

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses seven points in the introduction: the background of the study, research questions regarding the topic, aims of the study, scope of the study, significance of the study, clarification of the key terms, and the organization of the paper.

#### **1.1 Background of the Study**

In the 21<sup>st</sup> century, multimedia has become a powerful and beneficial tool in teaching and learning language skills. Students learn how to convert data into information and transform information into knowledge as well as giving them the opportunity to interact and participate in the classroom by using technology (Alismail, 2024). Teachers use multimedia tool for enhancing students' skills, especially in speaking skills. Speaking as a skill is crucial to English language learning, particularly in elementary school. Through speaking, individuals can effectively convey messages, express their emotions, and share opinions (Ahmed Abdel-Salam, 2020). Piirto et al. (2011), as cited in Saldaria et al., (2019) state that speaking skills are full of challenges and problems. The reasons why speaking skills are a problem are students' lack of motivation, no self-confidence, anxiety, limited knowledge of vocabulary, shyness to speak, afraid of making mistakes, nervous, and inappropriate techniques used by the teacher in teaching speaking skills (Bhatti, 2021; Meinawati et al., 2020; Paneerselvam & Mohamad, 2019). One of the potential solutions to overcome these challenges is the implementation of digital storytelling (DST) in speaking classes.

Digital storytelling allows students to practice their pronunciation, grammar, vocabulary, fluency, and comprehension in English learning especially in speaking class. Digital storytelling is a concept that combines stories with various forms of digital media, such as images, audio, and video, in a more interactive and dynamic way (Robin, 2006). A well-known pioneer of digital storytelling, Joe Lambert, the Center for Digital Storytelling (CDS) co-founder, argued that digital

storytelling explores innovative methods to utilize various media for storytelling to the kids growing up in a digital world (Center of Digital Storytelling, 2005).

There is a mushrooming body of research on how English speaking is taught to students, especially with multimedia such as digital storytelling. A study by Nair & Yunus (2021) that explored the impact of DST on elementary school students in Malaysia argued that students can use digital storytelling to create interpretive digital stories on diverse subjects and practice speaking. Through digital storytelling, students find their unique voice and take on the protagonist's role in their story. The study by Rahiem (2021) who examined the use of DST in Indonesian elementary schools found that digital storytelling made learning more entertaining, captivating, engaging, communicative, and theatrical. Research by Cahyanti & Nuroh (2023) involving fifth grade elementary school students through the application of digital story media indicates that digital storytelling encourage their creative ideas. In this way, it can be concluded that digital storytelling is the one of powerful tools in multimedia.

Although digital storytelling is a powerful and beneficial multimedia tool, its application in elementary school speaking classes still requires further exploration. There is still limited research has explored the specific elements of digital storytelling when students create the project. Understanding these aspects is crucial to optimize the use of digital storytelling as a multimedia tool in elementary school. Therefore, this study aims to fill that gap by analyzing the elements of digital storytelling in students' work and examining the extent to which the use of multimedia can affect the speaking skills of elementary school students.

## **1.2 Research Questions**

1. What are the elements of digital storytelling in students' work?
2. To what extent does the use of multimedia affect students' speaking skills?

## **1.3 Aims of the Study**

Based on the research question, this study aimed to analyze the elements of digital storytelling in students' work using the Seven Elements of Digital Storytelling by Lambert (2013). In addition, this research aimed to examine the

extent to which multimedia can affects speaking skills of elementary school students.

#### **1.4 Scope of the Study**

This study focuses on implementing digital storytelling (DST) in a speaking class and its impact on elementary students' speaking skills. To examine its impact, the researcher analyzed the elements of DST in students' work and examined the influence of multimedia on students' speaking skills through classroom observations. All the data were supported by interviews with the students and teacher.

#### **1.5 Significance of the Study**

The research has several significant theoretical, practical, and professional advantages, as described below.

First, theoretical advantages. The research findings can be used as a contribution to the research about the use of digital storytelling in speaking class, especially in elementary school.

Second, practical advantages. The research findings will be benefit for teachers, students, and readers who are interested in teaching and learning with multimedia tool by providing insights into how DST can affect students' speaking skills.

Third, professional advantages. The research problem can help teachers to resorting the different strategies of teaching, choose the appropriate techniques, and use various ways in developing students' speaking skills in with multimedia learning.

#### **1.6 Clarification of Key Terms**

There are several key terms to avoid unnecessary misunderstanding. The terms in this study are as follows:

- Multimedia has become essential part in language learning for its effective in delivering the lessons. Multimedia is the concept of combining digital media formats, such as text, images, audio, and video, into a single application or interactive presentation designed to convey information or

messages to the audience (Islam, 2020). Furthermore, the use of multimedia is beneficial to construct an engaging learning environment, especially in English language learning to increase academic performances for elementary school students.

- Speaking is one of the language abilities that can be used to communicate in spoken language. Speaking is not just saying the words through mouth, but it involves conveying the messages (Leong & Ahmadi, 2017). It means that effective speaking involves not only fluency and accuracy but also the ability to communicate meaning appropriately within a given context.
- Digital Storytelling (DST) is a method that incorporates digital tools and technology to enable students to engage in the storytelling process (Robin, 2008). These stories are then enhanced with multimedia elements, such as graphics, audio, text, video clips, and music, which can be shared via digital platforms like websites or DVDs. The digital storytelling method helps overcome some of the challenges teachers face in effectively utilizing technology in the classroom and aims to improve students' creativity, communication skills, and digital literacy.

## **1.7 Organization of the Paper**

This research paper is divided into five chapters, as explained below.

- **CHAPTER I INTRODUCTION**

This chapter focuses on the background of the study, research questions regarding the topic, aims of the study, scope of the study, significance of the study, clarification of the key terms, and the organization of the paper.

- **CHAPTER II LITERATURE REVIEW**

This chapter explains the theories related to the research. This part elaborates in detail theories which are relevant to the research.

- **CHAPTER III METHODOLOGY**

This chapter explains the methodology that was used in this research, including the research design, research site and participants, data collection, and data analysis.

- **CHAPTER IV FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion which used to answer the research questions.

- **CHAPTER V CONCLUSION**

This final chapter presents the conclusion. These include the conclusion of the research finding, implication of the research, limitation of the research, and the recommendations dealing with the objectives of teaching and learning process.

### **1.8 Concluding Remark**

This chapter has highlighted the main points of the study, starting with the research background, and moving on to relevant theories and prior studies. It also introduced the two research questions, which serves as the focus of this study. Furthermore, it outlined the research objectives, significance, scope, and limitations. The next chapter will explore the theoretical review related to the research topic.