CHAPTER I

INTRODUCTION

This chapter covers a brief explanation of all research contents. This chapter consists of the background of the study, statement of the problem, purpose of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

1.1 Background of The Study

Nowadays, storytelling has become an innovative tool for language teaching because by using stories, students can express their ideas and develop communication skills with others. Storytelling is the most effective language teaching method because it can help students promote language skills in listening, speaking, reading, and writing (McLellan, 2006; Robin, 2006; Trawick-Smith & Smith, 2014). The digital age allows teaching and learning activities to be carried out using technological advancement, including storytelling that changes into digital storytelling.

According to Robin & McNeil (2019), digital storytelling (hence for DST) is the process of making the creation a story through video digital by mixing digital media such as pictures, text, video clips, animation, recorded audio narration, graphics, and music as the back sound through the video editor application tools. With this technological advancement, it can be accessed by students anytime and anywhere, making it easier for distance learning. It is very beneficial considering the COVID-19 pandemic. In this pandemic situation, every school activity is turned online. This situation demands that all educators be aware of the implementation of digital technology. The teacher should be able to operate the technology since technology is an essential tool in the Education field (Syafryadin et al., 2019). This transformation will help the teachers and pre-service teachers to prepare the instructional tools, especially in the Teaching English to Young Learners context.

Teaching English to young learners is not easy because young learners' characteristics are easy to get distracted, learn fast and forget fast, and have a short attention span (Yildirim & Torun, 2014). In addition, English is not Indonesian

students' mother tongue, thus it will bring challenges for English pre-service teachers to engage Indonesian students in teaching and learning process in language teaching. Consequently, English pre-service teachers should find the appropriate method to help students increase their language skills. Therefore, the teacher should create a suitable method to facilitate fun learning and an engaging learning environment, especially for young learners. Stories are also helpful in providing teaching materials and various appropriate media, teaching the moral values of a story to improve students' personalities, developing students' literacy skills, arousing students' imaginations, enriching students' vocabulary, and developing reading awareness (Satriani, 2019).

Many educators have implemented the DST method in teaching English to young learners. Young learners today are becoming more technologically familiar and increasingly engaged in activities on a computer screen (Robin, 2016). Since it is not easy to ask students to be active and creative while learning, DST can encourage creativity and give students a voice as they use their stories to share their ideas and feelings with others (Robin, 2016). However, with the various benefits of using digital storytelling during this pandemic, the use of this technology has not been optimally carried out by the teachers because there are still many teachers who cannot operate the technology.

Not only that, pre-service teachers should prepare themselves for this technological advancement since pre-service teachers majoring in education still need help in creating digital storytelling (McLellan, 2006) as instructional tools. Creating English digital storytelling is not easy since English as a foreign language, and there are many elements In making stories, such as choosing words, sounds, media, and other things to create digital stories (Robin, 2019). Therefore, pre-service teachers majoring in English Language Education who focus on Teaching English to Young learners enroll a storytelling course to help them improve their storytelling skills.

One storytelling course that can be enrolled by pre-service teachers in Indonesia to improve storytelling skills is KMMI. The KMMI (Kredensial Mikro Mahasiswa Indonesia) is a complementary learning program to improve students' abilities and skills in the world of work and support the implementation of the Independent Campus Learning Program. This course was offered by one of the state universities in Bandung. This course provides storytelling competencies with experienced speakers and practitioners in the digital era. This course is expected to help students in increasing their basic knowledge of storytelling, the benefits of storytelling, storytelling audience, the material of storytelling, technique and preparation of storytelling, build communication in storytelling, media and tools of storytelling in the digital age, and storytelling as a creative industry. Moreover, They will be able to tell stories in English in front of many people and bring out their creativity (Ameliah, Maulidah, & Resundane, 2021). In this activity, they will be equipped with material about storytelling and exercises on how to tell stories and what factors determine the delivery of stories (Rofiqoh et al., 2020). However, several studies have shown positively that the storytelling course still needs to be improved in creating a digital storytelling experience and language teaching. Therefore, the researcher conducted this study in teaching English to young learners.

Based on the background above, the research aims to scrutinize more pre-service teachers' experiences enrolling in the English digital storytelling course that helps them increase their storytelling skills in teaching English to young learners, as well as the benefits, challenges, and strategies.

1.2 Statement of The Problem

Based on the background above, this study is going to answer the following questions:

1. What are pre-service teachers' experiences in DST course?
2. What are the challenge(s) that pre-service teachers face during the course and strategies to cope with them?

1.3 Purpose of The Study

Based on the statement problem above, this study is conducted with the following aim:

1. To explore pre-service teachers' experiences from the DST course, including how they create their DST project and what benefits that they got from the course.
2. To find out the challenges that pre-service teachers' may face and their strategies to cope with them.

1.4 Scope of The Study

This study focuses on exploring the pre-service teachers' experiences during the DST course as well as the benefits, challenges, and strategies through pre-service teachers experiences. In this case, the participants selected are EFL pre-service teachers who took the DST course and are experienced in teaching English using storytelling as a teaching method.

1.5 Significance of The Study

This study explores pre-service teachers' experiences from DST course as well as the challenges and strategies. Theoretically, the results of the study are expected to enrich the existing literature regarding digital storytelling course implementation and help students face their problems in the process of creating their digital storytelling. Practically, the results of this study provide the information for teachers regarding the DST to help their students in solving their problems in creating DST. Besides, students also can know the strategies in creating digital storytelling. The finding of students' challenges in creating digital

storytelling can help them face their problems while creating digital storytelling. For policy makers, the results of this study will bring policymakers new ideas in

teaching DST in the classroom. Moreover, policy makers will get more strategies for DST implementation in the classroom as the instructional tool. In the long run, the policy makers are to organize DST trainings or extra classes for both in-service teachers and pre-service teachers to improve their skill.

1.6 Clarification of Terms

1. Digital storytelling

According to Robin (2019), Digital Storytelling (DST) is the process in making a story in the form of digital tools by combining some multimedia aspects such as pictures, texts, animations, video clips, recorded narration audio, music, and graphs through the video digital software. DST in this study refers to the video digital story as the final project of the EFL pre-service teachers who enroll in the digital storytelling course in the form of video storytelling.

2. Digital Storytelling course

Digital storytelling course is a program to help any language pre-service teachers to improve their storytelling skills. In this current study, the DST course refers to the DST program provided by one state university in Bandung. In addition, the course is offered to all language pre-service teachers throughout Indonesia and among them are the EFL pre-service teachers who are involved in this study ast the participants. Furthermore, this course was held for around 2 months and weighted 3 credits.

3. Pre-service Teachers

Also known as teacher candidates, this term is used to describe student teachers who are enrolled in a teacher education program and become professional teachers. pre-service teachers in this study refers to students majoring in English language education study program in the eight semester and who enrolled in the English digital storytelling course provided by one of the state Universities in Bandung and have experience in teaching English.

1.7 Organization of The Paper

This paper is presented in five chapters and gives more explanation in detail. Each chapter is divided into subtopics to give a brief explanation and will be further elaborated. The study will be structured as follows:

CHAPTER I INTRODUCTION;

This chapter covers a brief explanation of the study being researched such as the background of the study, statement of the problem, purpose of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

CHAPTER II THEORETICAL FOUNDATION;

This chapter presents the basic theory of this study with seven subtopics: digital storytelling, digital storytelling course, benefits of digital storytelling course, challenges of digital storytelling course, strategies in the digital storytelling course, teaching English to young learners through digital storytelling, and the study related to English digital storytelling course.

CHAPTER III METHODOLOGY;

This chapter covers the research method used in this study consists of five subtopics: the research design, research procedure, site and participants, data collection, and data analysis.

CHAPTER IV FINDINGS AND DISCUSSIONl

This chapter covers the findings and discussions from this study. There are several subtopics that consist of the answer from research question.

CHAPTER V CONCLUSION;

This chapter covers the conclusion based on the findings and discussions that have been described in the previous chapter. In addition, this chapter also presented the implications of the study, limitations of the study, and suggestions that might be beneficial for further studies related to pre-service teachers' experiences in DST course.