CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Listening is one of the four basic language skills in English. Writing, reading, and speaking appear to be the other skills. These basic skills are divided into two categories in language instruction: receptive and productive skills. Receptive skills are those that allow you to extract meaning from spoken or written language. Listening and reading are two of these skills. Productive skills refer to the students' ability to produce language in written or spoken form. Speaking and writing are referred to as productive skills.

According to Brown (2001), because students listen more than they speak in the classroom, listening is an important aspect of language learning and teaching. According to Miller (2003), we recently spent more than 40% of our primary communication listening, 35% speaking, 16% on average reading, and only 9% writing. It means listening is an important part of daily life.

There are a few types of listening. (Brown, 2004). The first type is Intensive listening, and which is used to perceive the components (phonetics, words, intonation, punctuation, etc.) of a more significant stretch of language. The second type is responsive listening. It is a relatively long language (a greeting, question, command, comprehension, check, etc.) to produce a similarly simplistic response. The third is selective listening. This type of processing "scans" for specific information by extending discourse, including simple monologues or short stories, for several minutes. And the last is extensive listening. It is developing a top-down and global understanding of spoken language. Comprehensive performance ranges from listening length to a conversation

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and deriving a comprehension message or purpose. Based on the types and functions of listening, the method used as the focus of the research is the selective listening method. In this section, students will listen to several short monologues and stories to learn specific information to improve listening skills.

A teacher is key to a curriculum's success (Richard, 2001). Additionally, it is a critical component of the teaching learning process, as the teacher is the component of the activity. As a result, a teacher's method must be excellent in order to convince students that English is enjoyable and simple to learn. To be an effective teacher, teacher need to have a good strategy for competing in the teaching-learning activities.

Following a brief observation at SMA Primbana Medan, particularly among the tenth-grade students, the researcher observed that the school follows the 2013 curriculum. The syllabus includes narrative text as a listening subject for students. Additionally, the researcher discovered several issues, including teachers' inability to create instructional media and students' difficulty recognizing new or unfamiliar vocabulary. This is demonstrated by the researcher's primary observation in SMA Primbana Medan. At SMA Primbana Medan, the teacher is already incorporating digital storytelling into the classroom, particularly in the narrative text. However, because the teacher provides only the materials for the daily learning activity, the teacher is the one who leads the learning activities. Additionally, because the teacher's media is less appealing, students' excitement for learning is also diminished. As a result, their listening ability remains limited and requires improvement. As a result, the researcher believed there should be another, more effective method of improving students' listening ability.

Based on the preliminary data above, the teacher's media does not improve the students' listening skills. Another problem that the researcher finds the student's willingness to listen to narrative text is low. The teacher needs to create interactive media to attract student's attention to their desire to share their ideas creatively and critically in listening to narrative text.

In the school-based curriculum 2013, tenth-grade senior high school students should learn several text types. These genres are descriptive, recount, and narrative text (Indonesia Education Department, 2013). This research will be focused on narrative text only.

Listening is a basic language skill that involves obtaining information from others via spoken language. Listening is a position that requires receptive skills. Foreign students typically find it more difficult to listen to native speakers. It causes misunderstandings in speech by misidentifying words, which is the same cause of misunderstandings when native speakers speak English. Students should develop their verbal communication and interaction skills first, and then progress to the next skill to further develop their English ability.

Heubener (1969) said that listening comes first when learning a foreign language. Which is why listening has been elevated to the top of the priority list for language learning. In other words, everyone who understands the meaning and starts to speak must first hear the sounds, terms, and voice patterns, just like a child learn the mother tongue. It is challenging to achieve listening skills because students are often discouraged and lose interest when learning English. Some obstacles make students not interested in listening to English. They can not distinguish words with similar pronunciations, lack vocabulary, recognize sentences grammatically, and detect keywords to identify topics and ideas. This problem arises because the teacher lacks practice or uninteresting skills in presenting materials in class. In teaching activities, teachers tend to choose learning methods that suit the classroom situation.

Digital Storytelling can help the students to understand the language quickly and can be used to motivate students. Digital storytelling can also make students aware of the difference between native English and non-native English, and it is fun media because the students watch cartoons or animated. The duration of this digital storytelling is not too long. It is about 5 to 10 minutes. It will help the teacher manage the time when they teach in the class because it does not need to spend a long time watching the video. Digital Storytelling is expected to use as an effective media, especially for language teachers, because Digital Storytelling has an authentic and varied language in it. It provides the students with natural conversation and exposes the expression in English. It can help the students to raise their imaginative skills in narrative text, and this media will bring a fun atmosphere to the class.

The function of digital storytelling is conducive to teaching English to students:

1. It will motivate them to learn English.

2. It will increase students' understanding of native culture.

3. It can be used as a teaching medium because it has content and poetic metaphors.

4. It can cultivate the artistic taste of teachers and students.

In listening teaching, teachers should creatively build students' attention to learning foreign languages. When the teacher gets the students' attention, the teaching process will proceed smoothly, or the students have contributed to the teaching process.

According to Adawiyah (2017), the teacher can easily use a variety of techniques to help students understand the lesson when teaching listening. Such as media, in using media like an alternate solution mode of instruction and learning can be beneficial. Initially, teachers used books or visual aids to engage students in the learning process by telling stories. Storytelling is accomplished through the delivery of an educational narrative, such as the story of a danau toba. Digital storytelling is one of the media that can be used to support the teaching and learning process when it comes to listening. Ramirez et al. (2013) stated in Sandaran and Kia (2013) that because digital stories incorporate new technologies, they are suitable for listening comprehension.

Listening is an important skill in this case because it is required for responding to spoken language. The researcher will investigate the development of storytelling as a media in order to improve the listening skills of tenth grade students at SMA Primbana Medan. The researcher will select storytelling because it is a component of a lesson and an interesting media that enhances the actual study. According to Rost (2002), selective listening has become a component of classroom listening activities. It happens when listeners try to summarize the main idea, the keynote, and the most basic type of listening practice. So, the researcher will do a study on "Developing Digital Storytelling as a Media of Listening Skill for Tenth Grade Students in Senior High School."

Currently, storytelling is transforming into multimedia digital storytelling, which no longer relies on oral stories but combines music, animation, interaction, and narration simultaneously. to bring a different atmosphere to the students. It is easy to make digital multimedia stories because we can use many applications, including Adobe Premiere, Videoscribe, Powtoon, Adobe Flash, etc. In comparison, Digital storytelling is the design creation of storytelling that employs a computer as a tool to tell stories and has taken many forms, including visual and audio recording (Sadik, 2008).

Pardede (2011) mentioned four advantages of using digital storytelling as language teachers. To begin with, short stories are useful because they are short enough to be fulfilled in one or two lessons' time. Second, short stories are not difficult to understand, and students can manage them on their own. Third, there are lots of options for short stories that will appeal to a wide range of interests and tastes. Finally, short stories are appropriate for students of all levels (beginner to advanced), ages (from young learners to adults), and courses (morning, afternoon, or evening courses). According to research, most interviewees believe short stories are interesting and can be used as self-entertainment materials or as part of language skills courses. The majority of them will also agree that including short stories in language skills classes will help students master language skills.

Why is it necessary to switch from audio to digital storytelling? As we all know, the purpose of digital storytelling listening instruction is to help students gain a lot of useful information and analyze the content of the story, such as the moral worth, plot, background, and characters. Update the use of technology and its changes have positively impacted us, including the teaching and learning process in school practice. The use of technology in the classroom can encourage, motivate, and encourage students to learn English. Digital storytelling is one example of how technology can be used in education.

In the 21st century, educators believe that the use of technology can be an influential factor in the education of the new generation. They were making educational goals easier to achieve. Teachers are studying technology, and when implemented in the classroom, it positively impacts students' learning. Many teachers integrate multimedia tools to teach students different skills, including synthesis, analysis, evaluation, and presentation.

When students use technology, they learn to convert data into information and transform information into knowledge. Moreover, the use of multimedia tools allows students to participate in classroom interaction. Therefore, in most schools today, integrating technology into education has become more and more widespread. Digital storytelling is one of the multimedia tools that can support teaching and student motivation. This study explores how digital storytelling can be an effective tool for teachers and students to keep learning and skills.

Adobe Premiere is now the most popular digital video editing program on the trade. Adobe Premiere Pro is a video editing program that allows people to make videos more engaging. Because of its capabilities and capacity to process and edit dependable films, this application is quite popular and widely used by multimedia experts. There are various stages to the video editing process that one must complete, including capturing, editing, adding effects, transitions, and rendering. Each step has its settings.

The solution to this problem is to make a video developing digital media that is exciting and innovative in supporting students' listening skills. According to Walter (2004), giving visual or realia in the classroom helps contextualize teachings. Context improves student understanding and engagement, which helps students develop their ideas, build their vocabulary, and improve their listening skills. According to Harcleroad (1983), the functions of media are to save time, stimulate interest, encourage participation, provide a review, help students learn to communicate ideas visually, give a media for individual or group reports, And make a classroom dynamic, relevant, and attractive.

The increase of the media must attract and encourage their desire to communicate in English by incorporating digital media into narrative texts, which should increase students' motivation and interest in learning any topic in English studies. Finally, it will help senior high school students improve their listening skills.

1.2   The Problem of the Study

Based on the background of the study above, the problem of the study is formulated as follows:

How to develop digital storytelling of listening narrative text for tenth-grade students in Senior High School?

1.3   The Objective of the Study

The objective of this study is:

To develop of digital storytelling of listening narrative text for tenth-grade students' in Senior High School.

1.4   The Scope of the Study

This study focuses on the development of digital media in storytelling for narrative text, with folktale type as the subject of this research. In this case, the researcher employs Adobe Premiere to create video-based learning media for the purpose of teaching English. This material is for the Tenth Grade student in Senior High School. As a result, the researcher will create media based on the needs of the students.

1.5   The Significances of the Study

There are several contributions of this study for the writer, students, teachers, and other researchers. This study is expected to enhance the writer's knowledge and outlook on developing and designing teaching media for English classes, mainly the tenth-grade student of SMA Primbana Medan. The second is for the students. This study is expected to enhance the student's motivation in the listening activity, especially by using digital storytelling to improve their listening skills. The third is for the teacher. This study will describe the suitability of applying digital storytelling as media to teach English listening and can be a consideration in selecting, developing, and applying digital storytelling in teaching listening English for senior high school. And the last is for researchers, and it is hoped that further researchers may use this study as their reference to fulfill their study regarding using media to teach listening in English.