CHAPTER I

INTRODUCTION

This part of research paper will cover the description of research background, the formulation of the research question and purpose of the research, scope of the research, significant of the research and technical terms of the research.

1.1   Background of the Study

Writing is one of four important skills in language teaching and learning. Since writing is an important aspect of language teaching and learning activity, the teacher should continue to develop some techniques in teaching writing so the students can improve their writing ability. Writing is different from speaking, as states by Harmer (p. 3, 2006) writing ability has to be consciously learned and it is different from speaking ability which is acquired naturally as a result of being exposed. Heaton (1975) says that writing facilitates us to express ourselves. Heaton also stated that through writing we are able to give other people some information, carry out transactions, persuade, infuriate, tell how we feel, and learn to form our thoughts, ideas, and lives. By learning writing people learn how to form language, how to spell, and how to put the idea in a good plot

It has been stated that writing skill is very important. However, many students who are not interested in writing and consider it as the most difficult skill to learn in English subject. This statement is in line with Kongpetch (2003) who asserts that "one of the reasons that foreign language students experience difficulties in writing English texts is because they have an inadequate understanding of how texts are organized". Emilia (2005, p.15) also believes that writing is one of the most difficult subjects in learning English because when students learn writing, they also learn new knowledge about the language (linguistic features) which is important to make the text is easy to understand by the readers. Writing a readable and an understandable text is challenging the students because they need to have good grammar ability and they need to increase their reading skill because reading and writing are inseparable and the more we read the better we write. As Stephen King says "If you do not have time to read, you do not have the tools to write".

According to Derewianka (1990), writing has some different genres such as recount, report, narrative, descriptive, news item, and so forth. Each genre has its own difficulties and teachers need an interesting technique and media to teach those genres. Regarding an interesting technique and media, digital storytelling was used as the media to teach writing in this research.

Digital storytelling is one of the media that can be used to teach writing. It can increase students' learning interest and it can help students to understand the material. In the classroom situation, digital storytelling is a technology application which can help teachers to improve students' learning interest and help teachers overcome some of the obstacles in learning activity.

Roland (2006) defines digital storytelling as multimedia movies which combine photographs, video, animation, sound, music, text, and often a narrative voice. Moreover, Barret (2006) found that digital storytelling converges the four student-centered learning strategies, which are students' engagement, reflection for deep learning, project-based learning, and the effective integration of technology into instruction.

Since this research will find out the use of digital storytelling to help students in learning writing activity, students may use the digital storytelling application to make their recount text more meaningful and interesting. In this application, students can apply some pictures and animation to their recount text. As stated by Harmer (2001) that pictures can stimulate students' writing-habit activities.

Some researches regarding the use of digital storytelling for educational purposes had been conducted, but these researches were not specifically used digital storytelling as a tool to teach writing. Sadik (2008) conducted a research study on digital storytelling as an integrated approach for engaged student learning. The result of the study showed that the digital story projects implemented by Egyptian teachers supported students' understanding of specific content in an academic course. In addition, the result illustrated that teachers are willing to use digital storytelling for teaching content and to provide more effective instruction. Heo (2009) also conducted the same research. Heo conducted an experimental study to show the effects of digital storytelling on pre-service teachers' self-efficacy and professional disposition. There is also Li (2007, in Yuksel 2011) who also conducted a research used digital storytelling as its tool. Li investigated the use of digital storytelling to integrate multimedia technologies into higher

2

education. By this research, Li found that digital storytelling can improve students' learning skill. Overall, the previous studies regarding this topic showed that digital story worked effectively in helping both students and teachers in teaching and learning activity.

Yamac and Ulusoy (2016) had conducted a research which specifically found the good-side of digital storytelling in teaching writing. They investigated the effect of digital storytelling in improving students' writing skills. This research found that digital storytelling enhanced students' ideas, organization, word choice, sentence fluency, and conventions in terms of writing quality. They also found that digital storytelling also offers new opportunities for students to create meaning through multimodal text.

The similar study regarding the use of digital storytelling in improving students' writing skill had also been conducted in Indonesia. Ningsih and Fitrawati (2014) had conducted a study entitled Teaching Writing a Descriptive Text Through My Story Maker Media in Junior High School. This study found that digital storytelling can successfully motivate students in learning, this media also help the students to find and gather their ideas about what they are going to write.

Based on the description above, this research aimed to fill the gap among those previous researches. Most research related to the use of digital storytelling is conducted in general educational purpose, not specifically conducted in teaching writing especially teaching writing recount text. Nevertheless, in Indonesia only few studies are related to the use of digital storytelling in teaching writing. Thus, by conducting this research in eighth graders students of Junior High School, it is expected that the students will find meaningful English learning process that will help them to learn writing recount text.

1.2   Research Questions

Related to the previous description, this study will attempt to answer the following questions:

1. How does the use of digital storytelling help students in learning writing recount text?
2. What are students' responses to the use of digital storytelling in teaching writing?
3. What are students' difficulties in writing recount text through digital storytelling?

1.3   Purpose of the Research

Relevant to the statements of the problems, this study is aimed to meet the following purposes:

1. To investigate how digital storytelling helped students in learning writing recount text.
2. To find out students' responses to the use of digital storytelling in learning writing recount text.
3. To find out students' difficulties in writing recount text through digital storytelling.

1.4   Scope of the Study

This study will concern with the analysis of the seventh-grade students in one of public junior high school in Bandung in terms of learning writing recount text through digital storytelling.

1.5   Significance of the Study

Since this study was aimed at investigating the use of digital story as the media to teach writing recount text for junior high school students, it hopefully will give the significance in some areas, such as theory, practice, and policy.

Firstly, the result of this study is expected to have a significant impact to the theory enrichment of the use of digital story to teach writing recount text for junior high school students.

Secondly, this study hopefully will give the contribution to help the further researcher who is interested in exploring the use of digital story as a teaching media in teaching writing.

Thirdly, by exploring the use of digital story as the media to teach writing, this study hopefully will give some information for the teachers (who teach at junior high school) of how to

teach the students to write recount text in this post-modern area through an up to date and fun way by using the digital storytelling.

1.6 Technical Terms

To avoid misunderstanding and misinterpretation of the terms, the definitions of the terms in this study as follows:

1. Digital storytelling is effective and applicable media to teach English because it contains some elements and it involves technology that can increase students' learning interest. In line with this, Teehan (2006) states that digital storytelling is a powerful tool to be used in the classroom as the teaching media because digital storytelling is exactly applicable to the students, because students nowadays are multitaskers, creative, and they are visual learners.

2. Writing is a language activity of putting a message into a written language to present what the writer feels, thinks and perceives (Elbow, 1973 cited in Brown, 2001).

3. Recount text is a text that tells the readers about something happened or retells past events or activities and has purpose to give the detail information about what and when of those events (Anderson et.al, 2003).

1.7   Organization of the Paper

This research will be organized in five chapters. Each chapter is subdivided into subtopics that elaborated the given issue. The chapter is organized as follows:

1. Chapter I. Introduction

    This chapter presents the information on the background of the study, the research question, the purpose of the research, the scope of the research, the significance of the research, the clarification of terms, and the organizations of the paper.

2. Chapter II. Literature Review

    This chapter provides the overview. The theories relevant to the research elaborated in details which are relevant to be used in conducting the study. Besides, this chapter also consists of previous studies which are relevant to the research.

5

3. Chapter III Research Methodology

This chapter focuses on the research methodology in conducting the research. It includes the purpose the study, site and participants of the study, research design and method, data collection technique, and data analysis.

4. Chapter IV Findings and Discussions

This chapter displays all results of data analysis. The research questions find the answer in this chapter and the researcher also conveys the discussion of the findings.

5. Chapter V Conclusion and Suggestion

This is the end of the paper which is described conclusion and gives the suggestion for the further researcher.

1.8 Concluding Remarks

This chapter explains the background of the research that has been conducted. It covers background, research questions, purpose of the research, scope of the research, significance of the research, clarification of terms, and organization of the paper. The next chapter describes the overview, theories and the literature relevant to the reseach