

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, purposes of the study, scope of the study, significance of the study, clarification of the terms, and the organization of the paper.

1.1. Background of the study

In social interaction, speaking is a basic activity used for exchanging information. Speaking would be successful if the information that wanted to be delivered was understood by the receiver. According to Harmer (2007), speaking skills are the ability to speak fluently and require not only knowledge of the features of the language, but also the ability to process information. Therefore, a person's ability to make social contact is determined by their ability to communicate. It means speaking is seen as a required good personal trait in the educational setting, according to Suleimenova (2013). It also entails producing, receiving, and digesting information as part of an interactive process for creating meaning.

Furthermore, English is one of those foreign languages that is difficult for beginners to use. The first reason is the difficulties that students experience in speaking, lack of vocabulary and knowledge. It makes the use of students to speak in English very restricted. According to Tuan and Mai (2015) factors influencing students' difficulties in speaking English include a lack of knowledge, a poor engagement rate, higher mother tongue understanding than the other, and limitations to speaking English. In English as a foreign language classroom (EFL), especially in Indonesia, most students use their native language in English classes because they do not have enough knowledge in English, students use their native language in English classes. This is supported by Harmer (1991) that teachers do not urge EFL learners to speak in English, that way, learners will automatically use their native language or their first language to

explain something or speak in English classes. During the learning cycle, students are not motivated to deliver their speeches in the classroom. When they had to speak, the students seemed hesitant to express their ideas (Faulin & Sofendi, 2014). One of the problems is the lack of vocabulary and knowledge. Therefore, looking at those difficulties, it is very important to use appropriate methods to involve students in speaking exercises.

Moreover, in the current era, teachers as facilitators are asked to be more creative in delivering learning materials to students using teaching media that can enhance student interest and help students understand learning materials easily, one of which is by using digital storytelling. This is one of the interesting ways as a learning medium for students. Digital storytelling is a combination of art telling stories with a variety of digital multimedia such as pictures, audio and video (Soler, 2014). It means that digital storytelling is interesting to use in providing explanations to students. Digital storytelling is considered useful for English language learners because it covers all digital literacy skills (Dogan & Robin, 2007). Digital literacy skills are the ability to read and analyze media such as text, sound or images and apply the knowledge gained through the digital environment (Jones-Kavalier & Flanigan, 2008).

Robin (2008, p.220) states that digital storytelling is used as a powerful teaching and learning tool that encourages both teachers and students. It needs a contribution in the field of education. It is more effective because it connects the approaching media with technological developments. The use of digital storytelling has become one of the benefits of technological developments in the field of education. Therefore, the benefit is to increase the opportunity to acquire knowledge and overcome problems for students and teachers (Robin, 2008). Some pictures, music, sound and even videos can be added through digital storytelling.

There are six advantages of digital storytelling in teaching and learning activity (Gils, 2005). First, the way students tell stories using digital provides more variety than using traditional teaching. A successful digital story allows readers to connect with it through a variety of interaction options. Sharing information on social media, leaving

comments, adhering to podcasts, and even generating content are all possibilities. Second, digital storytelling for students provides a new learning experience. According to Miran (2016), a solid technological basis is required for a new experience in effective digital storytelling. A designed platform, collaborative tools, and an analytics framework for analyzing audience behavior are examples of technical tools that may help create an effective digital story. Third, the use of digital storytelling in the classroom is an interesting way for teachers. Fourth, the use of digital storytelling helps teachers and students create real-life situations. Fifth, digital storytelling supports students in engaging their learning. Digital storytelling should also encourage simpler reading to ease students' understanding. This is accomplished by the use of clarity space, as well as the careful selection of fonts as well as type size. Lastly, digital storytelling is effective to be used in the classroom because it encourages students' learning process.

A study by Razmi, Pourali, & Nozad (2014) had conducted a study that found the technique of digital storytelling can be used effectively in classroom settings to motivate oral production. Another study that was conducted by Hwang et al. (2016) found that their systems can support storytelling learning activities effectively, and students had more opportunities to practice the target language. Therefore, by increasing students' learning motivation, storytelling activities facilitated their imagination and creativity to provide students more opportunities to practice speaking skills.

A similar study regarding the use of digital storytelling in students' speaking skill through digital storytelling had also been conducted in Indonesia. Elyani, et.al (2022) conducted a study that found the use of digital storytelling in teaching speaking is considered more effective to enhance students' speaking skill. It also found that digital storytelling enhances students' speaking performance. Another similar study conducted by Puteria and Chakim (2022) found that employing digital storytelling may assist students improve their public speaking skills. It also found that post-test experimental group scores significantly higher than pre-test scores, it shows students'

improvement in speaking skills after using digital storytelling. Also another study conducted by Wu (2016) found that investigated the effectiveness of digital storytelling in improving the speaking skills of EFL students in Taiwan. The study used a mixed-methods approach including both quantitative and qualitative data collection. The quantitative data was collected through pre- and post-tests on speaking skills while the qualitative data was collected through observations, interviews and students' self-evaluation reports. The results showed that the use of digital storytelling improved students' overall speaking scores as well as their fluency and accuracy in using English. Other than that, the study found that digital storytelling can increase students' motivation and engagement in the learning process as well as their creativity and autonomy in language learning. Another research conducted by Al-Ghawas (2017) explored the effectiveness of digital storytelling on the speaking skills of EFL students in Saudi Arabia. The study used an experimental design where students in the experimental group created digital stories while those in the control group were taught using traditional methods. The results showed that students in the experimental group had significantly higher scores in speaking tests including their fluency, pronunciation, accuracy, confidence and motivation in using English. The study also found that digital storytelling is an effective tool to promote learner creativity. This study supports the findings of previous research which also found that digital storytelling is an effective tool for enhancing EFL students' speaking skills.

Previous research has shown the effectiveness of digital storytelling in enhancing EFL students' speaking skills, though there is lack of comparative research on the effectiveness of different digital tools in enhancing EFL students' speaking skills. As a result, this study aims to compare the effectiveness of using digital storytelling software to create and share stories, with the use of instructional videos taken from platforms like TikTok to enhance students' speaking skills. This comparison could provide insight into the effectiveness of different digital tools and how they can be used to support language learning.

This study explores the knowledge practice through the Task-Based Language Teaching focuses primarily on the use of authentic tasks to facilitate language learning using digital storytelling (John Willis, David Willis, 1970)

1.2 Research Question

Based on the background of this research, the purpose of the research is intended to answer this question:

1. In what ways does digital storytelling support students in an EFL Speaking classroom?

1.3 Purpose of the Research

Considering the research question provided above, the purpose of this research is to examine how digital storytelling enhances student engagement and learning performance.

1.4 Scope of the Study

This study concerns the analysis of the seventh-grade students in one of the public junior high schools in Bandung in terms of learning speaking descriptive text through digital storytelling.

1.5 Significance of the study

The result of this study is expected to provide several ways regarding the implementation of the use of digital storytelling in the EFL speaking classroom, especially in practical and theoretical significance.

Practically, it is hoped that this study will provide general guidance for English teachers in developing teaching and learning practices to improve students' speaking skills in this postmodern area through an up to date and fun way by using digital storytelling

Theoretically, it is hoped to explore the use of digital stories as a teaching medium in teaching speaking.

1.6 Clarification of terms

In order to clarify the key terms used in this study, some definitions are put forward:

a. Digital storytelling

Digital storytelling is the combination of multimedia films featuring images, video, animation, sound, music, text, and usually a narrative voice (Roland, 2006). Digital storytelling is the combination of multimedia films featuring images, video, animation, sound, music, text, and usually a narrative voice. Frazel (2010, Cited in Yamac and Ulusoy).

b. Speaking

According to Efrizal (2012), speaking is one of the most significant skills in human daily life, and it entails using words in a normal voice, offering words, knowing and being able to use a language, expressing oneself in words, and giving speech. It means, speaking using words and producing a voice can express themselves such as ideas, feelings and actions toward stories and students can retell the story.

c. EFL

According to Harmer (2007) who defined EFL as the teaching of English where the students are studying English in their own country.

