya membuat
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Storyboard ya gak buat sih soalnya gak ada instruksi untuk sedetail itu, sedetail angle-nya itu Sedetail height angle ya tadi, extreme long shot, long shot
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	Awalnya itu mau download, tapi karena gak terlalu paham instruksi download video dari situnya lah jadi ya memutuskan untuk merekam sendiri. Soalnya kebanyakan foto video saya kan diunggah di media sosial gitu. Jadi ya gitu lah, saya yang merekam sendiri kan, nyari konten
Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Pastinya berkali-kali, soalnya itu mencari ketenangan itu sulit. Ya sekitar 4-5 kalilah sampai grammernya tepat gitu kan, nadanya tepat gitu, satu arah sama suasananya yang tak ceritain
Bagaimana cara anda mengecek pengucapan agar bisa benar?	Ya gak pakai aplikasi, gak nanya orang sih . Cuma mendengar ulang gitu. Kalau sudah jelas ya berarti sudah bagus menurut saya
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Kalau narasi, gimana ya? Kalau narasi itu saya kepikirannya pas bikin

	videonya bukan pas bikin story-story lainnya. Jadi ya mungkin ada yang agak sedikit-sedikit itulah. Mungkin kalau pas nulis narasi itu grammernya salah gitu kan, ya sudah, tak betulin pas merekam audio gitu
Bagaimana cara anda menulis narasi *digital storytelling*?	Ya mungkin buka Google Translate, ngetik gitu kan ngetik ini itu, ini itu
Bagaimana cara anda menentukan *soundtrack?*	Kemarin gak pake soundtrack sih
Dimana anda mengunggah video *digital storytelling* anda?	Belum saya unggah
Apakah anda menerima feedback dari orang lain?	-
Dari siapa dan bagaimana komentarnya?	-
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Masalah ngambil gambarnya. Dapet angle yang pas, terus juga itu apa? Biasanya kan backlight. Backlight nungguin matahari gerak gitu juga lama kan. Terus ya udah sih itu doang
Respondent 9 **Abdullah Putra Gemilang**	
Question	**Utterance**
Bagaimana cara anda membuat *digital storytelling*? Apakah secara individu atau kelompok?	Kelompok

Jika berkelompok, tugas apa yang anda dapatkan?	Voiceover
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Ada gambarnya, ada suaranya, terus untuk tema sendiri, itu aktivitas sehari-hari, ada videonya
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	Kamera, tapi dalam bentuk HP. Voice recorder udah di HP. Nulis storyline pake laptop
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	Enggak tahu. Yang ngedit editornya
Bagaimana cara anda menentukan topik?	Temanya ditentukan guru
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	Udah tahu sih, tentang aktivitas sehari-hari
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Storyline yang membuat scriptwriternya
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Enggak
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	Rekaman sendiri
Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Karena sekali jadi kemarin udah cukup, suaranya gak digangguin
Bagaimana cara anda mengecek pengucapan agar bisa benar?	Enggak ngecek

Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Enggak
Bagaimana cara anda menulis narasi *digital storytelling*?	Nulis naskah terus ditranslate pakai aplikasi
Bagaimana cara anda menentukan *soundtrack?*	Saya kayaknya gak pake soundtrack
Dimana anda mengunggah video *digital storytelling* anda?	Instagram
Apakah anda menerima feedback dari orang lain?	Iya
Dari siapa dan bagaimana komentarnya?	Dari temen. Hanya "Bahasa apa ini?" Kayak gitu
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Nge-post, yang pasti nulis narasi lebih susah dari dubbing, sama editing
Respondent 10 **Fatiha Shiwana Maulin**	
Question	**Utterance**
Bagaimana cara anda membuat *digital storytelling*? Apakah secara individu atau kelompok?	Kelompok
Jika berkelompok, tugas apa yang anda dapatkan?	Penulis naskah
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Suara. Terus emmm saya gak terlalu lihat videonya
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	Handphone aja
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	Enggak tahu, yang ngedit bukan saya

Bagaimana cara anda menentukan topik?	Udah ditentukan
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	Searching di google
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Iya
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Enggak
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	Enggak tau juga karena saya sekedar penulis skrip aja
Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Yang ngerekam Adkhil, waktu itu malem-malem saya suruh dia ngerekam
Bagaimana cara anda mengecek pengucapan agar bisa benar?	-
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Enggak
Bagaimana cara anda menulis narasi *digital storytelling*?	Nyari ide dulu habis itu ditulis bahasa Indonesia terus ditranslate
Bagaimana cara anda menentukan *soundtrack?*	Saya nggak tahu
Dimana anda mengunggah video *digital storytelling* anda?	Saya belum tau, tapi kata teman-teman di Instagram
Apakah anda menerima feedback dari orang lain?	Belum tau juga belum buka videonya

Dari siapa dan bagaimana komentarnya?	-
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Mungkin proses rekaman suara sama nulis skrip. Susahnya kalau nulis skrip itu tergantung dapet ide atau enggak apalagi itu kan deket sama deadline. Terus yang pengisi suaranya, kalau pengisi suara itu ribet juga kadang kebelit-belit kalau baca teks baca nya salah gitu ya, kalau yang nulis harus perhatikan grammar. Saya kan orang yang gak terlalu bisa edit jadi mungkin menurut saya lumayan susah juga di editing
Respondent 11 **Irfan Fakhri Rayadi**	
Question	**Utterance**
Bagaimana cara anda membuat *digital storytelling*? Apakah secara individu atau kelompok?	Kelompok
Jika berkelompok, tugas apa yang anda dapatkan?	Saya sebagai voiceover
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Ada tema, topik, tokoh, amanat, latar ada videonya, ada foto, ada soundtrack, ada narasi
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	Pake HP aja sama kertas buat nulis narasinya

Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	CapCut
Bagaimana cara anda menentukan topik?	Melihat referensi-referensi dari Google tentang cara membuat digital storytelling
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	ya, lihat sekilas-sekilas di internet
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Merancang dulu video apa yang mau kita buat terus kita tentukan narasinya awalnya Bahasa Indonesia, nanti kita ubah ke Bahasa Inggris
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Enggak
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	merekam sendiri
Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Berulang 4 sampai 5 kali
Bagaimana cara anda mengecek pengucapan agar bisa benar?	Nanti textnya ditulis di translate itu terus dengerin suaranya
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Itu yang nentuin penulis narasinya
Bagaimana cara anda menulis narasi *digital storytelling*?	Enggak tahu, saya bukan penulis narasinya
Bagaimana cara anda menentukan *soundtrack?*	nyari di youtube nanti yang sekiranya cocok buat video

	kami download langsung diedit
Dimana anda mengunggah video *digital storytelling* anda?	Instagram
Apakah anda menerima feedback dari orang lain?	Iya
Dari siapa dan bagaimana komentarnya?	cara berbicara nya tuh masih perlu belajar lagi, yang komen namanya siapa saya lupa
Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	kalau saya sendiri di bagian translate, audio saya juga belum terlalu lancar Bahasa Inggris jadi harus belajar lagi banyak latihan
Respondent 12 **Nur Brian Fahri Maheswara**	
Question	**Utterance**
Bagaimana cara anda membuat *digital storytelling*? Apakah secara individu atau kelompok?	Berkelompok
Jika berkelompok, tugas apa yang anda dapatkan?	Tugas awal yang merekam suara
Elemen apa saja yang anda gunakan dalam membuat *digital storytelling*?	Naskah, rekaman suara, kameramen, musik
Perangkat keras apa saja yang anda gunakan dalam menciptakan *digital storytelling*?	HP, terus rekam suara itu, terus buat naskah
Perangkat lunak apa yang anda gunakan untuk mengedit *digital storytelling*?	CapCut

Bagaimana cara anda menentukan topik?	Temanya udah ditentukan
Bagaimana cara anda melakukan riset atau eksplorasi mengenai topik yang anda pilih terlebih dahulu sebelum membuat *digital storytelling*?	Enggak. Langsung aja karena udah tau
Apakah anda membuat *storyline* terlebih dahulu? Bagaimana caranya?	Iya buat. Tapi saya nggak tahu gimana caranya karena bukan saya yang buat
Apakah anda membuat *storyboard* terlebih dahulu? Bagaimana caranya?	Enggak tahu
Bagaimana cara anda mendapatkan foto/video bahan *digital storytelling*?	Rekam sendiri
Bagaimana cara anda merekam suara hingga yakin sudah bagus?	Berkali-kali karena belum yakin udah pas
Bagaimana cara anda mengecek pengucapan agar bisa benar?	Ada yang tanya temen ada yang langsung aja
Apakah anda mempelajari aturan *grammar* selama menulis narasi?	Oh, kalau itu udah agak paham lah
Bagaimana cara anda menulis narasi *digital storytelling*?	Yang buat PAN, bukan saya
Bagaimana cara anda menentukan *soundtrack?*	Ini PAN juga yang nentuin
Dimana anda mengunggah video *digital storytelling* anda?	Di IG
Apakah anda menerima feedback dari orang lain?	Kurang tau juga
Dari siapa dan bagaimana komentarnya?	-

Tantangan apa yang anda hadapi dalam menciptakan *digital storytelling*?	Ngucapin Bahasa Inggrisnya itu agak susah, karena udah jarang belajar Bahasa Inggris kan langsung kaku terus berulang-ulang gitu

APPENDIX 4

OBSERVATION RESULT

NO	ASPECT	INDICATOR	NOTE
1.	Element	-Purpose of the story -Narrator's point of view -Dramatic questions -Choice of content -Clarity of sound -Stages of narration -Soundtrack that gives meaning -Image/Video quality -Economy of story details -Use of grammar	Students use all elements except dramatic questions and the economy of story details.
2.	Steps	Finding idea	Determined by the teacher
		Doing research/exploration	three groups and three individuals conducted research, while two groups did not research because they already knew what they were going to create.
		Composing storyline	Students composed storylines through group discussion

		Composing storyboard	Students in the group didn't compose a storyboard
		How the way to get images/video	Most of the students taking images and videos by themselves, besides that, they also downloaded from social media
		Recording audio	the students repeated the pronunciation practice before recording their voices. They also asked their friends, teachers, or the app to correct them.
		Selecting soundtrack	it is determined by the editor according to the video
		Editing all of the elements	Students used editing apps like CapCut, InShot, and KineMaster
		Sharing the result	Instagram, WA, and Telegram
3.	Supporting technology	Tools used	Cellphone, tripod, paper, ballpoint, laptop
		Software used	Editing apps like CapCut, InShot, and KineMaster
4.	Sharing dan Feedback	Social media platforms where to upload work	Instagram, WA, and Telegram

		Feedback/comments received	Only two videos got feedback
5.	Difficulty	Difficulties faced by creators	Organizing team, writing storylines using grammar, voice recording, editing, and posting.

APPENDIX 5

THE PROFILE OF NURUL FURQON NATURAL JUNIOR HIGH SCHOOL

Nurul Furqon Natural Junior High School is located in the east of Mlagen Village, Pamotan Subdistrict, Rembang Regency. The location outside the village was deliberately chosen, so that students can be conditioned with the desired knowledge. The nature around Planet NUFO is plantations and rice fields, allowing students to explore the natural environment.

Nurul Furqon Natural Junior High School, a nature school was initiated by two activists in childhood, they are education activists, Arief Budiman (Chairman of Pesantren Foundation al-Furqon Islamic Boarding School Foundation, Rembang) and Dr. Mohammad Nasih (lecturer at the Graduate Program of Political Science UI and FISIP UMJ Jakarta and the supervisor of Monash Institute Semarang).

Nurul Furqon Natural Junior High School is an Islamic-based school that teaches science and technology, ethics, and life skills based on the values of the Quran. Located in the middle of a green and natural agricultural area. Like a small community, the learners called Santri together with the caregivers build a new life that is closely related to life learning; instilling superior values, stimulating attitudes, and familiarizing behaviors to form superior character. The students under the guidance of the caregivers do all activities together; social interaction, learning, discussing, worshiping, gardening, farming, raising livestock, herding livestock, harvesting, and selling agricultural products.

Established in mid-2019, Nurul Furqon Natural Junior High School, or known as Planet NUFO, Mlagen, Pamotan, Rembang, immediately stepped on the gas and consistently became an Islamic educational institution for

regeneration. The students who enter Planet NUFO are immediately fostered super intensively using a semi-private education system, even in certain contexts also private, according to their talents and interests.[1]

While the vision of this school is “Generating a Muslim generation of professional intellectuals who have Quranic character.” The mission is divided into three broad outlines, namely, the natural world, quranic values, and entrepreneurship.

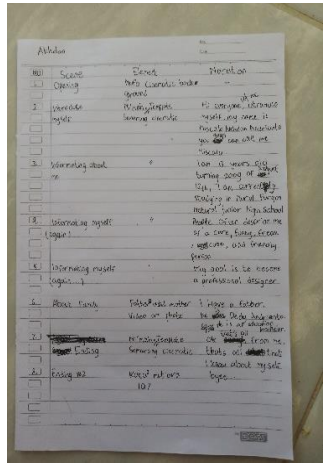
First, about nature, the school brings the students closer to the surrounding nature to foster a sense of awareness to study, maintain and beneficially develop nature. Second, this school develops children's potential through memorizing the Holy Quran, studying it, and making it a guide in everyday life. Third, in the field of entrepreneurship, this school forms Islamic characters and intellectuals who are productive entrepreneurs in the professional utilization of natural potential.

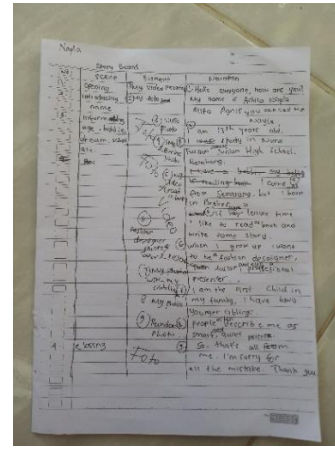
APPENDIX 6

DOCUMENTATION

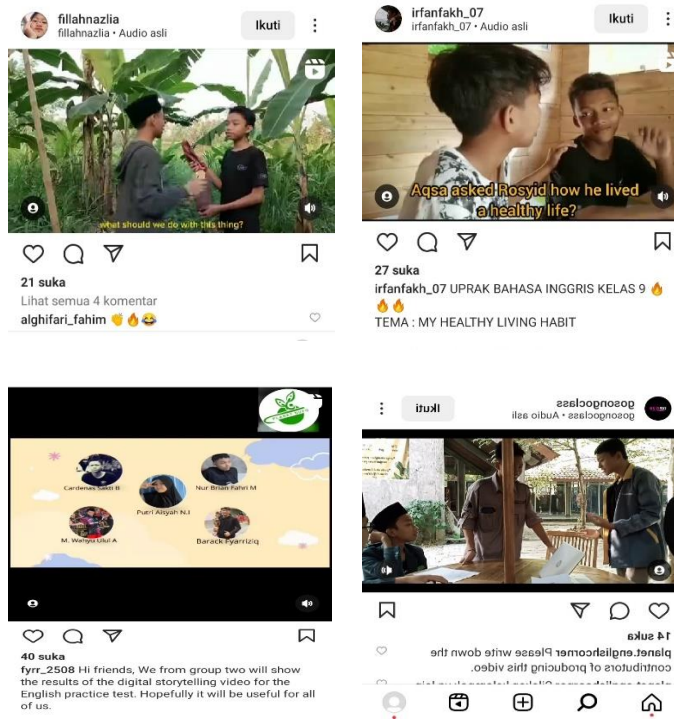
Picture 1: The documentation of the interview

Picture 2: The documentation of the group taking a video





Picture 3: The documentation of students' storyline



Picture 4: The documentation of students' digital storytelling accessed at Instagram account @planet.englishcorner

APPENDIX 7

RESEARCH PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 3085/Un.10.3/D.1/TA.00.01/06/2023 Semarang,19 Juni 2023
Lamp : -
Hal : Mohon Izin Riset
a.n. : Shofiya Laila Alghofariyah
NIM : 1603046127

Yth.
Kepala Sekolah SMP Alam Nurul Furqon Rembang
Di Tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama	:	Shofiya Laila Alghofariyah
NIM	:	1603046127
Alamat	:	Sengon Bugel, Mayong, Jepara
Judul skripsi	:	The Understanding and Practice of Digital Storytelling among EFL Students
Pembimbing	:	Daviq Rizal, M. Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 5 hari, mulai tanggal 8 Juni 2023 sampai dengan tanggal 12 Juni 2023.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahfudz Junaedi

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

APPENDIX 8

RESEARCH EVIDENCE LETTER

YPP NURUL FURQON
SMP ALAM NURUL FURQON
Desa Mlagen RT. 004/002, Pamotan, Rembang, 59261. CP 08112944222; email: planetnufo@gmail.com; Web. planetnufo.com

SURAT KETERANGAN
Nomor: 234/SKet./B-SMP.NF/ XII.VI/44.23

Yang bertanda tangan di bawah ini:

Nama	: M. Abdul Rozaq, S.H., M.Ag.
NIP	: -
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Alam Nurul Furqon
NPSN	: 70003110

Dengan ini menerangkan bahwa:

Nama	: Shofiya Laila Alghofariyah
Alamat	: Sengon Bugel, Mayong, Jepara.
NIM	: 1603046127
Fak./Prodi	: FITK / Pendidikan Bahasa Inggris

benar-benar telah melakukan penelitian dalam menyusun skripsi yang berjudul *The Understanding and Practice of Digital Storytelling among EFL Students* pada tanggal 8 Juni 2023 sampai dengan tanggal 12 Juni 2023 di SMP Alam Nurul Furqon Mlagen Pamotan Rembang.

Demikian surat keterangan ini dibuat, untuk dapat digunakan dan dipertanggungjawabkan sebagaimana mestinya. Terima kasih.

Rembang, 01 Dzulhijah 1444 H
19 Juni 2023 M

KEPALA SMP ALAM NURUL FURQON

M. ABDUL ROZAQ, S.H., M.Ag.
NIP. -

CURRICULUM VITAE

A. Personal Identity

Name : Shofiya Laila Alghofariyah
Place and Date of Birth : Jepara, October 22, 1997
Adress : Sengon Bugel, Mayong, Jepara
Mobile Number : 085712733985

B. Education

Formal Education

1. SDN 03 Pelang
2. MTs Nurul Islam Kriyan, Kalinyamatan, Jepara
3. MA Nurul Islam Kriyan, Kalinyamatan, Jepara
4. Education and Teacher Training Faculty of UIN Walisongo Semarang