CHAPTER I
INTRODUCTION

This chapter presents the background of the study, research questions, purpose of the study, scope of the study, and significance of the study. Each sub-chapter are presented below:

1.1 The Background of the Study

The 21st century skill has been defined in many ways. The important key components are 21st-century content, learning and thinking skills, technology literacy, and leadership skills (McCoog, 2008). Ethical issues like cultural awareness and social responsibility are 21st-century skills because they are directly linked to e-communications. Productivity is another aspect. The 21st - Century according to Babbie (2010) learners are encouraged to learn through self-directed and individual, group, and machine. Think critically and develop quality products to be competitive in the global digital market technology academic nowadays students have grown up in a fast-paced digital world, and they easily explore new things. In this way, students can learn in their own way and enjoy every learning process.

In the 21st - century students are expected to learn through self-directed individuals, groups, and technologies Glaveanu (2014). Nichols (2019) introduced four principles of 21st century education, these include promoting student-centered instruction, fostering collaborative learning, incorporating real-life contexts into the learning process, and integrating school with the society. Education has focused on the fundamentals of good communication: speaking, writing, and reading (Pacific Policy Research Center, 2010). Since, the competencies needed for the 21st century skills are "The 4Cs"—communication, collaboration, critical thinking, and creativity (Gürsoy, 2021). Trilling and Fadel (2009) as cited in Pacific Policy Research Center (2010) argues that student be able to communicate clearly, collaborate with others, critical thinking and problem solving, creative thinking and innovation. The current advancement in the information and communication technology (ICT) or digital era as cited in (Imam Sudarmaji, 2020) has granted learners access to diverse resources in the form of

computer-based or internet-based tools. From the statement above, creative thinking and developing quality products to compete in global digital market technology in the academic now that students have grown up in the digital world quickly, they are easily exploring new things and therefore the role of teachers is essential in order to prepare students for this 21st century. This way, students can learn in their own way and enjoy each learning process.

In the current development of Science and Technology, it strongly encourages educators and students to be more creative in making active learning Nurfadillah (2021). Many media that can be used for the learning process, but nowadays technology plays prominent role in all activities, because they are considered to be motivated, encourage students to write, speak, and imagine more aroused Taofano (2018). Moreover, students require technology in their learning journey to keep pace with the evolving times. Digital storytelling serving as an educational technology tool, fulfills this purpose effectively Hamdy (2017). Hett (2012) digital storytelling, which involves the integration of images, music, and audio through computers, marks the beginning of a new era in storytelling for the present generation. Therefore, digital story telling can be a media of educational technology since in the present era, the majority of individuals incorporate technology in their daily activities, allowing them to utilize technology to create an educational product in technology.

Digital storytelling becomes one of the important roles in 21st-century learning to support and actualize the 21st century of learning. Referring to Corrine (2011) Digital storytelling is a combination of various multimedia elements including charts, text, recordings, sounds, songs, music, and videos in storytelling art to present material or points of a certain length of time and packed into a fascinating digital format. Digital storytelling may be called effective and efficient learning because the teacher can select its graphic, audio, and other multimedia content. Since (Mehri Razmi, 2014) mentioned that the technique of Digital Storytelling (DST) aids students in enhancing their language abilities, and it can be regarded as a crucial instrument in the process of teaching and learning foreign languages. According to Heriyana and I. Yolanda (2014) that digital storytelling has potential to diverse student learning styles, and enhancing students' engagement and interest in learning process and centering attention on both offline and online classes Maureen (2014). This digital storytelling is a digital form of modern

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learning media that can be used as an alternative to delivering materials and inserting students' character values especially in enhancing students' creative thinking.

The significance of creative thinking and national character in education is very important in order to form a generation that is competent and characterful in facing challenges and changes in the digital era and globalization according to Hidayat (2022). Pribadi (2022) the development of creative thinking in learning can help students develop creative and innovative thinking skills. The *Kurikulum Merdeka* is designed to create learning that can develop creativity more effectively. In addition, creative thinking in students is needed in order to help students become more independent, and confident in facing life situations so that students can overcome problems and challenges more effectively and efficiently as Muliardi (2023) said.

Creative thinking or creativity is seen as two approaches, namely creative thinking as a process and creative thinking as a product. Munandar (2010) explains "*Creativity as an ability to create something new, as the ability to provide new ideas that can be applied in problem solving, or as the ability to see new relationships between pre-existing elements.*" While creative thinking as a product expressed by McGregor (as cited in Firdaus et.al 2016) said, "*creative thinking is thinking that aims to gain new insights, new approaches, or new ways of understanding something.*" Applying creative thinking skills in students can have an impact on the quality of human resources (Munandar, 2009). Munandar (2010) further suggests four criteria to determine the ability to think creatively there are: fluency, flexibility, originality and elaboration.

Based on the *Kurikulum Merdeka*, Students in junior high school are required to learn descriptive, narrative, recount, procedures, and report text. Every genre has its own social function, generic structure, purpose, and language features. To make good writing, students should convey their ideas well, unfortunately, it is not simple Sulistyo (2014). They face difficulties in conveying their ideas and fear if they cannot give their ideas well. This situation may be obtained from several problems such as students' difficulty in finding topics or ideas, their inability to create correct sentences or paragraphs, their anxiety about a grammatical error, and the most serious problem is that they rarely write even in their own language. The fact that some students still have these difficulties leads to another situation which is their negative attitude toward writing.

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In the previous study carried out by Özen (2021) found it was discovered that digital storytelling has a positive impact on the creative thinking abilities of seventh-grade middle school students. The research focused on exploring and highlighting the significant role of digital storytelling in enhancing creative thinking skill. Meanwhile another study conducted by Laina & Marlina (2018) focusing on attempted to examine the implementation of DST to improve students' narrative writing. This study found in incorporating digital storytelling has several advantages which the competences of digital literacy skills communication skill, listening skill, reading skill, grammar, and vocabulary, also students' learning motivation. Putri and others (2022) found that the digital storytelling had successfully improved the students' speaking skill. Meanwhile, study conducted by Juvrianto et.al (2018) the used digital storytelling was effective in teaching listening comprehension and also can develop students' listening skill in the future by using media digital storytelling. Not only writing, listening, and speaking skill, digital storytelling can enhances students' reading skill as Fajri (2017) found in their research the use of digital storytelling had a positive effect on students' reading and listening comprehension at Language Development Center of UIN Suaka Riau. Therefore, further research is needed because likely none of researcher discuss about the relevance digital storytelling to the narrative text structure and focuses on 21th century skill students' creative thinking based on *Kurikulum Merdeka* for junior high school.

From the explanation above, the researcher wants to conduct a content analysis on digital storytelling and focused on analyzing the compliance and the relevance of digital storytelling in learning narrative text that can promote students' creative thinking based on *Kurikulum Merdeka* by analyzing the indicator of creative thinking which are fluency, flexibility, originality, and elaboration. From that, the result of the study by using digital storytelling videos as a model of learning narrative text can promote students' creative thinking

1.2 Research Questions

Based on the background of the study, the researcher conducted the research questions to be addressed through this proposed study as follows:

1) How much does digital storytelling videos text structure align with narrative text?

2) To what extent is the text content of digital storytelling videos relevant to the indicator of creative thinking?

1.3 Purpose of the Study

Aligned with the research question, the purpose of this study can be seen as follows:

1) To reveal the degree of alignment between the text structure of digital storytelling videos and narrative text

2) To reveal the level of relevancies between the text content of digital storytelling with the indicator of creative thinking.

1.4 Scope of the Study

This study is focused on analyzing the digital storytelling video in narrative form. The content analysed based on the generic structure of narrative text by *Kurikulum Merdeka* (2021), the elements of digital storytelling from Lambert (2010) and Robin (2008), and the indicator of the creative thinking by Munandar (2018).

1.5 The Significance of the Study

The findings are expected to give contribution to:

1) For English Teacher
This research can provide new knowledge about media and source that can promote students' creative thinking in learning narrative text.

2) For Students
This research can give information about resources for learning English especially for learning narrative text using digital storytelling.

3) For The Researcher
This research can give them information about how to conduct content analysis research, give new information about digital storytelling in learning English, and give insight about the analysis of digital storytelling for further research with different focus.