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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PAGE OF APPROVAL

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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

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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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*

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