CHAPTER I

INTRODUCTION

1.1 Background of the Study

The term "technology" has become an important theme in many fields, including education, in the twenty-first century. The advancement of educational technology has made teaching and learning more enjoyable and engaging. The innovative application of methods, tools, materials, devices, systems, and strategies that are directly related to English language teaching and lead to the achievement of expected goals is widely understood to be the use of technology in English language teaching. According to Heafner (2004), the goal of using technology in the social sciences is to engage students by providing them with value-added resources.

Furthermore, Leong and Ahmadi (2017) discovered that one of the key elements of learning is the methods that teachers use in their classrooms to facilitate language learning. In many teaching and learning settings, technology is now widely recognized as an important educational tool and resource, but this is especially true in the English classroom. Teaching practices are frequently compared because technology provides numerous opportunities to improve content and delivery. English in its purest form. Concerning language classes.

New forms of media and communication have emerged as a result of digital technology (Rae Earnshow, 2018). Educational media is also being targeted by digital technology. Furthermore, digital media is keeping up with the rise of social media, Web 2.0, and big data. Digital media are the types of media that are commonly used in teaching and learning. Teachers and students can access it both inside and outside

the classroom, facilitating the teaching and learning process. This study focuses on the evolution of digital storytelling as a medium for teaching and learning.

A teacher is a key to a curriculum's success (Richard, 2001). In addition, as a teacher is also part of this activity, it plays an essential role in the learning process. As a results, 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 field of teaching and educational activities.

KEMENDIKBUD's 2013 syllabus established the most recent curriculum for all Indonesian schools. The 2013 curriculum is important in the teaching and learning process, which is typically academic. The steps of an academic approach, such as observation, questioning, data collection, analysis, communication, and the creation of media to be presented to students, should be well organized. Students are expected to perform a narrative or analytical monologue, but they must also read the genre of the text, which they are unable to do. Researchers conclude that the media used by teachers should be developed into interactive media that meets the listening skills needs of students when teaching stories, a process known as "Digital Storytelling."

Juvrianto, Atmowardoyo, and Weda (2018) have also conducted prior research on the use of Digital Media. They discovered that Digital Storytelling can be used to teach listening comprehension more effectively. It can make students more interested that line can increase their listening skills.

According to Hartsell (2017), Digital storytelling has many significance in teaching and learning processes. Listening is an important aspect of language learning and teaching, according to Brown (2001), because students listen more than they speak in class. Miller (2003) claims that we spend more than 40% of our primary

communication time listening, 35% speaking, 16% reading, and only 9% writing these days. That is, listening is an essential part of our daily lives.

In addition, In recent years, educators have had greater access to digital cameras, computers, scanners, and simple software to help them take advantage of the digital world. The impact of new technologies on education has been mostly positive, as new technologies allow educators to improve their knowledge and skills, resulting in higher educational standards. Teachers are expected to use multimedia to improve student learning, particularly listening learning, given the importance of multimedia learning.

One of the numerous instances of media used in listening instruction is video. The video is one of the formats to make media interesting, as the preceding remark that it is created in an intriguing form indicated. Bright colors and pictures, appealing music, and subtitles in a movie will pique students' interest in learning about a subject. According to Daryanto (2013), the moving sights and audio in a video offers a fresh approach to learning.

Based on the observation, teachers still tend to use the old lecture method convey the subject matter. They often learn with the books only. They rarely use any learning media. As a result, most of the students feel bored, lack motivation, and lest interested in the learning process. The researcher found that students struggled learn used videos due to unclear content, unclear pronunciation, and challenging topics. Additionally, they were uninterested due to unattractive video design.

In this regard, the 9th graders of MTsN 2 Medan, where the researcher conducted the study, experience the same difficulties and challenges in enhancing students' needs. The learners' most common problems in teaching learning, according to the

teacher's responses in the researcher's interview, a textbook served as the only source and tool used in the learning process for students in the 9th grade. Particularly among the 9th grade students, the researcher observed that the learning media use is audio 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 based on audio in teaching media that was in teaching learning process. This is demonstrated by the researcher's primary observation in MTsN 2 Medan. At MTsN 2 Medan, the teacher is already incorporating digital storytelling into the classroom, particularly in the narrative text. However, the researcher found the difficulties of the students. The students feel bored also and didn't interested for the audio because it was just can make listened and imagination about the story also the vocabulary lack make student didn't understand about the listening skill use audio in their class. The other thing teaching listening in teaching media use audio didn't have picture and subtitle of the story. Therefore, it makes students didn't know about the generic structure and language features of the story in teaching listening use audio in narrative text, so in this research, the researcher take digital storytelling in teaching listening narrative text use audio-visual based on the students' need. So, the the digital storytelling have picture in video form can motivate students and make the students more interesting in teaching media listening skill in narrative text. As a result, the researcher believed there should be another, more effective method to improving students' listening ability.

Additionally, a review of students' narrative text in teaching listening results revealed that roughly 73% of students in IX 5 failed the KKM. Out of 23 students, 10

received grades below the KKM (75). While the remainder received scores of 75 or above, they did not surpass 90. It is clear that even after learning how to write narrative text, pupils still lacked a solid understanding of how to do so.

According to the preliminary data presented above, the use of teachers' media use audio in teaching listening skills does not improve the use of students' own media. young people, according to researchers, are also hesitant to listen to and interact with story in audio. Teachers must create interactive media to draw students' attention to their desire for creative expression and critical thinking while they listen to the narrative text. Thus, the researcher used digital storytelling in teaching listening narrative text use Audio-Visual which means, when the researcher conducted this activity the researcher need to described some element of the story in teaching learning process.

As defined by Anderson (2003), narrative is a text that entertains the audience with a character, place, and action scene. In teaching a good narrative, it should require engaging information, especially for students who may be uninterested. Then, to motivate and interest the students, teachers must re-evaluate solutions and understand their perceptions to ensure the effective and targeted learning that was used digital storytelling.

Researchers can conclude from the above findings that: media of digital storytelling is really needed in the classroom, in this case by using video. Because it will create the students' creativity, willingness, and spirit in listening. Digital storytelling as media of video can be created by using technology that is available in this era. The teacher will be able to make a video based on the student's needs, and a lesson plan which refers to the topic that will be discussed. Canva is one technology

that can be used to create educational video media. Canva, according to Christiana and Anwar (2021), is a website graphic design tool and drag-and-drop visual technology media format that offers access to over 1 million photos, graphics, and fonts. Canva is an application that let the user create multiple forms of media, which can be saved for the user's purpose.

According to the aforementioned information, this study is designed to develop digital storytelling as media for teaching listening narrative content. The form of media is a video (audiovisual) which will create the development of students in teaching learning. The structure, features, and other aspects of narrative text will be developed in form of interesting, colorful, and attractive video. Thus, this research is formulated as **"Digital Storytelling Development in Teaching Listening Narrative Text For Grade Ninth At MTsN 2 Medan".**

1.2 The Problem of the Study

Based on the study's background, the study's problem is stated as "How is digital storytelling developed as a teaching media in narrative text for grade ninth at MTsN 2 Medan?"

1.3 The Objective of the Study

In line with the study's problem, the study's objective is "to develop digital storytelling as a teaching media in narrative text for grade ninth at MTsN 2 Medan."

1.4 The Scope of the Study

The study's scope is to develop digital storytelling as interactive media based on the needs of the students. This media is intended for use in 9th grade junior high

school. The media focuses on teaching listening skills, particularly with narrative text. The study's scope is limited to digital storytelling development in teaching listening narrative text to grade 9th students at MTsN 2 Medan.

1.5 Significances of the Study

The significance of this research can be theoretically and practically assessed

1. **Theoretically**

Theoretically, the findings of this study are expected to provide new information, new explanations, and beneficial and referential contributions to the development of ideas. for curriculum development in the field of education especially related to teaching media that continue to develop following the demands and the changes of the era in English teaching and learning. Moreover, The findings of this study could be used as a resource for researchers interested in studying strategies in the field of education and listening.

2. **Practically**

a. **The English Teachers**

Practically, the result of this research is expected to be meaningful and useful for the teachers to enhance existing tactics for increasing student enthusiasm and listening skills. On a practical level, English teachers should be imaginative in developing technologically based teaching media and incorporating digital technology into the classroom so that students are more encouraged to improve their listening skills By providing comfort during the teaching and learning process. This research can also be