

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Contemporary technology is increasingly used in the educational context. Teachers and students must be familiar with the use of technology in language teaching and learning. It has been an important part of the teaching and learning environment (Ahmadi, 2018, p. 116). Teachers commonly use technology to facilitate students' learning (Ahmadi, 2018, p. 116), yet to create an interesting atmosphere in the process of teaching and learning in and out of the classroom, therefore the students will improve their engagement and motivation in a learning process. In addition, Genç (2015, p. 312) said that technology provides lots of authentic materials which makes the students interested and motivated in learning a language. Those unlimited resources on technology can help the students in supporting their learning and increasing their motivation due to the use of technology as a new way in the learning process. However, lots of resources and information on the technology affect challenges for the teachers and students (Johnson et al., 2016). Students who do not have the capability in using technology will find several difficulties during the learning process (Johnson et al., 2016), these situations may lead to the late improvement in their learning. Besides, the integration of technology into the curriculum may raise challenges for the teacher (Ramorola, 2013, p. 655; Johnson et al., 2016). It can raise confusion for the teachers in deciding an appropriate technology that can assist the students in learning the language. Harmer (2007, p. 312) emphasized that teachers should encourage students to find an appropriate activity by using technology to become successful in learning a language. Hence, teachers play a vital role in selecting the modern technology which is suitable for the teaching and learning process in order to achieve educational purposes.

The innovative technology used in language teaching and learning is digital storytelling. Since traditional storytelling was believed as the prevailing

and a substantial tool of education, the existence of technology influences it into the digital form. Robin (2006) said that digital storytelling is one of the exciting new educational tools that can be used in the classroom. He defined digital storytelling as a combination of traditional storytelling and multimedia technologies, including text, images, audio, and video (Robin, 2006). In the implementation of digital storytelling, the students will tell the stories in the visual form by combining multimedia elements. Robin (2008, p. 224) said that lots of multimedia used in a digital story can increase students' interest in exploring new ideas which will make the students develop their creativity and critical thinking. Signes (2010) argued that digital storytelling is a traditional and innovative way of telling stories in which it is a good way to involve the students in a learning process. Hence, digital storytelling is an appropriate media to teach language skills that relate to modern technology (Robin, 2008), and it also has a significant role to become an educational model for the contemporaneous era (Moradi & Chen, 2019, p. 2). Therefore, digital storytelling is often used by the teacher in the classroom, especially in teaching language.

The combination of the story and technology used in digital storytelling offers numerous advantages for students, for instance, improving students' language skills including speaking, listening, writing, and reading also the technological skills (Robin, 2008, p. 222; Hariadi., 2016); improving students' creativity in creating a unique and creative design of story (Robin, 2006); improving critical thinking skills, digital literacy skills, and motivation in learning a language (Robin, 2006; Sadik, 2008; Blas & Paolini, 2013); facilitating in content understanding and knowledge gains (Yang & Wu, 2012, p. 340); and developing students' identity and culture (Davis, 2005; Burgess, 2007, p. 208). Furthermore, Ohler (2008) stated that digital storytelling can help students to develop their creativity to solve problems innovatively. It is because the process to make digital storytelling needs preparation from deciding an idea, selecting the multimedia tools, and creating a digital story in the form of video. All of these affect the result of the story which is unique and

creative, hence it will make the students increase their engagement in learning a language. It is clear that digital storytelling has potential benefits for the students. Hence, it can be used by the teacher as a suitable and effective media in the process of teaching and learning language (Clarke & Adam, 2012, p. 164). Consequently, it helps teacher to deliver the content and helps students in mastering language skills.

In fact, digital storytelling is frequently used by teachers in the classroom in Indonesia (Hamdy, 2017; Syafryadin et al., 2019; Sudarmaji et al., 2020). The teachers use digital storytelling in order to choose the appropriate way for gaining the best outcomes for the students. Consequently, there is a specific course of digital storytelling in higher education in Indonesia. The course is aimed at preparing the students as a future language teacher to choose digital storytelling in their teaching method and practice the students who take into the course to create digital storytelling as part of learning a language. Further, as a result of having the capability in creating digital stories, the students will improve their language skills, including reading, writing, listening, and speaking, since those skills are used in the process of creating digital storytelling. However, the students who take the digital storytelling course in their education still found many challenges due to the integration between educational content and technology (Moradi & Chen, 2019, p. 2). Digital storytelling demands the teachers and students to associate the content materials and the multimedia components while it should be appropriate with the content of the curriculum.

Nevertheless, there is little known about the students' challenges during the digital storytelling class since the previous study only focused on the teachers' challenges in implementing digital storytelling in their classroom (Dogan & Robin, 2014; Banzato, 2016; Moradi & Chen, 2019) and the pre-service teachers' experiences in implementing digital storytelling in the classroom (Norkutè et al., 2020; Yiğit, 2020). Those previous studies revealed that teachers and pre-service teachers who use digital storytelling in the classroom still found many challenges including time issues, technological

issues, and curriculum integration. However, there were no explanations about the solutions in coping with those challenges. Additionally, the students who enrolled in digital storytelling class in higher education were coming from different backgrounds which do not know whether the students are capable of integrating the content materials and the technological use or not. Therefore, in this present study, the researcher wants to disclose the students' challenges in creating digital storytelling during digital storytelling class and the way to cope with those challenges. Consequently, the students who would enroll in digital storytelling class will have the best preparation and the teacher who teaches the course would be expected to prevent and assist the students in coping with the challenges.

## **1.2 Formulation of the Problems**

Based on the background above, the research questions addressed in this present study are:

- 1.2.1 What are the challenges faced by students in creating digital story during digital storytelling class?
- 1.2.2 How do the students cope with the challenges in creating digital story during digital storytelling class?

## **1.3 Operational Definitions**

To avoid misunderstanding about the terms used in this study, the researcher presents some definitions related to this study, as follows:

- 1.3.1 Students' Challenges** : Something new and difficult which requires good effort. In this study, challenges mean the difficulties which are faced by students when joining digital storytelling class, especially in the process of creating digital story.

- 1.3.2 Digital Storytelling** : A digitalization of telling a story involving the use of multimedia elements, such as video, recorded audio, music, graphic, images, etc. It can be used as teaching media by the teacher in the classroom.
- 1.3.3 Digital Storytelling Class** : An elective course in the 5<sup>th</sup> semester of English Education Department, Faculty of Educational Sciences and Teachers' Training in one of Higher Education in Tasikmalaya, Indonesia. It is designed for 16 meetings to prepare students to have capability in creating digital story which can be used as teaching and learning media and provide them with knowledge about the concept of digital storytelling.

#### **1.4 Aim of the Study**

This research aimed to disclose the students' challenges in creating digital story during digital storytelling class and the way of the students in coping with those challenges.

#### **1.5 Significances of the Study**

##### **1.5.1 Theoretical Use**

This study contributes to the theories of the educational uses of digital storytelling and to provide insight into the challenges that students usually faced in digital storytelling class and the students' way in coping with the challenges.

### **1.5.2 Practical Use**

This study contributes to the teachers and students to know the students' challenges in digital storytelling class especially in the process of creating digital story and the way to cope with those challenges. Therefore, the students will make a preparation before joining digital storytelling class, including preparing the knowledge and skills that support joining the class, and the teachers will be expected to help them in anticipating those challenges.

### **1.5.3 Empirical Use**

This study contributes to the researcher to provide empirical understanding regarding the students' challenges in creating digital storytelling and the students' way in coping with the challenges during digital storytelling class.