CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the international languages that must be mastered by people from various countries to communicate. Smith in Kim defines English as an international language as one that people from different countries use to communicate with each other.[1] In addition, English is used to communicate ideas and culture with others. Many people in the world try to master English because they think that mastering English can make their life better and wider, due to the fact today that English is an international language.

Basically, in learning English, there are 4 skills that must be mastered, namely listening, speaking, reading and writing. And also have to learn aspects of language, such as pronunciation, grammar, vocabulary, fluency, and etc. to communicate with other people. The ability to pronounce each word correctly is a basic and important ability to dispel misunderstandings between speakers and listeners in oral communication. According to Morley, comprehensible pronunciation is an essential component of communication competence.[2] In addition, when communicating with native speakers, pronunciation becomes the first impression and guarantees their ability to speak in English.

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[1] Kim Hua Tan, "Implications of English as an International Language for Language Pedagogy", *International Journal of Higher Education,* Vol. 9, No. 1, (2019), 23.
[2] Murat Hismanoglu, "Current Perspectives of Pronunciation Learning and Teaching," *Journal of Language and Linguistic Studies*, Vol. 2, No. 1, (2006), 104.

Consequently, wrong pronunciation can create misunderstandings between two speakers and poor pronunciation is one of the big problems in oral communication. Jones in Nguyen said that Pronunciation is an important component of oral communication.[3] Of course, to communicate well, the pronunciation of a word must be correct. If the pronunciation is good then the message between the 2 speakers can be conveyed. But in practice, students experience many difficulties in pronunciation. In addition, teaching pronunciation, especially at the secondary level is also not easy and requires extra effort and patience because teaching at the secondary level is different from teaching adults. That is why teaching and learning requires interesting and efficient techniques or media in conveying material so that it is easily understood by students. There are many differences between English and Indonesian, especially pronunciation. As we know, the difference between Indonesian and English is very significant. Therefore, many junior high school students, especially SMPN 1 Karang Tanjung, have difficulty in pronunciation.

Before writing this paper, the researcher collected some data by doing preliminary study, namely classroom observation and interview. The aim is to analyze and identify students' problems in pronunciation. In addition, this activity also aims to find effective instructional media to enhance students' pronunciation. Based on the result of classroom observation and interview,

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[3] Loc Tan Nguyen, "Pronunciation Teaching in Tertiary EFL Classes: Vietnamese Teachers' Beliefs and Practices", *The Electronic Journal for English as a Second Language,* Vol. 24, No. 1, (2020), 2.

students experienced various obstacles in pronunciation. First, students have difficulty in pronouncing a word since there is a difference between symbols and sounds. Second, students have difficulty in pronouncing words when the sound is not too difficult but is misled by the spelling is not pronounced as written. So learning pronunciation is not easy for them. Third, many students lack confidence when starting to pronounce words. They are afraid to make mistakes in pronunciation. Fourth, Students are unable to develop their abilities due to a lack of time. And the last, students' lack of motivation in learning English.

To solve the previous problems, the English teacher needs to find the effective instructural media to increase students' awareness and ability in English, especially pronunciation. Teachers are expected to create creative teaching media to make learning English more interesting. And the most important aspect of teaching English is to build students' motivation to learn the language. In other words, the teacher must make students feel that they need English, and make them that English is a very interesting subject to learn. One way to raise students' enthusiasm is the use of digital storytelling media. According to Robin, digital storytelling combines the art of storytelling with a mixture of digital media, including text, recorded audio narration, music and video.[4] In reality, using digital media is more than just a way to exchange

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[4] Bernard R. Robin, "Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom", *Theory Into Practice*, Vol. 47, No. 3, (2008), 220–228.

thoughts and ideas; it's also a way to tell specific stories that can later be shared with close family, friends and the rest of the globe in the future. New types of storytelling have arisen as a result of the introduction of new technology and considerations in educational settings. As a result, students get access to new educational resources. According to Bou-Franch Digital storytelling, namely multimedia digital narratives, is increasingly being employed in higher education.[5] For teaching concepts and information, digital storytelling are deemed brief and crucial. Digital storytelling aims to utilize digital stories as a means to integrate technology into the classroom to support various learning processes, especially when it comes to improving students' pronunciation. Students' pronunciation can be improved through digital storytelling because of their ability to facilitate and support the language learning process, the ability to facilitate discussion, and most importantly, the ability to utilize technology to enhance the learning process with higher speed and efficiency.

Based on the problems identified and the media used to address them, this study intends to examine the effectiveness of using digital storytelling to enhance students' pronunciation on narrative text.

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[5] Abdorreza Tahriri, Maryam Danaye Tous, and Solmaz Movahedfar, "The Impact of Digital Storytelling on EFL Learners' Oracy Skills and Motivation", *International Journal of Applied Linguistics and English Literature,* Vol. 4, No. 3, (May 1, 2015), 144–153.

B. Identification of Problem

The following are some of the problems that the researcher found in teaching speaking:

1. Students have difficulty making the sounds needed to imitate words

2. Mispronunciation occurs when the sound is not too difficult but is misled by the spelling.

3. Many students lack confidence when starting to pronounce words.

4. Students are unable to develop their abilities due to a lack of time.

5. Students are low motivation.

C. Limitation of Problem

Due to the researcher has many limitations in carrying out this study, so the focus of this study only concern in examining the effectiveness of digital storytelling as a media to improve students' pronunciation on narrative text.

D. Statement of Problem

Based on the problem study's identification, the researcher formulates the problem as follows:

1. How is students' pronunciation skill at the Ninth Grade of SMPN 1 Karang Tanjung before and after giving treatment?

2. How is the implementation of digital storytelling to improve students' pronunciation skill?

3. How is the effectiveness of using digital storytelling in enhancing pronunciation skill?

E. Objectives of the Research

Based on the statement of problems, the researcher formulates three objective questions as follow:

1. To investigate the students' pronunciation skill before and after giving treatment at the Ninth Grade of SMPN 1 Karang Tanjung.

2. To observe the implementation of digital storytelling to improve students' pronunciation skill.

3. To examine the effectiveness of using digital storytelling in enhancing pronunciation skill.

F. Previously Study

There are several previous research related to the topic the effectiveness of using digital storytelling to enhance students' pronunciation skill on narrative texts. The researcher uses various studies to review this research in this section, as follows:

The first study, "The Impact of Digital Storytelling on ESL Narrative Writing Skill," was done in 2019 by Moh Azmi Zakaria and Azlina Abdul Aziz. By examining the effects of digital storytelling on content, grammar, vocabulary, and overall performance, this study seeks to understand how it affects Malaysian secondary school pupils. Additionally, it investigates how

students view digital storytelling. The results demonstrate that DS inspires them to write and enhances their work.[6]

The second study, "Learners' Perceptions of the Impact of Using Digital Storytelling on Vocabulary Learning," was conducted in 2019 by Amelia Chiew Har Leong. This study investigated how young Malaysian English as a Second Language (ESL) learners learned vocabulary through digital storytelling. This study's research design used a qualitative case study. The research found that digital storytelling has a number of beneficial consequences on vocabulary learning.[7]

The third study with the titled "Applying Digital Storytelling to Improve Indonesian High School Students' Visual Memory and Writing Skill", was published in 2020. This study looked at how digital storytelling can help tenth grade students in Tangerang, Indonesia, improve their writing and visual memory skills. Following the use of digital storytelling, students' post-test scores revealed that their visual memory was more important than their writing abilities. This research also discovered that using digital storytelling in

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[6] Mohd Azmi Zakaria and Azlina Abdul Aziz, "The Impact of Digital Storytelling on ESL Narrative Writing Skill", *SSRN Electronic Journal*, No. 5 (August 3, 2019), 319–332.

[7] Amelia Chiew Har Leong, Mohamad Jafre Zainol Abidin, and Jamalsafri Saibon, "Learners' Perceptions of the Impact of Using Digital Storytelling on Vocabulary Learning", *Teaching English with Technology*, Vol. 19, No. 4, (November 1, 2019), 3–26.

experimental classes increased students' motivation to learn and created a positive learning environment.[8]

The fourth "Enhancing Language Learning via Creation: The Effect of Digital Storytelling on Student Learning Motivation and Performance in a School English Course" by Kuo Ping Liu, in 2018. This study examined the motivation for and performance in language acquisition of kids in a traditional elementary classroom using digital storytelling method using unstructured space that encourages independence and imagination. The results reveal that allowing students to express their originality while showcasing their language proficiency through the use of a thorough assessment system is key to the effectiveness of the suggested storytelling method.[9]

The last study with the titled "Digital Storytelling Implementation for Improving Students' Speaking Ability in Various Text Genres," was conducted in 2019 by Syafryadin, Haryani, Salniwati, and Ainur Rosyidah Azmie Putri. In order to determine whether and to what extent digital storytelling is beneficial, this study looked at how it affects senior high school students' capacity to communicate in different text genres. The findings of this study indicate that

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[8] Imam Sudarmaji, Agus Mulyana, and Karsiyah Karsiyah, "Applying Digital Storytelling to Improve Indonesian High School Students' Visual Memory and Writing Skill", *English Review: Journal of English Education,* Vol. 8, No. 2, (July 2, 2020), 255–264.

[9] Kuo Ping Liu, Shu Ju Diana Tai, and Chen Chung Liu, "Enhancing Language Learning through Creation: The Effect of Digital Storytelling on Student Learning Motivation and Performance in a School English Course", *Educational Technology Research and Development*, Vol. 66, No. 4, (April 20, 2018), 913–935.

the digital storytelling technique has a substantial impact on senior high school students' capacity to communicate in diverse text genres.[10]

From the above-mentioned previous studies, there are both similarities and differences with this study. The similarity of the five previous studies above with this research is that they used digital storytelling. The difference between the first study and this research is in the first study concentrate on examining the effects of digital storytelling on content, grammar, vocabulary, and overall performance. The second researcher investigated how Second Language (ESL) learners learned vocabulary through digital storytelling. The third study focus on enhancing pupils' writing and visual memory skills and A free-space digital storytelling technique that encourages autonomy and creativity was the subject of the fourth research focus, which examined how it might be applied and how it might impact students' motivation for and performance in language acquisition. The last researcher focused in implementation digital storytelling to enhance student speaking ability in various texts. In this research, the researcher focuses on examining the effectiveness of using digital storytelling to enhance students' pronunciation skill. Therefore, the title of this research is "The Effectiveness of Using Digital Storytelling to Enhance Students' Pronunciation Skill on Narrative Text." (An Experimental Research at the Ninth Grade of SMPN 1 Karang Tanjung)

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[10] Ainur Rosyidah Azmie Putri Syafryadin, Haryani, Salniwati, "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres", *International Journal of Recent Technology and Engineering,* Vo. 8, No. 4, (2019), 2277–3878.

G. Organization of the Writing

This paper divided into five sections. Each chapter delves into a number of different aspects of the subject at hand, including:

In the first chapter, the basics of introduction are covered. The researcher discusses the background of study, identification of problem, limitation of problem, statement of problem, objectives of the research, previously study and organization of the writing in this chapter.

In the second chapter, the researcher explains the theoretical framework. Pronunciation theory, digital storytelling, and narrative text are all covered.

In the third chapter, the researcher explains the research methodology. It goes over the research method, and data analysis strategy.

In the fourth chapter the researcher describes the data analysis, which is the research's final product.

In the fifth chapter, contains the conclusion and suggestion.

H. Hypothesis

Due to this study is used experimental study, so the hypothesis of this study can be formulated as follows:

H_1 : There is a significant effect of using digital storytelling to enhance students' pronunciation skil on narrative text at SMPN 1 Karang Tanjung.

H_0 : There is no significant effect of using digital storytelling to enhance students' pronunciation skill on narrative text at SMPN 1 Karang Tanjung.