Digital Storytelling: Multimodal Resources for Supporting Students' L2 Motivation and Identities

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Abstract. This study examines EFL students' L2 motivation and identities by using digital storytelling as a pedagogical multimodal resources tool in Indonesian context. The study used qualitative case study methods which draws on interviews and artefacts to analyze three focal cases on how digital storytelling facilitated the first-year English major students' learning activities. The data were analyzed by using Systemic Functional Linguistics (SFL) framework to know how students utilized text, videos, images, animations, sound, and other resources to present, remake and reshape messages about the topic discussed and about themselves in meaning-making process. One student enacted a language learner role as she expressed her enthusiast in learning English. She showed how her passion really meaningful for her life. The other engaged with local culture that symbolize caring with sharing in "Maulid" celebration. Balliya shared a religious culture from his home country, Aceh. Another student showed her healthy lifestyle interest. She described her passionate about food combining for healthy diet. The finding suggests that integrating digital storytelling projects into the classroom can engage students with a wide range of linguistic repertoire and expressive resources while also improving students' L2 motivation, identity, and creativity.

Keywords: Digital Storytelling · L2 Motivation · Identity · Multimodality · SFL

1 Introduction

The advanced of technology in one's everyday life increase calls of technology occupation in educational settings. With response to the phenomena, educators should adopt and adapt contemporary technology as a pedagogical strategy that encompass or blend traditional and emerging literacies [1–3]. To meet this demand, some researchers [4–6] report that digital storytelling (DST) can make a considerable contribution to be a viable solution, no exception in foreign language education context. The used of DST integrates students' motivation and identities into English besides developing students' literacy, digital skills, and creativity in foreign language learning [7–9].

As a "pedagogy of the flesh" [10], DST assists students to personalize, understand and apply the target language. When students involve in authentic communication activities, they can express ideas, feelings, preferences and opinions that is relevant and

meaningful for them [11]. Such activities provided important opportunities for students to practice more and being active during learning process using multimodal resources (the integration of written, oral, visual, and electronic). The implementation of DST activated students' creative thinking as cognitive process [6, 12]. Students use multimodal resources as a mean of "remaking" and "reshaping" information and experience in their learning activities and meaning-making process [13, 14].

The Indonesian educational system at the tertiary level is undergoing change. New policy initiatives are being introduced to encourage a student-centered approach to teaching and learning, more student involvement in their learning decisions, and equipping students with the knowledge they need in their daily life and study. This policy issued "Merdeka Belajar Kampus Merdeka" (MBKM) is intended to give freedom for students to exploit learning opportunities in both formal and informal classrooms. Thus, the present study proposes the application of DST as an integrated approach in an English as a foreign language (EFL) in Indonesian setting. This interesting and remarkable method provide students with promising authentic learning representing important component skills in today's classes (collaboration, innovation, and creativity) [15, 16] as the source of motivation and identity development.

2   Literature Review

2.1   Digital Storytelling (DST)

Hopkins and Ryan [17] reflect that the rise of digital media in the 1990s has increased the use of digital storytelling, as well as the recent obsession with personal and social digital record keeping. Digital storytelling is one of important tools in educational sector [9]. In HE, digital storytelling has been used as a distinct pedagogic tool to build student confidence and engagement that allow students to connect to the affective component of their learning and explore alternative means of multimodal resources representation [17–19]. Hopkins and Ryan [17] propose that digital storytelling highlights the hidden voices for both learners and teachers. One of important uses of digital storytelling within and beyond HE is to amplify liberation of students' identities and agencies [20, 21].

It's good multimedia to learn and improve student's ability, also to communicate and think creatively [22]. Therefore, students can express their emotion, voices, and identities by using the multimodal resources available in digital stories. [23] reported that Digital Storytelling can improve students' writing skills, critical thinking skills, and media literacy. In other words, Digital storytelling (DST) is a short video created by students to share their ideas, stories and experiences. Digital Storytelling makes students enthusiastic in preparing them to learn languages effectively and also motivates students and improves their interpersonal communication, and technology skills. A digital storytelling can be viewed as a hybrid of traditional storytelling and multimedia technology [24].

2.2   L2 Motivation and Identity

During the first decade of the millennium, mainstream educational psychology research on students' L2 motivation was informed by an orientation toward theories of self and

identity, including but not restricted to self-determination, self-regulation, self-esteem, and self-efficacy [25]. Such ideas and emerging ideas from social psychology began to influence the field of L2 motivation studies. Motivation is directly concerned with the effect of lessons, teachers, peers, and failure or successful experiences. The students' L2 learning experiences were critical in understanding how the learners' L2-related selves shaped and how particular selves and L2 experiences correspond to their motivation to learn the language.

Motivation plays an important role in second, foreign, and additional language learning. A large number of studies into second and foreign language learning motivation have shown that learning motivation exerts influence upon the quality and outcomes of language learning [26]. Prior research suggests that learning motivation is attributed to personal identity. Identity has been conceptualized as a dynamic and individual within language education. Associated identity in the language learning classroom is an essential part of the process of learning language [27, 28]. A real understanding of Identity has nurtured learners' cross-linguistic experiences of meaning-making repertoires process involve cognitive, metacognitive, social, and cultural factors [29–31].

Identity is defined as "how a person understands his/her relationship to the world, how that relationship is constructed across time and space, and how the person understands future possibilities" [32]. Danielewicz's concept of identity is "our understanding of who we are and who we think other people are" [33]. [34] also provides a well-established operationalization of interconnected identity. It is encapsulated within a set of discursive social practices. Identity drives meaningful participatory, and empowering students' L2 motivation in language pedagogy. The students are entrusted to take full responsibility, autonomy, and ownership of their own learning.

3 Methodology

3.1 Research Design

Regarding epistemological position, the interpretivism is adopted as the frame of paradigm of this study due to its complex, dynamic and socially constructed aspects. This study concerns seeking explanation and understanding from individual's perspective. Ontologically, the study adopts constructivism, as [35] asserted that "social phenomena and their meanings are continually being accomplished by social actors" (p. 29). Thus, the process of meaning-making depends on students' interpretation of social phenomenon and human action. DST project becomes media for students to express their feelings, emotions and to interpret the world around them. Employing a case study design, the aim of this study is to understand individual's motivation and identity through multimodal resources (DST project). Students' perspectives of DST as lived experience students' learning process in and out of the classroom were explored. It takes the epistemological position that the researcher and those being researched cannot be totally separated from each other. The researcher applied DST in Vocabulary Development class as project-based learning.

3.2 Participants

This study took place at a small private University in a rural area in Aceh, Indonesia. There were 12 students enrolled in Vocabulary Development class. Indonesian new curriculum policy (MBKM) encouraged students to be more independent in their own learning. Since DST has been recognized as a constructivist instructional strategy in supporting project-based, technology-integrated, and student-centered learning experiences, DST project was designed to encourage students' engagements in project-based leaning using multimodal resources. It seems difficult to predict in the beginning how many participants will be willing to participate in the whole of this study. However, there is no wrong or right or specific number of participants that should take part in a qualitative study (Creswell, 2014). Purposive sampling technique was used to recruit three students among 12 who completed the project. We decided to display as many as 3 focal students to make sure that we could gain diverse and rich enough data due to their active contributions and participations in individual project-based (DST). All of them were English major first year-students who were voluntarily participated.

The selected projects were created by Gabrielle, Ballya, and Kiyowo. Gabrielle is advanced in speaking and has a good pronunciation in English. She created her video entitled "English as my make up" using KineMaster video editor. The video expressed her feeling how she love English. Using simple video editor on his android mobile phone, Ballya talked about Islamic tradition of his local culture "Acehnese Maulid tradition" in Aceh, Indonesia. Kiyowo's project was about her struggle of healthy diet, since she got health problems. She created "My struggle for my healthy diet" using InShot application. Students' DST projects represented their motivation and identities by telling a story about their enthusiasts.

3.3 Data Collection and Analysis

Before beginning the process of data collection in this study, having a well-planned data collection is one of factors that enable the research to go smoothly and reach its aims. The data collection steps were gaining access and acceptance to the field, recruiting the participants, collecting, and managing the data.

Interviews were conducted in Bahasa Indonesia (national lingua franca of the), the author's and participants' first language in informal conversation. Audio-recorded and transcribed verbatim. The administration of semi-structured interviews involved the following stage process of collecting data. Among the participants, 3 students were selected for the interview due to their active participation in the DST project and in the informal conversation out of the classroom. The interview takes approximately 15–20 min in length. It was enough time to provide more insight into participants' thoughts and opinions about the use of DST project in the classroom. The researcher explained that the participants' responses would be entirely confidential for research purposes, the only researcher who had access to the data resources. The transcribed data from interview pursued open coding as the first phase of data analysis. The phase involved axial coding that put the code into subcategories and combined to form new thematic categories. The robust patterns could be identified after the data triangulated across data resources. Humans always engage in evaluative discourses and practices. They comment on or

react to things, event, processes, phenomena, and behaviors as informed by the broader theoretical framework of systemic functional linguistics [36]. SFL was used to analyze the data in this project.

All the artefacts analyzed in this study divided into three parts: introduction, content, and closing section. In the introduction section, students introduced themselves, their identity, their culture, the location where they created the video, and the narration and music they used in the opening segment. At the content part, we analyzed several points such as things that make students proud of themselves, the habits that help them able to speak English well and healthy lifestyle, how they describe themselves, their culture and also the result of their interviews with friends who gave them positive feedback. In the last section, we analyze how students end up the video. Such as some advice about maintain the culture of "Maulid", invite others to act on the good things in learning English and also provides some recommendations for healthy life. [37] describe visual analysts as manifestations of factual records of reality as well as constructed narrative. Thus, DST project constructed their version of reality.

4 Findings and Discussion

4.1 Creative Resources

Gabrielle shared her experiences in learning English enthusiastically. Her childhood habit shaped meaningful experience in learning English. In the video, she ensured still remember the moment she enjoyed English song lyric played by her mom. The photo of reward certificate was showed in the video as a high achiever in English competition. Her smiling face with sun glasses animation in the video represent confident moods and carefree vibes. This emoji used when someone talking about something legendary to replace words awesome, swag, cool to make the message more epic. In the interview, "I try to use sunglasses animation in my video to make it cool". Gablielle's "cool" can be associated with confidence mood of her daily life. The music as background of the video also supported her pleasure in learning English. The proverb "English is my make up" illustrate her completeness of her performance. The setting showed a group study of youngster in a crowded café symbolized that she was totally digging this moment. The combination of animation, setting and music background express positive vibes and creativity.

Balliya did not use animation (emoji) in his video but the music and its background strongly approving feeling of his pleasure and satisfaction because the culture he shared connected him with his identity that expressed his proud of being an Acehnese. The video showed "Maulid's" celebration in his village as an annual event to celebrate prophet Muhammad birthday. The way he portrayed the surrounding expressed the holistic phases of the celebration.

Finally, Kiyowo's video reflected her consistent routine maintenance activities for healthy lifestyle. Her routine maintenance was done daily. She documented her everyday food combination. The mitch and match of food nutrition and its color needed extra effort and time. However, she did it consistently which indicated her commitment in healthy diet. It showed her engagement and passion in this project.

The project reflects students' creative work through multimedia features. Digital technology exigencies immersion reflecting global trends and pressures have an inescapable impact on the educational context. In this mainstream situation, motivation issues on learning English often become inseparably linked on how students utilize media to facilitate their learning. This project explores different resources as creative work.

4.2 Motivation and Identity Construction

The creative blend of multimodal resources expressed her engagement in sharing her best moment in life. She proud of her achievement in English as her vision in the future. The motivation in learning English not only came from herself but also her surrounding (parents, school, and friends). In the interview she added "I am not confident without my make up that is why I said English is my make up. Hehee… because it really boosts my mood and make my day". She underlined that the one who can speak and have ability to understand English is amazing. It can level up her personality.

Balliya's Case

His proud of his local culture brought him to choose the topic of DST project which present his ethnic and religious celebration. The striking feature of Ballya's video is his Aceh folk song background music and video. It illustrates togetherness, cheer, grateful and cooperation. Everyone in the video looks busy with their own role. Children were chanting the Prophet's *salawat* in the circle while moving their bodies in rhyme. The adults prepared various food for thanksgiving as the main event. He chose this topic to introduce the audience about his ethnic and religious culture. Trying to use different kind of vocabularies to describe the event motivated him very well in learning English vocabulary.

This multimodal composing video constructed his identity as the ethnic owner. The feeling of belonging indicated in the interview and the artifact (DST Project). He took this opportunity to share his believe that being an Acehnese is such a gift. Indonesia is a blessing country with beautiful nature and the variety of culture.

Kiyowo's Case

From the interviewed data, it found that Kiyowo struggled for her healthy diet. "I manage my meals by calculating the levels of calories, protein, and other substances that I must consume per day. Hhhmm… This is very inconvenient because I have to prepare it myself. This kind of food eee..mmm.. is not available in the campus canteen, stalls, and cafes in my neighborhood". She wanted to show the audience healthy diet needed extra work, but it is worth for her health. With choosing this topic she can practice some new vocabularies related to food combining and healthy diet.

It can be concluded that students created the story in the light of their personal experiences in daily life. They actively engaged in selecting proper videos, photos, animation and other multimedia resources to make sense of their digital storytelling project. The development of these multimedia projects provided opportunities for interactive learning in digital era. This situation illustrates investment in a language equals an investment in their own motivation and is in close relation with the ongoing production of identities [32].

5   Conclusion

The key results suggest that multimodal resources in digital storytelling stimulated students' motivation and identity in learning activities. In the relation to emotional impact, the complexity of digital storytelling provoked students meaning-making process in L2 learning. In addition, students embedded the story with their experiences in daily life. It emphasizes the fact that learning through DST project involves students' emotions and identities. Therefore, linguistics repertoires developed as they engaged in forging new identities and new ways of expressing and negotiating their identities through new words and in new media. The creation of this pedagogical tool offered space for meaningful learning.

Authors' Contributions.   Fauziah carried out the study design and drafted the manuscript. Novita Diana participated in SFL analysis. All authors read and approved the final manuscript.

Appendices

See Tables 1, 2, and 3

Table 1. Gabrielle's Case

1.   My name is salsabila but everyone call me as Gabrielle.
2.   It's rather weird? Isn't? let's skip that part.
3.   Currently, I'm studying at University of jabal ghafur.
4.   And I'm on my first semester and I choose English department.
5.   Talking about English as a language. I use this language everyday, same like Make-up.
6.   I also use make up everyday! (that gimme more confident to fight this world!).
7.   well, English is my Make-up (this language make me confidence to talk with any foreign friends!).
8.   so, since I was kid, I never certain, that I have any interest in this language.
9.   Everyday my mom play English song, English movie. I ensure I still remember the lyrics of those song till now.
10. At elementary school I become a student who's have the highest score for English.
11. it's also happened when I'm on junior high school.
12. well, on senior high school? Do I get the high score?
13. Yes, I get it! Wait, I have a proof, let me show you all (sertificate).
14. I feel like language is being a half of me but I'm curious what of my friends opinion about English (friends' opinion).
15. See…we got a good opinion from her. Applause.
16. So we could learn some new vocabulary in leisure time.
17. Lets ensure we always learn something useful everyday and we can become a useful person.
18. Here's no doubtful about it! English is increasing now! So come join us now! And lets learn English together

Table 1. (*continued*)

Action/ Text	Visual	Sound	Meaning
Introduction: in line 1 to 4, she started the video with introducing herself.	She wore glasses with nice word "I don't care" it's camera effect.	Narration & music	Boost self confidence.
In line 5-7, she used the proverb to describe her interest (my English is my Make-up).	The used of proverb at the video, its creative idea.	Narration & music	She is a creative student.
In line 8-9, she describes that why she interested in English.	She doesn't explain the example of songs or movies but it's a nice memory for her, it's the reason that why English is so familiar with her. And also got good achievement when she was at junior and senior high school.	Narration & music	Success takes hard work, and we have to enjoy the process
In line 10-12, she shows some achievement since she was a kid.		Narration & music	
In line 13-14, she showed some proof like certificate, friends' opinion.			she got support system from parents and classmate.

she appreciates herself, |
| **In line 15, she gave Applause to herself.** **In line 16-18, she gave some advice and ask the audience to learn English.** | She felt happy and said, applause. She was so excited, asked the audience to learn English with her | Narration & music | friendly, share, care with other people. |

Table 2. Balliya's Case

19. Aceh is one of Indonesia's special areas.
20. That is the first region of islam in the nusantara
21. The Islamic culture is very privacies in the region of aceh
22. Performed continually to commemorate the birth of prophet Muhammad saw (maulid)
23. This tradition is so interesting that us depress
24. from other parts of Indonesia, like the dalail khairat and dakwah
25. with it is can reach together and enhance silaturrahmi
26. people were pouring the sure everyone get the food vided by the produsers
27. aceh also has a tari saman
28. currently know in the world nobody doubtful tari saman
29. no closing statement from the narrator
30. the video is ended by Acehnese traditional music

(*continued*)

Table 2. (*continued*)

Action/ Text	Visual	Sound	Meaning
Introduction; in line 1 to 2, he started the video with object that he wants to show to audience. It is about Aceh.	He showed video of Aceh culture at his village	Narration, Acehnese traditional music and song	He is proud of his local culture
In line 3 to 4, he describes about in Aceh, religion and culture are closely entwined	The video shows about Maulid event. (Khenduri, dailil khairat, etc).		Islamic culture in Aceh is wonderful
In line 5 to 6, he explained the interesting things about Maulid. He also used loanwords, adopted from different language, like as, Maulid, silaturrahmi, dalail khairat and dakwah.	Many people came to their Mosque to enjoy the Maulid event which is held every year. Children were chanting the Prophet's salawat in the circle while moving their bodies in rhyme		The interesting things about his ethnic and religious celebration
In line 7 to 8, he used "silaturahmi" word in his text.	Many people work together to make the Maulid event success		Care and share, are the important things in this life
In line 9 to 10, he showed tari saman video. The other favorite thing of Aceh culture.	The Acehnese dance, Tari saman is one of the symbols of Aceh. but he did not explain more about tari saman.		Aceh has many beautiful cultures that are closely related to his religion, it's Islam.

Table 3. Kiyowo's Case

31. Assalamu'alaikum wr wb, hello everyone.
32. I am yanti juliani, am the 1 smster student at English deparment Unigha
33. Now, I am going to tell you a story about my struggle my healthy diet
34. I have started information a healthy diet several years ago until currently Because of y healthy condition.
35. At first, I talk this was,,,for me. Whet it come so limiting the food that I like at the time
36. At that time, the first step, I did to limit eat the fast food, fries food, ……
37. I see to find forget it's not spicy, not fried, but little difficult to find food without MSG, sweet….
38. I concern, if I cannot easier to find the food contain msg or not.
39. Then, if I am not at home, the solution is to bring food supply from home, this is proven to be hygienist and healthier of course.
40. So that, we can create food menu that we will bring, you don't always have to bring meal, but you can also bring other thing cake that you made by yourself or fruits
41. But, Actually,…….beside bring food from home I also consume a lot of juice, vegetable, and fruit
42. If I have to buy a drink outside the house, I can buy juice
43. The point is that ,whatever we ate has and influence on health
44. Star eating healthy food, and …..correct diet
45. And that is the end of my story, thank you for your attention, see u. closing

Action/ Text	…Visual	Sound	Meaning
Introduction; in line1 to 2, she started the video with introducing herself. **In line 3 to 4, she explained about Her experience during diet.**	She showed some menu of healthy food on the video, like as juice, vegetable, slice of fruit, and some main menu that she ate during diet. Her video there are only showed pictures of healthy food from her documented. She explained about the fast food, fried food, MSG and also spicy food.	Narration & music	love ourselves with our health first.

(continued)

Table 3. (*continued*)

In line 5 to 7, she tells some step to get healthy life. How to delivered healthy menu from outside.	According to her, it's not easy to find healthy food at the outside event the food without MSG. it is the challenge for her during diet, but she also shares some solution based on her experience.	she appreciates herself with healthy lifestyle When it is not easy, find some solution to solve the problem that you are facing.
In line 8 to 11, she got some challenge during diet, and also got some solution to solve that problem.		she shares because she cares about healthy lifestyle
In line 12 to 14, she asked the viewers to follow her step to get healthy life with healthy food menus.		
In line 15, she closed the video with nice word.		

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