

**PRE-SERVICE TEACHERS' EXPERIENCES IN DIGITAL  
STORYTELLING COURSE: A NARRATIVE INQUIRY**

**A Research Paper**

Submitted to the English Language Education Study Program as a Partial  
Fulfillment of the Requirement to Accomplish *Sarjana Pendidikan* Degree



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
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**PAGE OF APPROVAL**

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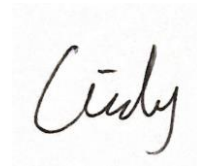
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## STATEMENT OF AUTHORIZATION

I herewith certify that this research paper entitled “ Pre-service Teachers’ Experiences in Digital Storytelling Course: A Narrative Inquiry” is submitted as a partial fulfillment for *Sarjana Pendidikan* degree is my original work. I am accountable for the content of this paper, including several ideas and references that I mentioned in the report. All the materials and studies mentioned in the report have been correctly cited.

Bandung, December 2022

A handwritten signature in black ink, appearing to read 'Windy Agustina', is centered on the page. The signature is written in a cursive, flowing style.

Windy Agustina

## **PREFACE**

All praise to Allah S.W.T who has blessed me with the opportunities to conduct the research for my undergraduate thesis. I also would like to send my praise and prayer to the prophet Muhammad S.A.W for He is the most gracious and most benevolent man in this world. It has been truly a remarkable journey and an extraordinary experience for me to finish this study.

This study entitled “Pre-service Teachers’ Experiences in Digital Storytelling Course: A Narrative Inquiry” is submitted as partial fulfillment of the requirements for the *Sarjana Pendidikan* Degree of English Language Education Study Program of the Faculty of Language and Literature Education. The core notion of this study focuses on identifying and analyzing the experiences encountered by pre-service teachers in taking digital storytelling course as well as the benefits, challenges, and strategies to cope with the challenges. I sincerely hope this study can propose a better understanding concerning the topic and contribute to the effort of improving the quality of distance learning in our education. Nevertheless, I am fully aware that this study still needs many improvements. Therefore, any feedback and constructive criticisms on this research paper will be fully appreciated.

Bandung, December 2022

Windy Agustina

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In the name of Allah ﷻ, the Most Gracious, the Most Merciful. Sholawat and greetings may always be poured out to the Prophet Muhammad SAW. Alhamdulillah Rabil A'alamin I have finished this research paper very well. The completion of this research paper with the blessing of Allah ﷻ, as well as the guidance, assistance, and roles of various parties. Therefore, I would like to express my deepest gratitude to:

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# **PRE-SERVICE TEACHERS' EXPERIENCES IN DIGITAL STORYTELLING COURSE: A NARRATIVE INQUIRY**

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## **ABSTRACT**

In this digital era, digital storytelling can be used as a multimedia tool in language learning to teach English as a Foreign Language (EFL). Moreover, several studies show that storytelling can improve students' language skills. Since storytelling can improve students' language integrated skills, future English teachers should be skillful in implementing story-based lessons. Pre-service teachers could enroll at a storytelling course to foster their competence in creating digital storytelling. Therefore, the aims of this study are to investigate the EFL pre-service teachers' experiences during the course as well as to explore its benefits, challenges, and strategies. Using the narrative inquiry method, this qualitative study involves 2 EFL pre-service teachers who enrolled in a storytelling course which is offered by one state University in Bandung. To collect the data, a narrative frame is distributed to participants followed by one on one interviews which later form in a re-story as the main data. The results of this study show that the participants' experiences while creating the product through 9-steps can bridge both theoretical and practical in DST. The benefits are supporting professional careers and improving digital storytelling skills. The challenges related to the assessments' deadline and the schedule. Therefore, the strategies to cope with the challenges are time management, doing self study and discussing with peers.

Keywords: *benefits, challenges, digital storytelling, strategies*

## TABLE OF CONTENTS

PAGE OF APPROVAL	i
STATEMENT OF AUTHORIZATION	ii
PREFACE	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES AND FIGURES	xi
CHAPTER I	1
INTRODUCTION	1
1.1. Background Study	1
1.2. Statement of The Problem	3
1.3. Purpose of The Study	4
1.4. Scope of the Study	4
1.5. Significance of the Study	4
1.6. The Clarification of Terms	6
1.7. Organization of the Paper	6
CHAPTER II	7
LITERATURE REVIEW	7
2.1. Digital Storytelling	7
2.2. Digital Storytelling Course	10
2.3. Benefits of Digital Storytelling	12
2.4. Challenges in Digital Storytelling	14
2.5. Strategies in Digital Storytelling	15
2.6. Teaching English to Young Learners through Digital Storytelling	16
2.7. Previous Related Studies	17
CHAPTER III	19
RESEARCH METHODOLOGY	19
3.1. Research Design	19



3.2.	Research Procedure	20
3.3.	Research Site and Participants	25
3.4.	Data Collection	26
3.5.	Data Analysis	27
CHAPTER IV		31
FINDINGS AND DISCUSSION		31
4.1.	Findings	31
4.1.1.	Pre-service Teachers' Experiences in English Digital Storytelling Course	31
A.	Process in Creating Digital Storytelling	32
B.	Benefits of Enrolling at Digital Storytelling Course	44
4.1.2.	Challenges and Strategies in Digital Storytelling Course	48
A.	Challenges in Digital Storytelling Course	48
	<i>Assessments' deadline</i>	48
	<i>Schedule</i>	49
B.	Strategies in Digital Storytelling Course	51
	<i>Time Management</i>	51
	<i>Self-study</i>	52
	<i>Discussing with Peers</i>	53
4.2.	Discussion	54
4.2.1.	Pre-service Teachers' Experiences in English Digital Storytelling Course	54
A.	Process in Creating Digital Storytelling	54
B.	Benefits of Enrolling at Digital Storytelling Course	58
4.2.2.	Challenges and Strategies in Digital Storytelling Course	60
A.	Challenges in Digital Storytelling Course	60
	<i>Assessments' Deadline</i>	60
	<i>Schedule</i>	60
B.	Strategies in Digital Storytelling Course	61
	<i>Time Management</i>	61

<i>Self-study</i>	61
<i>Discussing with Peers</i>	61
CHAPTER V	63
CONCLUSION AND SUGGESTIONS	63
5.1. Conclusions	63
5.2. Implications of The Study	64
5.2. Limitations of Study	65
5.3. Recommendations	65
REFERENCES	66
APPENDICES	74
1. Appendix 1: Consent Form	74
2. Appendix 2: Narrative Frame	75
3. Appendix 3: Excerpt of Narrative Frame	77
4. Appendix 4: Interview Protocol	78
5. Appendix 5: Excerpts of Interview Transcript	80
6. Appendix 6: Excerpts of Member Checking	84

## **LIST OF TABLES AND FIGURES**

Figure 1 Research Procedure	21
Table 1 Theme	24
Table 2 Interview Excerpt Using Descriptive Coding	29