CHAPTER 1

INTRODUCTION

This chapter highlights the points of introduction of this research. It comprises the background, formulation of the problem, operational definitions, aim of the research and uses of the research.

1.1   Background

The use of technology in Language Learning in Education has been growing rapidly. The rapid development of telecommunication technology and its application to mobile devices led to the interest of practitioners, researchers to Mobile Learning (Hsu, 2013). Besides, technology in language learning is used to help the students in enhancing their language skills. As stated by Yuniarti (2014), the technology has assisted EFL Teachers and Learners by making resources reusable and available instantly and cutting down feedback time. In terms of Language Learning through Technology, it is divided into MALL (Mobile Assisted Language Learning) and CALL (Computer Assisted Language Learning).

"Mobile-assisted language learning (MALL) – an emerging advanced technology that fosters personal and learner-centered learning opportunities through ubiquitously accessible and flexible practices – has become an important trend in EFL learning" (Sun *et* al. 2017, p.305). The implementation of technology in education for instance is creating Digital Story Telling. As Hava (2019) stated that digital storytelling is the process of making a story by combining and editing multimedia elements related to a particular topic (p.3). Besides, digital storytelling relates a process that allows the students to be creative storytellers by following the

stages of topic selection, research on the topic, scriptwriting, and engaging storytelling (Robin, 2008).

One of mobile applications to make digital storytelling is Anitales. It is a mobile phone application to make an animated story. Anitales was used by a group of students in one of Universities in Tasikmalaya to do their assignment from Digital Story Telling class. At first, they presented the application Anitales in front of the class. Then, in the end of semester, the lecturer gave the students a project to create a digital story telling project by individually. Almost all of the students were interested in Anitales and using it to do their project. The researcher was one of them and based on what he felt that Anitales is different from other application which used by another group in class, and students can create the story by involving students' speaking, and also creative writing, meanwhile another applications was not involving speaking and the character of the story was immovable.

The present study will focus on investigating students' perception who used Anitales application in Digital Story Telling class using phenomenological research design. Besides, the researcher did not find any articles of Anitales or the literature example of qualitative research in which students' perception about Anitales in teaching English have been examined. However, there is similar study conducted by Kapucu, Eren, and Avci, (2014) investigating the pre-service science teachers' opinion about using GoAnimate to create animated videos. It is an application which has not been examined by any researcher. Then the researcher strives to focus on Exploring Students' Perceptions on Anitales Application used in Digital Story Telling class.

1.2   Formulation of Problem

In this study I addressed the following question, "What are the Students' Perceptions on Anitales Application used in Digital Story Telling class?"

1.3   Operational Definition

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follow:

1.3.1 Students' Perception : The ability of students to understand, notice or become aware of something through the sense as a result of perceiving. It is explored by the limitation of selection, organization and interpretation.

1.3.2 Digital Story Telling Class : Is a class where students learn about the process of creating a story by combining and editing multimedia elements such as text, animation, music, image, and narration related to a particular topic. The core of learning in Digital Story Telling class itself is writing, and speaking as an additional ability if the voices of the characters in the story are recorded.

1.3.3 Anitales Application :   Anitales is a mobile application to in Digital Story create an animated story. It was used Telling class by a group of students in Digital Story Telling class in one of universities in Tasikmalaya. The researcher explored their Perceptions on Anitales used in Digital Story Telling class.

1.4   Aims of the Study

The research aims to give some useful information about students' perception of Anitales application in digital story telling class.

1.5   Significances of the Study

1.5.1 Theoretical Use

The present study will expand the pedagogical approach of using Anitales Application to support students' in enhancing their English skill.

1.5.2 Practical Use

The research will serve the teachers and students with a new tool or application to support their teaching learning process in English class.

1.5.3 Empirical Use

The study will provide empirical insights into how students' perception of the use of Anitales Application in Digital Story Telling class.