

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Media technology is increasingly used in the educational area. Students and teachers must be familiar to apply technology in teaching and learning a language. To build an interesting environment in the learning activity, teachers commonly use technology to facilitate students' learning and it has been an important part in teaching and learning environment (Ahmadi, 2018). The media technology used in language teaching and learning is digital storytelling. As stated by Robin (2006), digital storytelling is one of the exciting new educational tools that can be used in the classroom. When it comes to the implementation of digital storytelling, the students will tell the stories by combining multimedia elements in visual form.

In learning English as foreign language, especially in speaking, teachers often used digital storytelling in the classroom. Digital storytelling (DST) has become a modern incarnation of the traditional art of oral storytelling; it allows almost anyone to use off-the-shelf hardware and software to weave personal stories with the help of still/moving images, music, and sound, combined with the author's creativity and innovation (Smeda, Dakich, & Sharda, 2014). The process of digital storytelling also needs several preparations such as finding the ideas, selecting the multimedia tools, and creating the digital storytelling in the video form. The process affects the result of the students' language learning which becomes unique and creative. Ohler (2008) argued that digital storytelling helps students to develop their creativity to solve problems in innovative ways. As a result, DST exists as a medium to support students in their learning by encouraging creativity and innovation in storytelling.

By applying DST in the classroom students can learn to express their feelings and simple opinions by doing storytelling, also helping students to develop creating more ideas to speak. In Indonesia, digital storytelling is often

used in the classroom by teachers (Hamdy, 2017; Sudarmaji et al., 2020). There is a Survival English course that used to create digital storytelling as part of learning a language, especially in speaking. A DST which is shaped by advances in personal computing and recording technology can be one of the media which is suitable and may be effective in improving their speaking skills especially in retelling a story (Clarke & Adam, 2012). Digital storytelling as a tool for teachers and students to connect the curriculum content material and the multimedia component

In learning a foreign language, especially in speaking, students often use language learning strategies (LLS), and DST is used as an effective learning tool for students' language learning. LLS is what students do to learn and control their learning, LLS are important for FL learning and teaching because they develop learning autonomy and language competence and are tools for active, self-directed involvement (Alhaysony, 2017). The utilization of digital storytelling can maximize students' creative skills as they begin to explore and create their own stories as students learn to use books and the internet to find more interesting content while analyzing and synthesizing a wide range of content (Robin, 2008). Therefore, DST helps students to learn language effectively with strategies customized for the students' needs.

In the previous study, (Ginting et al., 2021; Syafryadin et al., 2019) used digital storytelling to improve high school students' speaking skills. There was no explanation about students' language learning strategies in learning language for speaking. Those previous studies revealed digital storytelling significant influences and effectively helped students in improving their speaking skills. Therefore, in this current study, the researcher focuses on students' strategies based on the framework of language learning strategies (henceforth LLS) adapted from Oxford (1990) on the use of DST in an EFL speaking classroom. Besides that, this research concerns on conducting the stimulated recall interview as a method of collecting data, that enabled to relive an original situation with vividness and accuracy (Bloom, 1953). Hopefully, this research contributes to

support and provides a deeper understanding of the usage of DST which helps students in learning English with the strategies employed.

## **1.2 Formulation of the Problem(s)**

Based on the background above, the research question addressed in this present study is: What are students' strategies in learning English speaking through digital storytelling based on the framework of LLS?

## **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:

**Language Learning Strategies** : Language learning strategies are the way for students to set and manage their learning. In other words, language learning strategies are how students think and do for their language learning. Specifically, students applied strategies based on their ability and needs in learning a language. Appropriate language learning strategies contribute to enhanced ability and personality (Oxford, 1990)..

**Digital Storytelling** : Digital storytelling is telling stories in a creative way by combining images, texts, sounds, and movies to share the maker's stories.

**EFL Speaking CLassrooms** : The phrase "EFL Spoken Classroom" refers to a speaking learning method that emphasizes pronunciation, intonation, and vocabulary.

## **1.4 Aim of the Study**

The present study aims to find out the EFL students' language learning strategies on the use of digital storytelling in EFL speaking classrooms.

## **1.5 Significances of the Study**

### **1.5.1 Empirical Uses**

This study will provide empirical evidence of students' language learning strategies towards digital storytelling in speaking class.

### **1.5.2 Practical Uses**

This research will provide evidence that digital storytelling is an effective medium of teaching in speaking classes.