

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents the description of the research. It involves the background of the study, formulation of the problem, operational definitions, aim of the study, and significance of the study.

#### **1.1 Background of the Study**

The development of technology provides many benefits in the world. The digital transformation is changing not only society but also education (Flórez-Aristizábal et al., 2019). Education is currently using modern technology to help the learning process. As Flórez-Aristizábal et al., 2019, said that technology has a very positive impact for students in the classroom and also has an important part in the teaching-learning process. Artino & Stephens, 2009, as cited in Supriyono et al., 2024, said that technology can increase learning situations where students are encouraged to plan and manage their learning, study information, and evaluate their learning process. Furthermore, Fatimah et al., 2017, said “The use of technology in education is developed very fast presenting situation which helps the students to have new authentic and meaningful learning experiences engaging their effort and behavior by providing more fun and effective learning atmosphere”. For this reason, teachers must be able to keep up with the times in which technology must be mastered in order to increase the quality of education. Also, teachers and students must be familiar with the use of technology in the teaching learning process.

In this modern technology era, there are still many teachers who have not been able to make good use of technology, but must learn to use it in order to support a better teaching and learning process today because currently digital devices are used to engage students. Currently, students and teachers who do not have the ability to use technology will experience some difficulties in the learning process, which can lead to ineffective learning. This can cause confusion for teachers in determining appropriate technology that can help students learn language. “Teachers may not only use traditional media such as pictures, cards, also

authentic materials and boards for teaching English, but they can also use song, audiovisual, and instructional technology for helping them give instruction to the students.” (Fatimah et al., 2019). In addition, technology can also help increase student motivation because using technology the learning process will be more interesting. Moreover, the use of multimedia for the creation of digital stories has been shown to have a positive effect on motivation for “struggling writers” to create and complete written products (Campbell, 2012).

Nowadays, there are so many technologies that can be used in the teaching and learning process. One of them that can be used in language teaching and learning is digital storytelling (DST). Razmi et al., 2014, said that Digital Storytelling is defined as a modern storytelling expression that contains images, music, and narration, and it gives a deep and lively impression of the characters, situations and other elements contained in the story. Also, they said that DST can help students develop better their language skills and this media can be considered an important tool in foreign language learning and teaching. The increasing interest of students in exploring new ideas that have an impact on developing their creativity can be caused by the large amount of multimedia used in digital storytelling. That way, digital storytelling is the best way to involve students in the language learning process using modern technology.

Memory is the process of remembering events and remembering information that has been obtained in the past. For some students, learning using audio and pictures can help them understand what the teacher says, compared to just using writing. Binder, Hirokawa, & Windhorst, 2009 as cited in Sarica & Usluel, 2016, said “Visual memory is the ability to recall or remember images, scenes, words, or other information presented visually”. Fatimah, Santiana, & Yuyus (2019) said that there are many English learning media that have been introduced by several experts today. One of the learning media that can increase visual memory skills is Digital Storytelling. For this reason, the use of Digital Storytelling will greatly help students better understand the contents of the story, because it will affect the visual memory of the students themselves. Meanwhile,

digital storytelling combines student-produced images such as photos, drawings or other visual art, voice narration, and music to tell a personal or informational narrative (Campbell, 2012). However, by using Digital Storytelling, short stories can be learned using audio and visuals that will help students more understand the content of the story.

Recently, many researchers have researched to investigate the use of digital storytelling in language learning. The first study by Sarica & Usluel (2016) entitled “The Effect of Digital Storytelling on Visual Memory and Writing Skills” on primary school students, shows that there was significant development for the experimental group regarding the students' Visual Memory. Another study by Ricci & Beal (2002) entitled “The Effect of Interactive Media on Children’s Story Memory” shows that the audio-only group consistently recalled and comprehended poorly. Meanwhile, the results for interactive media are better than audio-only. Moreover, research by Sudarmaji et al., 2020, entitled “Applying Digital Storytelling to Increase Indonesian High School Students’ Visual Memory and Writing Skill.” showed that almost all of the students are interested with the technique of teaching and they are active during the learning process by using Digital Storytelling. All previous studies used students 'centered in the learning process, meanwhile, in this study the researcher used teacher-centered to measure students' visual memory skills in remembering the storyline using digital video storytelling by comparing the score results of the students' pretest and posttest.

Based on the background above, in this study the researcher was interested and wanted to find out whether digital storytelling had an effect on students' visual memory abilities. Therefore, it is hoped that teachers can choose to use technology, especially digital storytelling, to help students develop their visual memory skills in learning language.

## **1.2 Formulation of the Problem**

Based on the background of the research, the research question that can be defined for this research is “Does the use of Digital Storytelling significantly influence students' visual memory?”

### 1.3 Aim of the Study

According to the research question, the aim of this research: to find out the effect of the use of Digital Storytelling on students' visual memory in EFL classrooms.

### 1.4 Research Hypothesis

Hypothesis is an assumption made by a researcher before any research has been completed for the sake of testing. Based on the question of the research, we will find two possibilities in this thesis:

1. Ha: There is a significant influence of using Digital Storytelling on students' visual memory in EFL classroom.
2. Ho: There is no significant influence of using Digital Storytelling on students' visual memory in EFL classroom.

### 1.5 Operational Definitions

*Operational definition of digital storytelling and visual memory*

Digital Storytelling	The media used to show storytelling in short animal stories form to measure its effect on EFL student's visual memory
Visual Memory	The student's ability to find certain information or remember pictures, scenes, words, and other information that is presented visually from the storytelling, showing there is significant influence of using digital storytelling on visual memory

*Table 1. Operational Definitions*

### 1.6 Significance of the Study

This research is expected to generate beneficial results in three ways, which are;

#### 1.6.1 Theoretical Use

Theoretically, this study will contribute to the existing theory on the use of digital storytelling as a media to measure students' abilities in Indonesian education (EFL context).

### **1.6.2 Practical Use**

In practical use, this study will contribute to previous studies in the context of classroom practice, in particular to determine the extent of EFL teachers' readiness to teach using modern technology.

### **1.6.3 Empirical Use**

Furthermore, this study will provide empirical insights into how language teaching awareness is developed using technology that has developed in this modern era. Therefore, students and teachers have better and more effective insights to apply in their language teaching practices