

CHAPTER I INTRODUCTION

This chapter presented an overview of the research, including the research background, research focus and scope, research questions, research objectives, research significance, definition of key terms, and thesis organization.

A. Research Background

Most people all around the world communicate by using one of the most popular languages, which is English. Many people learn English as a second language or as a foreign language since English has been determined as an international language. English is a foreign language taught in Indonesia.¹ There are four skills that must be understood by language learners: reading, writing, listening, and speaking. Speaking is one of the skills that must be fulfilled to learn a language. As we know, speaking skill or the ability to communicate with people plays a crucial part because language is employed as a means of communication.² People commonly think when someone can communicate in a language, that person is said to be fluent in that language.

In the context of the learning activities, speaking is one of the crucial components of learning a foreign language. Speaking plays a significant role in overall competence when teachers engage their students to communicate in English as a foreign language.³ Educators who are aware are not only emphasized exciting learning but rather emphasize effective and meaningful learning activities. There are various speaking activities in the classroom, such as debate, discussion, speech, and theater. Thus, there are various chances for students to practice speaking in the class.

¹S Y Jannah and K Trilestari, "Using Digital Storytelling To Develop Speaking Skill Through Cooperative Learning Method," *English Empower: Journal of Linguistics and Literature* 5, no. 1 (2020): 1, <http://ejournal.unitaspalembang.ac.id/index.php/eejll/article/view/148>.

²Novalina Sembiring and Fiber Y.A. Ginting, "Improving Students' Speaking Achievement by Using Storytelling Technique," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 2, no. 4 (2019): 179, <https://doi.org/10.33258/birle.v2i4.505>.

³Syafryadin et al., "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres," *International Journal of Recent Technology and Engineering (IJRTE)* 8, no. 4 (November 30, 2019): 3147, <https://doi.org/10.35940/ijrte.D8002.118419>.

Teaching speaking entails instructing students in the production of English speech sounds and sound patterns, the use of word and sentences stress, intonation patterns, and the rhythm of the foreign language, and the selection of appropriate words and sentences according to the context and subject matter, the organization of their thoughts in a meaningful and logical sequence, and to use the language fluently. When we communicate, we use language to carry out various social functions and select language forms appropriate for the cultural and social environment. Students who are actively trying to communicate will be more likely to learn to speak in a second or foreign language. Speaking and self-awareness go hand in hand. A lot of what we think of others is based on what they say and how they say it.⁴ Due to this, speaking instruction should be able to help students improve their skills in communication.

There is no finish line for learning, including the skills that we have finally had to continue to adapt. Nowadays, our era is characterized by the use of technology in the field of education to help students build their digital literacy through creative applications that enhance the learning experience and by means of personal expression.⁵ Technologies also help students to communicate, interact, create, and collaborate with their surroundings critically and logically.

A story is one of the critical resources the teacher uses. Stories are recounted to the class to examine the students' experiences and thoughts. By telling stories, the students can interact with their peers and their teacher. They must deal with telling, hearing, and responding to stories when they communicate. We already know that one old method of telling stories was to paint them on the cave walls. Then, tales were passed down from one person to another and from one generation to the following. The stories were written on paper so that everyone could read them after the invention of letters. In the twenty-first century, stories are currently told using

⁴Ratih Inayah, "Improving Students' Speaking Skill Through Storytelling Technique (An Experimental Study in a Senior High School in Bandung)," *Eltin Journal: Journal of English Language Teaching in Indonesia* 3, no. 1 (2015): 27, https://scholar.google.co.id/scholar?q=improving+students+speaking+skill+through+storytelling+technique&hl=en&as_sdt=0&as_vis=1&oi=scholart#d=gs_qab&t=1671090313022&u=%23p%3DEAB8hlVMxalJ.

⁵Ioanna Tyrou, "Undergraduate Students' Perceptions and Attitudes About Foreign Language-Related Digital Storytelling," *International Journal of Education (IJE)* 10, no. 1 (2022): 41, <https://doi.org/10.5121/ije.2022.10104>.

various digital technologies.⁶ It shows how a story follows the advancement of human civilization from early times to the present.

The use of technology in education is really necessary. We strive in a time when numerous current technological systems are being developed. Utilizing innovative techniques to inspire students' interest in studying English becomes more interesting. One alternate approach to teaching English that makes it more interesting is digital storytelling. It gives students a chance to raise their knowledge, skill level, and academic standards. Future generations receive stories as a legacy. Many people today use digital tools to share their stories.⁷ The rise of digital media has increased the options for creative content creation and storytelling. A new form of narrative genre called "Digital Storytelling" has arisen as a digital tool for improving education. To engage students' interest and focus while working on various linguistic concepts, the teacher might employ digital storytelling as a teaching method.⁸ Additionally, educators and learners also have easy access to various platforms, such as Youtube, Tiktok, Instagram, and others that can be used as a learning environment.

An environment is essential for authentic learning and engagement. Students can learn by experience, deepening critical thinking, getting feedback from peers, creating story script, digitizing the story elements, and presenting the finished product to an audience can all be provided by the practice of storytelling using words and pictures, sounds and images, imagination and creativity, emotions and information, reading and writing with technology are all incorporated into digital storytelling projects, which are characterized as project-based instruction that uses multidisciplinary technology. A digital story can link previously learned material and fresh

⁶Sektalonir Oscarini Bhakti and Marwanto, "Students' Perception on the Digital Storytelling Implementation in Developing the Narrative Writing Skills," *Jurnal Bahasa Inggris Terapan* 6, no. 2 (2020): 66–67, https://www.researchgate.net/publication/358343544_Students'_Perception_on_the_Digital_Storytelling_Implementation_in_Developing_the_Narrative_Writing_Skills.

⁷Syafryadin et al., "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres," 3147.

⁸Dr. Mohamed Farrag Badawi, Dr. Neveen Mohamed El Gabas, and Nour Elhoda Ali Mohamed, "The Effect of Using a Strategy Based on Digital Storytelling on Developing Primary School Pupils' English Speaking Skills," *Journal of Research in Curriculum Instruction and Educational Technology* 8, no. 1 (2022): 123, <https://doi.org/10.21608/jrciet.2022.213132>.

information, make content challenging or creative, and improve conceptual clarity for students.⁹ Therefore, the teacher must be innovative in how they use technology to enhance classroom instruction.

Besides laptops and computers, digital storytelling may be produced with less expensive and simpler tools like smartphones which practically every person currently owns. Digital stories are a crucial instrument for creating various content and meaningful subjects based on specific problems. Students have the freedom to learn from a variety of sources. Additionally, digital storytelling helps students become more academically proficient and motivated to learn the content. The elements of their story script can be created and analyzed by students. So they easily obtain the substance. Besides, digital storytelling is an active learning tool that boosts student motivation and creates a learning environment that is conducive to story construction through collaboration, reflection, and interpersonal communication. It also helps students develop their creativity to solve significant problems in exciting ways. Students can write their own stories using multimedia software programs and other technological abilities.¹⁰

Digital storytelling is a method that encourages the students' engagement in the learning process, makes it fun and brings an experience directly. In this regard, it is believed that the application of this strategy can improve educational quality just like any other methods recognized as being used actively throughout the teaching process.¹¹ In summary, there is additional evidence revealed to support the effectiveness of digital storytelling in improving students' speaking skill as well as their motivation to learn new material. It can also be used as a dynamic tool for distance education.¹² So, it is thought that digital storytelling might enhance the learning process. With digital learning, there are no time or space constraints, and students can choose their learning route without limitations.

⁹Tyrou, "Undergraduate Students' Perceptions and Attitudes About Foreign Language-Related Digital Storytelling," 41.

¹⁰Syafryadin et al., "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres," 3148.

¹¹Guler Gocen Kabaran and Bilal Duman, "The Effect of Digital Storytelling Method on Learning and Study Strategies," *International Journal of Technology in Education (ITJE)* 4, no. 4 (2021): 683, <https://doi.org/10.46328/ijte.83>.

¹²Syafryadin et al., "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres," 3148.

The researcher underlines the extent to which digital storytelling affects students' speaking skill and how about their perception. According to the researcher's observations, the majority of the eight-grade students felt as it was challenging for them to explain their thoughts and ideas orally. A lack of vocabulary was the first problem. They were able to understand what teacher and other students were saying, but they were unable to answer in English. The verbal instructions given by the teacher to the students when they were asked to do something, such as answer a question, translating text, comment on something, or engage in a conversation. However, they found it challenging to react in English. In order to help students, the teacher must provide them with clues on the vocabulary they need. "Before doing the lesson, I frequently ask the students to translate together, and look for words that are difficult for them".¹³

The second problem is the lack of pronunciation skill. The spelling in English is different from the spelling of Indonesian or their mother tongue. Students find it challenging when hearing a new word and it takes several times to understand how an English word should be pronounced or how a word they hear should be written since English letters do not represent their sounds. The next factor is the lack of confidence in expressing their ideas or opinions since they are too shy and afraid to participate in class activities, they are afraid of making mistakes when speaking English, so they are worried about doing so. This is in line with the study conducted by Sri Wahyuningsih and Muhammad Afandi (2020), entitled Investigating English Speaking Problems: Implication for Speaking Curriculum Development in Indonesia. The findings of the study shows that a lack of vocabulary, a lack of proficiency with grammar, a lack of pronunciation, a lack of exposure to English outside of the classroom, a lack of confidence, and a lack of English speaking curriculum development are the main issues that students face when speaking English.¹⁴

Additionally, there is not enough time for students to frequently practice their English. English class is held at least twice a week, and they have to learn other skills, including listening, reading, and writing, so they do not just concentrate on speaking. Due to the

¹³JR as English teacher, interview by researcher, October 13th,2022.

¹⁴Sri Wahyuningsih and Muhammad Afandi, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *European Journal of Education Research* 9, no. 3 (2020): 967, <https://doi.org/10.12973/eu-jer.9.3.967>.

limited duration of classes, it is particularly challenging to guarantee that students have enough opportunities to practice speaking. In addition, environmental factors also have an impact on how well their language abilities develop.

Hence this condition, the English teacher applies several techniques to attract students' attention in the learning process. "Besides using PowerPoint, I also use video and speakers to improve listening and speaking competence. In this regard, I have used the shadowing technique. So, after students see the video and listen to it, they will repeat and summarize what they have seen and heard from the video, but still with Indonesian first. These media and techniques are enough to attract students' motivation in the learning process. When short videos are shown during the learning process, students are always pleased."¹⁵ According to the phenomenon, the researcher believes that Digital Storytelling can be a great alternative to support students in improving their speaking skill.

This research aims to provide insight into the advantages of digital storytelling in the teaching and learning process from the viewpoints of the students and hopes this way could make the learning atmosphere more active and attract students more interested in learning English. Therefore, the researcher conducted research entitled "Students' Perception on Digital Storytelling as An Active Learning Tool for Improving Speaking Skill: A Portrait of An Islamic Secondary School in Pati".

B. Research Focus and Scope

Based on the identification of the problems mentioned before, the researcher limited the problem mainly to exploring students' perceptions on digital storytelling as an active learning tool for improving speaking skills. The main intention of the research is to integrate technology to develop students' language skills and creativity. In addition, the research also aims to give a better understanding of the usage of a multimodal approach like digital storytelling in language learning classrooms.

C. Research Question

Based on the background of the research, the formulations of the following research questionnaire as follows;

¹⁵JR as English teacher, interview by researcher, October 13th,2022.

1. How is the implementation of digital storytelling as an active learning tool for improving speaking skill at one of an Islamic secondary school in Pati?
2. What are the students' perception on digital storytelling as an active learning tool for improving their speaking skill?
3. What are the challenges experienced by the students in using digital storytelling?

D. Research Objectives

The objectives of this research are:

1. To explain the implementation of digital storytelling as an active learning tool for improving speaking skill at one of Indonesian secondary schools.
2. To explain the students' perception on digital storytelling as an active learning tool for improving speaking skill.
3. To explore the challenges experienced by the students in using digital storytelling.

E. Research Significances

The findings of this research are expected to give benefits as follows:

1. Theoretically

This research is expected to give contributions on the development of the teaching and learning process by utilizing technology, especially digital storytelling that can be used as an active learning tool and provide benefits of references for further research regarding to this topic.

2. Practically

a. For students

Students are expected to be more interested and more active in improving their speaking skill after having done the English learning process by using digital storytelling.

b. For the English teacher

This research may give benefit the teachers by giving them a fresh perspective on how to use technology to help students develop their language skills and to engage them in the learning process, and it also provides knowledge to the teachers of digital storytelling, which has a good impact on student progress.

c. For researcher

This research can serve as a guide for the upcoming researcher who plans to conduct studies on a similar topic.

F. Definition of Key Terms

The researcher would like to clarify the key terms used in order to prevent issues of misunderstanding and misinterpretation of the research findings.

1. Students' perception

According to Oxford Dictionary, perception is the ability to perceive something or a way of seeing or understanding something.¹⁶ While the student is a person who formally participates in the learning activity. Therefore, students' perception is a personal interpretation of understanding something by someone who is technically participating in a learning process.

2. Digital storytelling

According to an Oxford Dictionary, digital is an electronic system that uses to record sound or store information, and that gives high-quality results showing information.¹⁷ While story telling is an activity carried out to communicate a story. In this research, "digital storytelling" refers to a brief story of 2-3 minutes in length that makes use of appealing visuals, audio, and musical elements that have been generated through technology. It is employed as a tool to help students' speaking skill while telling a story.

3. Speaking skill

In this research, speaking skill is defined as the skill of students to convey ideas orally to the listeners in a way that makes it simple for them to understand what is being said.

G. Organization of Thesis

The organizations of the research are follows:

1. Chapter I – Introduction

This chapter presented the conceptual research framework, including the research background, research focus and scope, research question, research objectives, research significances, the definition of key terms and paper organization. This chapter contains essential information for understanding this research.

¹⁶ Oxford Dictionary, "Oxford Learner's Pocket Dictionary", Oxford: Oxford University Press (Fourth Edition), 325.

¹⁷Oxford Dictionary, "Oxford Learner's Pocket Dictionary", 124.

2. Chapter II – Literature Review
In this chapter, the researcher provides knowledge related to the topic, including a theoretical description, theoretical framework, and a review of the previous study.
3. Chapter III – Research Methodology
It contains the research method, research setting, research participants, instruments and data collection technique, research data validity, and data analysis techniques.
4. Chapter IV – Findings and Discussions
The answers to the research questions are provided in this chapter; the researcher conveys the discussions of the findings to make it clearer for the readers.
5. Chapter V – Conclusion and Suggestion
This chapter provides a brief summary of the research, which contains a conclusion and recommendation.

