

## **Chapter One**

### **Introduction**

This chapter discusses several points. The first section is the background of the study, which the researcher more deeply explores how digital storytelling can be a teacher's strategy for teaching English, and also finds out the obstacles faced while implementing it to the students. The second one is the identification of the problems which contains the problems description related to the topic of implementation of digital storytelling. Furthermore, the delimitation of the study focuses on the object under this study. Then, the research questions, the objectives, and the significance of this study are also presented. Finally, the chapter organization of this study is also outlined.

### **Background of the Research**

Nowadays, technology has increasingly become necessity for everyone. As time goes by, technology develops with the latest innovations. Experts always carry out technological developments from time to time to support human life in the present and the future. Technology can be categorized as a necessity that cannot be separated from the aspects of life in various fields, such as economy, government, and education. For example, technology plays an important role, especially for teachers to carry out language learning as the main element. Additionally, an important element for learning is a method that instructors use in their classes to facilitate a language learning process (Ahmadi, 2017). Moreover, Larsen-Freeman and Anderson (2011) support that technology provides teaching resources and brings learning experience to learners' world, so it can be inferred

that the relationship between technology and language learning is completely a compliment. Teachers or instructors will also be greatly assisted in the learning process by using technology.

Teaching English currently uses technology as a learning media. According to Susikaran's study (2013), a combination of technology use and teachers' approach during teaching English can add student's motivation in learning. The modern era encourages teachers to create a teaching and learning process that uses technology as a medium of learning. Teachers' creativity in discovering ideas, both content and media, will affect students' enthusiasm in learning.

Furthermore, teaching English has many methods to do. One of them is the use of storytelling. Storytelling can be enjoyed by all ages from children to adults. Ohler (2008) says that storytelling is almost similar to entertainment. It is a set of practical processes that can be adapted to a wide range of issues, both personal and professional. In addition to solving problems, storytelling can be categorized as a tool for entertainment. According to Lambert (2013), storytelling enables us to share everything from small until wide relation like family. Storytelling is indeed a communication tool that accommodates both us and those around us. Therefore, it can be part of a form of communication.

Technology acts as a complementary support to learning methods so that teaching and learning process can run more effectively. This means that storytellers can tell stories no longer in conventional ways, but they can use

technology. It is called digital storytelling. Vivitsou, Niemi, Wei, et al., (2017) assert that digital storytelling is a media which presents a point of view of storytellers in telling events through digital technology. It is a combination of digital and storytelling. Thus, digital storytelling media adapts an increasing modern era.

Referring to some explanations above, educators can develop teaching materials using digital storytelling. Digital storytelling means telling stories through digital platforms. Based on Chan and Sage (2019), digital storytelling is telling stories through photos, texts, and sounds related to aspects of life. Hence, digital storytelling is an activity or communication through the intermediary of photos, videos or digital sound. The study from Wisnumurti, Setyaningsih, and Wahyuni (2021) found that digital storytelling can make teachers deliver materials more effectively which it can provide great benefits for both educators and students. Additionally, Rokenes (2016) investigated how digital storytelling in ESL teacher education situates in Norway enhanced digital teachers' competence, especially in promoting innovative use of information and communications technology (ICT). That is why digital storytelling is not only for upgrading students' skills and helping teachers, but also for improving teachers' competence, especially in promoting ICT methods in it. In implementing the digital storytelling, technology is a must-involved thing. However, in Indonesia, many schools still use a storytelling method conventionally and have not used the digital ones. Some schools are equipped completely with technology, but some others are not.

Based on the explanation above, there are many aspects that should be considered when delivering English teaching using a digital storytelling. Thus, the researcher is interested in conducting research on the implementation of using digital storytelling at one of the private Islamic junior high schools in Yogyakarta. Meanwhile, the reason why the researcher chose digital storytelling for this research was because there had been no previous research that examined the use of the digital storytelling in teaching English at this school. This school applies a nature-based method which has a great contribution in the world of teaching and learning, for example a direct application of outdoor activities with nature if a learning material is related to direct discussions with nature atmosphere. It is fascinating for students, and they can get closer to nature.

Likewise, the researcher selects this school because she considers the mission of this school. The second point of their missions reads “to organize Islamic, natural, scientific, inspiring and fun learning”, quoted from the school’s official website. The word ‘natural’ is intended to engage students directly with nature where it can be used as a container, space and inspiration when teachers deliver materials in the form of stories; one of which is the storytelling method. This method is combined with technological facilities that are scientific and fun enough which is useful for students and teachers, putting together in digital storytelling. Therefore, in terms of teaching English subject, other schools might use different methods in teaching which for instance, one of schools combines the use of technology and teaching and learning English as a new innovation. Thus, a

teaching and learning process becomes more innovative and supportive for learning and also attracts students.

The use of digital storytelling at schools has been researched recently by some scholars. Ferdiansyah (2019) states that in this 21<sup>st</sup> century, digital storytelling has been used for all grades from kindergarten until high school level. For example, in Indonesia, digital learning has often been used. Junior High School level is a step which students really like to listen to storytelling. Chan, Churchill, and Chiu (2017) add that digital storytelling makes students feel more interested in exploring their own creativity with the use of technology as a media of learning. Moreover, it engages them participating in learning because it involves students' creativity and existence. Through provision of teacher's skill accompanied by the use of supportive facilities at the school, it sufficiently assists teachers in implementing digital storytelling, so it might be effective for teaching English at this school.

### **Identification of the Problems**

Regarding the background of the study, there are some problems which emerge related to this topic. These following paragraphs explain the problems related to the research.

Various kinds of media, including digital storytelling are currently used to support teachers in delivering materials in digital context. When teachers use digital storytelling in teaching English, they will use technology as a supportive element in the implementation of digital storytelling teaching. However, in the

implementation of the teaching English process using the digital storytelling media may raise several problems.

One of the junior high schools in Yogyakarta, categorized into a recent established school has provided internet facilities for learning. The teachers implemented digital storytelling to teach English. The teachers' mastery of technology when delivering materials by using the digital story method and students' understanding become influencing factors that make digital storytelling run well for both teachers and students.

Digital storytelling implemented must relate to learning materials that will be discussed that day. Therefore, teachers must have extra preparations when providing digital storytelling content. In addition, according to Ahmad and Yamat (2020), teaching English through using videos in digital storytelling can make students more interested in learning. The use of videos seems to be eye catching for students, and they can understand more about the meaning of the videos. However, English teachers also face challenges, such as assessing students whether they understand the materials conveyed through digital storytelling or not. Teachers also should look carefully at the contents provided by video makers. Teachers should be able to filter out contents which are appropriate to students during learning English process and are suitable with students' level, needs, and school's culture.

Another problem that may raise is that even though the school facilities adequately support teachers to teach English by using the digital storytelling

media, there are still potential obstacles. The teachers are required to maximize the existing facilities and their creativity of their English teaching delivery. Likewise, they are also required to analyze student's understanding that can be developed through digital storytelling. When, they use the digital storytelling method in teaching English, teachers are required to be effective, attractive, and precise.

The problems mentioned above will likely contribute during the implementation of the digital storytelling in teaching English. Therefore, it is necessary to look at the problems more closely to succeed the teaching and learning process.

### **Delimitation of Problems**

In this research, the researcher focuses on how English teachers implement digital storytelling along with the obstacles faced by them. The researcher limits the exploration of the study only to a certain extent. First, the researcher analyzes how the teachers at one private Islamic Junior High School in Yogyakarta apply the digital storytelling method to teach English. Second, the researcher investigates the common obstacles that the teachers have in applying the digital storytelling method for teaching English. Third, the participants are the English teachers at one private Islamic Junior High School in Yogyakarta. Additionally, the research is based on the teacher's' points of views in implementing digital storytelling and its obstacles in teaching English.

### **Research Questions**

As what has been explained above, the researcher formulates the research questions as follows:

1. How digital storytelling is implemented for teaching English as experienced by teachers at one Private Islamic Junior High School in Yogyakarta?
2. What are the problems faced by the teachers when using digital storytelling to teach English at one Private Islamic Junior High School in Yogyakarta?

### **The Objectives of the Research**

Based on the research questions above, the objectives of the research are:

1. To explore the ways teachers are implementing digital storytelling for teaching English at one Private Islamic Junior High School in Yogyakarta.
2. To investigate the obstacles faced by the teachers when using digital storytelling to teach English at one Private Islamic junior High School in Yogyakarta.

### **The Significances of the Research**

The research is expected to serve the benefits and good impacts for students, teachers, and future researchers.

**Students.** This research can be used to find out how teachers deliver digital storytelling appropriately. Students can understand their skills related to the use of the digital storytelling for learning English. They can be more prepared during the implementation. Students can also recognize the barriers of the



teachers when using the digital storytelling, so they can understand their teachers and also support their teachers to succeed the teaching and learning English process.

**Teachers.** The use of digital storytelling is still rare to implement in some schools. Therefore, teachers can learn from other teachers who have applied the digital storytelling media to teach English from this study. They can learn and prepare the media and steps used when applying digital storytelling in their own class. They can also find solutions to the obstacles they have while using digital storytelling method. Thus, the use of digital storytelling can be applied more effectively.

**Other researchers.** The research analysis can be used as a reference by other researchers who are interested in exploring the same area of this study. The findings are also expected to be a further reference for other researchers who want to study the same topic from different perspectives and purposes.

### **The Organization of the Chapters**

This research contains five chapters. Chapter one consists of the background of the research, identification of the problems, delimitation of the problems, research questions regarding how digital storytelling is implemented and the obstacles the teachers face during the implementation. The next parts are objectives of the research, and the significances of the research. Chapter two discusses the literature review. It encompasses the digital storytelling term, the obstacles, and the way of applying digital storytelling. This chapter explains the

theories related to the overview of digital storytelling for teaching English and the review of related studies. Chapter three presents the research methodology. This chapter discusses the descriptive qualitative research design, the interview as the data collection method, the participants who are two English teachers at one of the Islamic junior high schools in Yogyakarta and explains the process of data analysis. Chapter four contains the findings and discussion through various data that have been collected and analyzed by the researcher. The data include the results of interviews and then the findings are discussed by relating to the previous studies. Chapter five consists of the conclusion and suggestions. The conclusion presents the summary of the research including the findings on how the teachers implement the digital storytelling for teaching English and the problems encountered by them. Then, in the recommendation part the researcher presents some recommendations for some parties related to this topic.