

# CHAPTER I

## INTRODUCTION

This chapter presents a review of several arguments and several subchapters consisting of background of the study, research problem, scope and limitation, significants of the study and the definition of the key terms.

### A. Background of the Study

English language learning in indonesia has become a compulsory subject at the junior and senior high school level, considering the importance of English as an international language. In undergoing English language learning grammar becomes a one of the fundamental aspects of English language learning, grammar is the key to communication<sup>1</sup>. In other words, understanding grammar is crucial to learning a language and good grammar is necessary for effective communication and to facilitate trouble-free communication with others.

In learning grammar, basic knowledge must also learned such as tense learning. Tense is the one part of grammar that needs to learned<sup>2</sup>. The various tenses, the simple past tense plays a crucial role in daily communication. Statement that the simple past can used for most actions in the past<sup>3</sup>. From this statement it can concluded that the simple past tense is very often used for daily communication. This tense is essential for expressing actions or events that happened in the past, such as telling stories, recounting experiences, or reporting activities. However, in practice, students especially at the senior high school level often encounter difficulties in mastering this tense.

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<sup>1</sup> Hans, A., & Hans, E. (2017). "Role Of Grammar In Communication–Writing Skills". *International Journal of English Language, Literature and Humanities*, 5(1), 39-50.

<sup>2</sup> Najilah, I., Sudirman, A., & Munawaroh, T. (2024). "The Effectiveness of Speedy English Grammar Application on Students' Grammar Mastery in Simple Past Tense". *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 4(2), 137-149

<sup>3</sup> Kent Uchiyama. 2016. "English Verb Tenses: An informal but Extensive Reference the good folks who teach them, the idly curious, and the linguistically perplexed, Article". copyright kuchiyama@chabotcollege.edu

Based on initial preliminary observations in the second-grade at MAN 4 Denanyar Jombang, many students struggle to distinguish the simple past tense from other tenses such as the present perfect. They also frequently make errors in using regular and irregular verbs. These findings are in line with a study this argument, which reveals that students commonly face difficulties in differentiating verb forms, particularly between regular and irregular verbs in the simple past tense<sup>4</sup>. This indicates a real learning challenge that still persists in grammar instruction. On the other hand, previous research also said that students find it difficult to understand simple past material because of the teacher's less innovative learning methods. This statement was conveyed by the statement that, one of the reasons that causes difficulties in learning grammar, especially the simple past tense, is the way teachers teach<sup>5</sup>. Difficulty in learning simple past tense, is the way teachers teach, they mostly teach students by asking them to memorize rules and patterns.

Traditional teaching methods that rely heavily on memorization rule and patterns have not effectively helped students internalize the rules and functions of the simple past tense. Emphasize that grammar plays a central role in language teaching, as it forms the foundation for accurate communication<sup>6</sup>. Without a proper grasp of tenses like the simple past, students may find it hard to convey past events clearly and confidently. This forms a research gap that must addressed through innovative instructional learning methods that are more engaging, contextual, and learner centered.

In response to this gap, digital storytelling emerges as a promising and innovative approach. It combines narrative with digital media elements such as

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<sup>4</sup> Putri, R. J. (2018). "The Students Problem in Learning Simple Past Tense at SMPN 22 Padang". *Jurnal Ilmiah Mahasiswa: STKIP PGRI Sumatra Barat*. Retrieved from <http://jim.stkip-pgrisumbar.ac.id/jurnal/view/wgX9>.

<sup>5</sup> Najilah, I., Sudirman, A., & Munawaroh, T. (2024). "The Effectiveness of Speedy English Grammar Application on Students' Grammar Mastery in Simple Past Tense". *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 4(2), 137-149

<sup>6</sup> Najilah, I., Sudirman, A., & Munawaroh, T. (2024). "The Effectiveness of Speedy English Grammar Application on Students' Grammar Mastery in Simple Past Tense". *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 4(2), 137-149

images, video, music, and voice recordings to create multimedia stories. This learning method not only helps students practice grammar in meaningful contexts, but also fosters creativity, motivation, and active learning. That digital storytelling can significantly increase student engagement, as the use of multimedia elements can capture learners' attention more effectively than traditional<sup>7</sup>. This research believes that this engagement is crucial in helping to increase students' interest in learning the simple past in a more innovative and memorable way.

The researcher of this study states that, digital storytelling is an innovation that wants it to developed widely, and periodicall, through a proces supported by some literature that has been collected by researcher. To support the statement above, teachers have the opportunity to use this digital storytelling media not only as an assignment to students, but teachers can also use it as innovative media or teaching materials<sup>8</sup>.

However, with the technological affordances of today's world, digital storytelling is suggested as one possibility that places technology as a meaningful tool for teaching and learning<sup>9</sup>. Digital storytelling is the practice of combining traditional narrative with digital elements such as images, audio, video and animation to create an interactive and engaging story. The integration of technology in education has opened up innovative opportunities in the teaching and learning process. One method that has attracted attention is the use of digital storytelling. Digital storytelling is a practice where ordinary people use digital tools to tell their own stories in a multimedia format<sup>10</sup>. In an educational context, this concept extends to the use of digital tools by teachers and students to create and share

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<sup>7</sup> Robin, B. (2006, March). "The Educational Uses of Digital Storytelling". In *Society for Information Technology & Teacher Education International Conference* (pp. 709-716). Association for the Advancement of Computing in Education (AACE).

<sup>8</sup> Ratih, M., Sumiyadi, S., & Nugroho, R. A. (2024). "Media Digital Storytelling pada Pembelajaran Menulis Cerpen Siswa SMP di Bandung". *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 10(3), 3119-3126.

<sup>9</sup> Harriman, C. L. S., & Branch, R. M. (2012, November). "Aligning Digital Storytelling to The TPACK Framework: A Learning Experience For Pre-Service Teachers in A Learning-By-Designing Project". In *Workshop de Informática na Escola (WIE)* (pp. 20-29). SBC.

<sup>10</sup> Lambert, J. (2010). "Digital Storytelling Cookbook". Berkeley. *Center for Digital Story Telling, a non-profit arts and education organization.*(Issue January)."

narratives that support learning objectives. Other opinion emphasizes that digital storytelling has great potential to increase student engagement<sup>11</sup>.

Digital storytelling offers a more engaging, interactive, and relevant learning method for students in the digital age. Creating visual images with written text enhances as well as accelerates students' understanding, and digital storytelling is an excellent technological tool for collecting, creating, analyzing, and combining images with written text<sup>12</sup>. There is research that states that by applying the media digital storytelling not only bridges the gap between technology and education, but also motivates students to learn<sup>13</sup>. Digital Storytelling, by combining narrative and digital media, has the potential to boost student motivation. Whether digital storytelling is effective in teaching the simple past tense by leveraging this multimedia potential. Digital storytelling, in general, is a powerful pedagogical approach that can used to enhance learning out-comes for general, scientific and technical education<sup>14</sup>.

The use of digital stories as a teaching tool has several benefits. Some of them are increasing students' interest, especially in terms of remembering and how to write stories that contain personal experiences<sup>15</sup>. It is expected that through understanding stories, children can strengthen and develop their oral language skills, especially the ability to convey personal points of view and reflections. In short, the use of digital story media can improve students' grasp of grammar as well as their motivation to learn English. Furthermore, digital stories offer several advantages, including the ability to accommodate students' various learning styles,

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<sup>11</sup> Robin, B. R. (2008). "Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom". *Theory into practice*, 47(3), 220-228.

<sup>12</sup> Burmark, L. (2004). "Visual Presentations That Prompt, Flash & Transform Here are some great ways to have more visually interesting class sessions". *Media and methods*, 40, 4-5.

<sup>13</sup> Ratih, M., Sumiyadi, S., & Nugroho, R. A. (2024). "Media Digital Storytelling pada Pembelajaran Menulis Cerpen Siswa SMP di Bandung". *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 10(3), 3119-3126.

<sup>14</sup> Sharda, N. (2007). "Applying Movement Oriented Design to Create Educational Stories". *International Journal of Learning*, 13(12), 177-184.

<sup>15</sup> Anggadewi, B. E. T. (2017). "Digital Story Telling Sebagai Media Bagi Guru Untuk Mengembangkan Komunikasi Anak Berkebutuhan Khusus". *Prosiding Temu Ilmiah Nasional X Ikatan Psikologi Perkembangan Indonesia*, 1.

increase students' interest in learning, and increase students' attention and motivation in the classroom<sup>16</sup>.

As explained earlier, the digital storytelling method has great potential in improving students' learning motivation and comprehension. When applied to grammar learning, such as simple past tense, this method can help students visualize events that happened in the past, connect abstract concepts with real-life experiences, and improve their understanding of the use of these tenses in meaningful contexts. Digital storytelling offers great potential on teaching simple past tense learning. Digital Storytelling can a powerful educational tool for students at all ages and grade levels who are tasked with creating their own stories<sup>17</sup>. By giving students the opportunity to actively engage in the learning process, this learning method can help students achieve deeper understanding and increase their motivation to learn, especially simple past tense.

Despite its many advantages, research on the use of digital storytelling for teaching specific grammar topics such as the simple past tense remains limited, especially in the context of Islamic senior high schools in Indonesia. This study is also based on the gap in previous research where there has not been a single study related to digital storytelling that leads to an increase in student assessment in simple past tense learning. So the researcher is very motivated to implement it to improve student achievement in simple past tense learning. Therefore, this study seeks to fill that novelty gap by examining the entitled effectiveness of digital storytelling in teaching the simple past tense to second-grade students at MAN 4 Denanyar Jombang. By filling the existing research gap, this study is expected to contribute to the development of more innovative and effective English language teaching methods.

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<sup>16</sup> Heriyana, W. (2014). "Penerapan Metode Digital Storytelling Pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas VII Di SMP Negeri 1 Kedamean, Gresik." *Jurnal Mahasiswa Teknologi Pendidikan*, 5(2).

<sup>17</sup> Robin, B. R. (2016). "The Power of Digital Storytelling to Support Teaching and Learning". *Digital education review*, (30), 17-29.

## **B. Statement of Research Problem**

Based on discussion of the background of the study above, the research question of this study as the following:

Is there any significant difference between the students' achievement on simple past tense taught using the digital storytelling learning method and those taught using conventional learning methods of the second grade at MAN 4 Denanyar Jombang?

## **C. Objective of Study**

Based on the research questions provided, the primary objective of the study is to know the effectiveness of the digital storytelling method in teaching the simple past tense to second-grade language class students at MAN 4 Denanyar Jombang when compared to conventional method. More specifically, the research aims to ascertain if there is a statistically significant difference in the learning outcomes of students exposed to the digital storytelling method versus those who receives instruction through conventional means. In essence, this research seeks to answer whether the digital storytelling offers a more effective way of teaching the simple past tense compared to conventional method commonly employs in language classroom. By comparing the achievement levels of students exposes to both methods, the study contribute to the field of language education by providing empirical evidence on the efficacy of digital storytelling as a pedagogical tool.

#### **D. Significance of the Research**

By This research holds significance due to its exploration the use of digital storytelling in teaching the simple past tense. It is expected to contribute to the ongoing discussion surrounding effective language teaching methodologies, particularly in the context of integrating technology into the classroom. By examining the effectiveness of digital storytelling, this study aims to provide empirical evidence supporting its potential to enhance student learning outcomes.

##### 1) For Students

It is expected that students gain meaningful, and the learners more excited than conventional learning. The experiences through the digital story telling method in the introduction of simple past tense

##### 2) For Teachers

This research is expected to broaden teachers' understanding of the effective of digital story telling method in the initial stages of English language instruction.

##### 3) For The Next Researchers

This research is projected to facilitate the acquisition of valuable experience and novel insights, particularly within the context of implementing English grammar introduction through the digital story telling method.

##### 4) For Academics

It can one of the references and reading material for students of the Faculty of Tarbiyah and Teacher Training of UIN Sayyid Ali Rahmatullah Tulungagung.

### **E. Research Hypothesis**

Learning English in high school can be challenging for students. One particular area that often proves difficult is tenses, including the Simple Past Tense. This research explores the potential of the digital storytelling method as a more engaging and effective alternative for teaching Simple Past Tense to students in the second grade MAN 4 Denanyar Jombang.

- a) Null Hypothesis ( $H_0$ ): There is no significant difference between the students' achievement on simple past tense taught using the digital storytelling learning method and those taught using conventional learning methods of the second grade at MAN 4 Denanyar Jombang after using digital storytelling method.
- b) Alternative Hypothesis ( $H_1$ ): There is a significant difference between the students' achievement on simple past tense taught using the digital storytelling learning method and those taught using conventional learning methods of the second grade at MAN 4 Denanyar Jombang after using digital storytelling method.

### **F. Scope and Delimitation of the Research**

In this research, the topic to be discussed and presented is the simple past tense taught to 11th grade high school students at MAN 4 Denanyar Jombang academic year 2024/2025 second semester. In learning simple past tense here, focus on narrative text which is filled with short stories or mythical stories in Indonesia. Narrative texts are texts that relate to past events in their delivery, and they are also texts that are about past events. The researcher focuses on the storytelling learning method, and using one of the tenses, that is simple past tense to improve the effectiveness of it. In learning simple past tenses through digital storytelling learning method, it is easier to understand and comprehend by students, because the digital storytelling learning method is more interesting than previous learning method. Well, with this learning method, it produces a new experience for students, not only

about tenses, but also vocabulary, pronunciation, those better remembered by students through digital storytelling learning method process.

## **G. Operational Definition of Key Terms**

### **1. Digital Storytelling**

Digital storytelling is a modern form of storytelling activity that uses the help of digital media. In this study the form of digital storytelling learning is implemented in the form of short stories that have been previously prepared by the researcher. These short stories are then presented to students and these stories are used as learning materials, then presented to students with the help of a laptop and connected to a projector screen so that all students in the class can watch. so that in this way it can provide a learning experience that is supported visually and technologically.

### **2. Simple Past Tense**

The simple past tense is one of several tenses and it contains a formula or pattern used to express past activities, events, or tragedies. In this study, the context of this topic, the material discussed only focuses on the use of simple past tense in narrative texts. It means, this tense is used specifically to tell stories or stories that have happened in the past. The types of narrative texts used in this study include short stories and mythical stories originating from Indonesia. These stories naturally contain events that happened before, so they are suitable for learning and applying simple past tense.

### **3. Students of Second Grade**

Students who are taking upper secondary level learning and are in 2nd-grade. In Indonesia grade 2 upper secondary level is students who go to 3rd-grade, so the level for upper secondary students is divided into 3 classes. 1st-grade, 2nd-grade, and 3rd-grade, in this study the authors focus on 2nd-grade students who attend MAN 4 Denanyar Jombang and become subjects in a study entitled the effectiveness of digital storytelling on teaching simple past tense.