

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, problems identification, the scope of the study, the purpose of the study, and the significance of the study. An explanation of those topics will be presented below.

1.1 Background of the Study

In the 21st century, we all are demanded to have 21st century skills. Trilling and Fadel (2009) propose the three main knowledge domains of twenty-first-century skills: (1) innovative thinking; (2) information, media, and ICT (information, communication, and technology) skills (collectively referred to as “digital literacies”); and (3) life and career skills. Thus, in this century it is needed for the teacher to prepare students to become literate and independent learners (AASL and AECT, 1998). Preparing students to become literate as 21st century skills demand means students can access information effectively and efficiently, evaluate information critically and competently, use information accurately and creatively, pursue information related to personal interest, appreciate literature, and strive for excellence. These are the teachers' challenges to make the students literate as it is considered 21st century skills. The 21st century skills had been demanded by all the people including students as the ability to use the ICT now

considered essential contributors to improved employability opportunities as well as to be a success in the workplace (Jose, 2016). Moreover, Eryansyah, Erlina, Fiftinova, & Nurweni (2019) cite digital literacy is becoming a skill necessary for everyone in this 21st century. In line with this, the Ministry of Education and culture policy (*Permendikbud*) number 22/2016 related to the standard of the process for primary and secondary education cited incorporating ICT or digital tools is crucial, besides both educators and students need to be adapted to the changing technological development (Setiawan & Sari, 2019).

The importance of integrating ICT or digital tools in education as a part of teachers' strategies to enhance students' digital literacy skills led to several challenges for the teacher/educators, especially in Indonesia. Based on PISA 2018, Indonesia should work hard in enhancing students' literacy especially in junior high school. Mayuni et al, (2020) quotes that "*Penurunan skor yang sangat signifikan, terutama pada literasi membaca (371) sebesar 26 poin (dibanding tahun 2015) mengindikasikan bahwa sebagian besar (7 dari 10) siswa usia 15 tahun memiliki kemampuan literasi bahasa di bawah kompetensi minimal*". It means that the score of 2020 in reading literacy is lower than 2015 which indicates that language literacy skills of Indonesia's students in age 15 are under minimum competences. Based on AASL and AECT (1998), teachers should prepare the students to become literate and independent learners who can access information efficiently and effectively. Moreover, The Organization for Economic Cooperation and Development (OECD) conducted a project called Innovative Learning Environment which emerged when 21st century skills are on-

demand, OECD cited that information and communication technology (ICT) is an essential component in teaching and learning. Additionally, OECD has developed a framework for innovative learning environments that promote 21st-century competencies. It is stated that the most crucial learning principle is based on how to use learning research for future schools. Thus, the teacher must create an innovative teaching and learning process in the classroom to promote students' 21st century skills, especially digital literacy. Additionally, the most crucial features of an innovative learning environment are teachers or educators facilitating learners in encouraging their engagement in learning. Facilitating learners in encouraging their engagement in learning can be through incorporating ICT. Eryansyah et al., (2019) cited that students do not feel bored when the teacher uses digital storytelling which is a digital tool or ICT in learning. However, as stated by Eryansyah et al., (2019) the incorporation of ICT or digital technology in the classroom in several developing countries like Indonesia is still a new phenomenon. Hence, incorporating ICT in the classroom is quite challenging for Indonesian teachers including EFL (English as a Foreign Language) teachers because Kurniawati et al., (2018) cited EFL teachers currently are still in the stage of adopting digital media to their EFL classes. To overcome this, several media have appeared since the teachers need to facilitate an innovative learning environment such as implementing the digital tool in the classroom. These media solved the teachers' challenges in providing an innovative learning environment. Such as the emergence of several platforms in providing digital storytelling, teachers can access the pile of digital storytelling.

One of the skills that students must master in the 21st century is digital literacy. Through the implementation of ICT in the classroom, students can enhance their digital literacy. Several studies have examined the implementation of ICT in the classroom to enhance students' digital literacy; one of the ICT that can be implemented is digital storytelling. Digital storytelling hence in this research will be referred as DST is one of the digital tools that had been incorporated by the teacher in the teaching and learning process (Zuana, 2018) included in teaching narrative text. Several studies in the literature explored the use of DST in narrative text. Digital storytelling had several considerations to be implemented in narrative text. A study conducted by Balaman (2018) showed DST improves learners' narrative writing process. It assists the teacher to gain students' attention to involvement in the learning process (Zuana, 2018).

In Indonesia, the narrative text exists in ninth-grade learning material based on The Ministry of Education and culture policy (*Permendikbud*) number 65 related to the standard of the process for secondary education, narrative text is one of the subjects in IX grade learning materials in KI/KD (3.7/4.7). Through this material, the students are expected to know the social function and the structure of the text. To make a teaching and learning process effective, teachers need media that can attract students' such as digital storytelling. Because digital storytelling makes the students feel fun and they do not bore in the classroom (Jauharoh, 2017). Digital Storytelling has been practically published on the internet, but YouTube is the easiest platform in finding digital storytelling content, the number of digital storytelling contents on the internet as a material in

teaching and learning narrative text should be concerned by both teacher and students. The content of digital storytelling itself in YouTube is broad and both students and teachers should select the digital storytelling. Moreover, the content of the digital storytelling in YouTube is created not only by the credible authors but also by the students. Thus, this study aimed to analyze the digital storytelling in YouTube using content analysis method thus the teacher and the students can get the appropriate and credible learning and teaching material based on the criteria standard of digital storytelling in learning narrative text so the digital storytelling can be used as an effective tool for teacher and students in teaching and learning narrative text especially in ninth grade of junior high school.

1.2 Research Problem

The narrative text is one of the materials that ninth-grade students learn in the class. In this material, students are expected to identify the structure of the text, the language feature as well as the social function. These aims need students' comprehension of the text, and the teacher should facilitate creative media to have an effective learning process. However, Laina & Marlina, (2018) cited students have no interest in learning English because the media that the teachers used is not interesting. Concerning this, teachers need to use the media that can get students' attention and make the learning process more interesting and not boring. Also, teachers need to implement ICT in the classroom-based on the Ministry of Education and culture policy (*Permendikbud*) number 22/2016. Then, digital storytelling came out as a tool for the teacher to assist them in the teaching process.

Several studies have examined the incorporation of digital storytelling in learning narrative text. A study conducted by Balaman in 2018 showed DST improves learners' narrative writing process. It assists the teacher to gain students' attention to involvement in the learning process (Zuana, 2018). However, the author found only limited studies focus on analyzing the content of digital storytelling in learning narrative text whereas the content itself is important since the material itself is easier for students to learn and attracts their attention. Moreover, there are several components of narrative text as well as the criteria of digital storytelling that should be considered. The material of digital storytelling in learning narrative text needs to follow these components and criteria to be provided by the teacher in learning narrative text so the students can get a creative yet appropriate material. In conclusion, the author would like to analyze the content of digital storytelling in learning the narrative text from YouTube. The writer used YouTube as a data source because YouTube is easy to use and everyone can access it quickly. Through this research, the writer hopes that students and teachers can use the video that the writer analyzed in the learning and teaching process especially for ninth grade students. Thus, the writer uses YouTube as a data source because the students and teacher can watch and access the video that the writer analyzed easily.

1.3 Research Question

Based on the background and the problem of the study, the author comes out with one question: Are digital storytelling videos on YouTube appropriate with the narrative text features and the elements of digital storytelling?

1.4 Scope of the Study

This study is focused on analyzing the narrative text features which are generic structure and the language feature and the elements of digital storytelling on YouTube platform in a narrative text thus, ninth grade teachers and students can have an appropriate material for teaching and learning. However, digital storytelling is likely to be a tool for students to use and produce. Meanwhile, this study is not analyzing the production of digital storytelling but analyzing the digital storytelling material that is provided on YouTube.

1.5 Purpose of the Study

The purpose of the study is to analyze the generic structure and language feature of narrative text also the elements of digital storytelling video in narrative text on YouTube and to find out whether the digital storytelling video in narrative text on YouTube is in line with the narrative text features: generic structure and language feature of narrative text as well as the elements of digital storytelling proposed by experts (Nurjamin, 2018; Kuan et al, 2012).

1.6 Significance of the Study

The findings of this study will guide and provide contributions for primary school teachers and students of ninth grade. The findings of this study hopefully assist EFL ninth grade students to learn through the credible material in learning narrative text using digital storytelling. For the teacher, this study hopefully assists them in developing their teaching method and technique in implementing a digital tool such as DST to be more effective and attracts students' attention using DST in teaching narrative text.