

CHAPTER I

INTRODUCTION

This chapter explains things about why this research should be done. These things include the background of the research, research problem, research objectives, scope and limitations of the research, significance, and definition of key terms.

A. Background of The Research

Education is one of the most important things in life. In the current era of rapidly developing globalization, education is not only seen as an effort to transfer knowledge, but is also important in forming character, skills and interaction abilities between individuals. With the development of technology, many schools also use digital media as a tool in the learning process. One of the innovations in the learning process is the use of digital storytelling media which is expected to increase the effectiveness of learning in schools. This is done because there are several subjects that require learning methods that must be effective and not monotonous, such as the process of learning a foreign language or English, which students have only just known and even heard about. English is a foreign language that can also be said to be an important language for us to learn. English has also become an international language that we may use and need. In this case language is an important communication tool for humans such as being used in the education process, buying and selling and other interactions. Given the importance of English to learn, the government in this case has also determined English to be a subject that must be studied at school. Similar to the mother tongue or Indonesian language, learning

English also teaches four aspects including listening, speaking, reading and writing skills. But in this case it is also not easy for teachers to teach a second language to students who are clearly a new language.

Language teaching as any deliberate effort or process undertaken by teachers to help students learn and master a language, either a first or a second language. According to Brown (2007), English language teaching involves various methods and techniques to develop students' language skills, including speaking, listening, reading and writing. Brown (2007), however many students in Indonesia, particularly in junior secondary schools, struggle to understand this second language material due to various factors such as limited exposure to English outside the classroom and inadequate teaching methods. In addition, the education system in Indonesia has been criticized for its emphasis on memorization and passive learning which can hinder students' ability to develop critical thinking and skills.

In foreign language learning, vocabulary is the most important part, Schmitt (2000) also emphasizes that the importance of second language vocabulary knowledge for communicative competence and the acquisition of good and correct second language vocabulary. As for according to Astuti Wahyunurhayati (2008), vocabulary is a core component of language skills such as speaking, listening, reading and writing. Especially for the junior high school, so in delivering the material must be fun, interesting and easy to understand. At UPT SMPN 1 Sanankulon, for example in learning English or introducing English vocabulary using digital storytelling. According to, Robbin (2001) digital storytelling is learning using digital media by listening, reading and also seeing directly. With the

learning model of utilizing digital tools like this, it is expected that it can be easy for students to understand and even memorize the existing English vocabulary easily.

Previous research conducted by Harjono et al. (2021) showed that digital storytelling makes a positive contribution to the learning process. In the study, digital storytelling was seen as an effective media and learning tool to improve students' understanding, active engagement in class, learning motivation, digital literacy, and technology skills. The results of this study confirm that the use of technology that is close to students' daily lives can create a more pleasant and less boring learning atmosphere, making it easier to create more interactive and meaningful learning.

In contrast to the research conducted by Harjono et al. which in their research highlighted the general benefits of digital storytelling in various aspects of the teaching-learning process, this study more specifically investigates the effectiveness of digital storytelling in improving the vocabulary mastery of seventh grade students at UPT SMPN 1 Sanankulon Blitar. This research is also different in terms of place, time, and the learning context used. If the previous study was more qualitative and descriptive, this study uses a quantitative approach as a data collection method to test how much influence digital storytelling media has on students' vocabulary mastery. Thus, this study deepens the study of digital storytelling with a focus on students' linguistic aspects, especially in the context of teaching English vocabulary at the junior secondary education level.

In the context of English Teaching, using digital storytelling video as a media to improve comprehension and recall skills can help students develop the ability to learn and understand a second language easily and enjoyably. Therefore, in this research, researcher focused on the effectiveness of digital storytelling learning media in students' mastery or understanding of English vocabulary at UPT SMPN 1 Sanankulon. Researcher focus on vocabulary because vocabulary is an important initial component in the process of learning English. In this case the gap between previous research and this research is the object, the research approach, and the specifics of the data collection method.

Based on this explanation, the researcher conduct this research experimentally entitled "The Effectiveness of Digital Storytelling in Teaching Vocabulary Mastery at The Seventh Grade Students of UPT SMPN 1 Sanankulon".

B. Research Problem

According to Astuti Wahyunurhayati (2020), research problems are the first step in any research project that must be answered by a researcher. Based on the background described above, the research problem can be formulated as follows:

“Is there any significant difference in the level of the students' vocabulary mastery before and after the application of digital storytelling in the seventh grade of UPT SMPN 1 Sanankulon Blitar?”

C. Objective of the Research

According to the formulation of research problem above, the objective of the research is to investigate the effectiveness of digital storytelling video in

teaching vocabulary mastery at the seventh grade students of UPT SMPN 1 Sanankulon.

D. Research Hypothesis

There are two formulated hypothesis of this study as follows:

1. Null Hypothesis (H₀)

There is no significant difference in students' vocabulary mastery scores before and after using digital storytelling video in the seventh grade students of UPT SMPN 1 Sanankulon Blitar.

2. Alternative Hypothesis (H_a)

There is a significant difference in students' vocabulary mastery scores before and after using digital storytelling video in the seventh grade students of UPT SMPN 1 Sanankulon Blitar.

E. Significance of the Research

1. Teacher

The results of this study are expected to be used as a reference for English teachers to apply digital storytelling as a learning media to improve students' vocabulary knowledge and understanding easily.

2. Students

The results of this study are expected to encourage students to be more interested in knowing or adding a lot of new vocabulary knowledge.

3. Future Researcher

The researcher hopes that this research can provide benefits and can be used as a reference for further research.

F. Scope and Limitation of the Research

Based on the discussion in the background of this study, it is not to investigate all factors related to student achievement in class or school. This study aims to improve students' understanding or knowledge of vocabulary in second language lessons, namely English using digital media storytelling. The problems that will be discussed in this study are also limited, only to the use of digital story telling media in understanding or knowledge of English vocabulary in seventh grade UPT SMPN 1 Sanankulon.

G. Definitions of Key Terms

To avoid ignorance of the key terms used in this research, here are some definitions of key terms that need to be explained:

1. Effectiveness

Effectiveness is the capability of producing a desired or expected result and also tests the success of a strategy whether it is effective or not.

2. English Teaching

English language teaching refers to the process or efforts made by educators to facilitate the learning and acquisition of English or a second language among students. It includes a variety of methods, techniques and strategies aimed at developing students' language skills, including speaking, listening, reading and writing in English.

3. Vocabulary

Vocabulary refers to the inventory of words and phrases understood and used by a person in a particular language. It includes words from various

semantic domains, such as nouns, verbs, adjectives, adverbs, and idiomatic expressions, among others. Building a rich and diverse vocabulary is important for effective communication and language proficiency in various skill areas, including speaking, listening, reading and writing.

4. Digital Storytelling

Digital storytelling is introduced to students' as an educational approach that will be beneficial for students' to understand and memorize English vocabulary. This learning can attract students' with the help of digital storytelling videos. With the development of the times in the learning process also cannot be left behind. In the use of digital storytelling learning media according to the Digital Storytelling Association (2011) digital storytelling is a fairy tale in a modern form that utilizes digital media that can produce images, as well as story text. With this learning media can increase interactivity that can attract students' attention during the learning process (Hibbing & Rankin-Erikson, 2003) (Boster, Meyer, Roberto & Inge, 2002). Even in digital storytelling learning media can not only improve vocabulary understanding in English but also reading, writing, and listening skills.