

**DIGITAL STORY TELLING TO TEACH ENGLISH FOR
YOUNG LEARNERS**

**By
FEBRINA AMANDITA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2022**



**DIGITAL STORY TELLING TO TEACH ENGLISH FOR
YOUNG LEARNERS**

AN UNDERGRADUATE THESIS

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in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English Language Education

by
Febrina Amandita
180101030215

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
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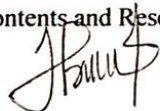
APPROVAL

Title : Digital Story Telling To Teach English For Young Learners
Name : Febrina Amandita
S R N : 180101030215
Faculty : Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Education Department
Academic Year : 2021/2022
Place/Date of Birth : Kandangan, February 6th 2000
Address : Jl. Pemurus KM.7 Komp. Istiqamah Blok. D No. 24

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 8 July 2022

Advisor
Contents and Research Methods,



Hj. Nani Hizriani, M.A.
NIP. 197711272003122001

Advisor
Language and Writing Techniques,



Hidayah Nor, S.Pd., M.Pd
NUP. 201701017

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Afifah Linda Sari, M.Pd
NIP. 198711102015032004

VALIDATION

Title : Digital Story Telling To Teach English For Young Learners

Name: Febrina Amandita, SRN: 180101030215 has been examined by the board of thesis examiners of Faculty of Tarbiyah Training UIN Antasari Banjarmasin.

Day : Friday

Date : July 8th, 2022

Stated : Passed

Score : 84.1 (A)



Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,

Dr. H. Hamdan, M. Pd.
ID: 196604051993031005

THE BOARD OF EXAMINERS


Name	Signature
1. Hj. Nani Hizriani, MA. (Chairperson)	
2. Dra. Andi Irlina, M.Hum. (Member)	
3. Hidayah Nor, M.Pd. (Member)	

STATEMENT OF AUTHENTICITY

I, the undersigned, Febrina Amandita, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 8 July 2022

The writer,



Febrina Amandita

ABSTRACT

Febrina Amandita. 2022. Digital Story Telling For Teaching English For Young Learners. Thesis. English Language Department. Faculty of Tarbiyah and Teacher Training. Antasari State Islamic University. Supervisor : (I) Nani Hizriani, M.A. (II) Hidayah Nor, S.Pd., M.Pd.

Keywords: Implementation, Digital Storytelling, Young Learners, Challenges.

Digital Storytelling is one of the approaches to teaching English. This study tells you how Indonesian teachers implement digital storytelling to teach junior high students. This research focuses on how to teach junior high school students or novice students because teaching English to beginners is a must. From this research, the researcher concludes that digital storytelling is a creative and interesting medium for novice students. Digital storytelling is an interesting tool to express the identity of students and can take moral values from local stories. In addition, teaching novice students using digital storytelling can improve students' speaking and listening skills and also increase students' vocabulary knowledge. In digital story telling there are steps for teaching, namely; Brainstorming, Create the story board, Search the material, Creating digital story telling, Editing and feedback, and Presentation and evaluation.

Researchers used descriptive qualitative research to find out how teachers implement digital story telling and what challenges teachers face in teaching at MTs. Al-Istiqamah Banjarmasin Floating. Researchers used two techniques in collecting data, namely observation and interviews and conducted directly.

The results showed that the teacher implemented digital story telling in the classroom using Youtube media and focused on students' speaking and listening skills as well as on the moral values obtained from stories.

ABSTRAK

Febrina Amandita.2022.*Digital Story Telling For Teaching English For Young Learners*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Antasari. Dosen Pembimbing : (I) Nani Hizriani, M.A. (II) Hidayah Nor, S.Pd., M.Pd.

Kata Kunci : Implementasi, Digital Storytelling, Pelajar muda, Tantangan.

Digital Storytelling adalah salah satu media pendekatan untuk mengajar bahasa inggris. Penelitian ini memberitahu anda bagaimana guru Indonesia mengimplementasikan digital storytelling untuk mengajar siswa menengah pertama. Penelitian ini berfokus pada bagaimana mengajar siswa menengah pertama atau pelajar pemula karena mengajar bahasa inggris kepada pemula adalah suatu keharusan. Dari penelitian ini, peneliti menyimpulkan bahwa digital storytelling merupakan media yang kreatif and menarik bagi pelajar pemula. Digital storytelling merupakan alat yang menarik untuk mengekspresikan identitas dari siswa dan dapat mengambil nilai moral dari cerita local. Disamping itu, mengajar siswa pemula menggunakan digital storytelling dapat meningkatkan kemampuan berbicara dan mendengar dari siswa dan juga meningkatkan wawasan kosa kata siswa. Dalam digital story telling terdapat langkah-langkah untuk mengajar, yaitu ; *Brainstorming, Create the story board, Search the material, Creating digital story telling, Editing and feedback, and Presentation and evaluation.*

Peneliti menggunakan penelitian kualitatifdeskriptif untuk mengetahui bagaimana guru mengimplementasikan digital story telling dan tantangan apa saja yang dihadapi guru dalam mengajar di Mts. Al- Istiqamah Pengambangan Banjarmasin. Peneliti menggunakan dua teknik dalam mengumpulkan data yaitu observasi dan wawancara dan dilakukan secara langsung.

Hasil penelitian menunjukkan bahwa guru mengimplementasikan digital story telling di kelas dengan menggunakan media *Youtube* dan berfokus kepada kemampuan berbicara dan mendengar siswa serta kepada nilai moral yang didapat dari cerita.

MOTTO

“ Maka, Allah mengetahui apa yang ada dalam hati mereka lalu menurunkan ketenangan atas mereka dan memberi balasan kepada mereka dengan kemenangan yang dekat (waktunya).”

Q.S. Al-Fath: 18

“ She believed she could, so she did .“

*“ Those who cannot change their minds,
cannot change anything.” - George Bernard Shaw*

*“ No matter who you are, no matter what you did,
no matter where you’ve come from,
You can always change become a better version of yourself.”- Madonna*

DEDICATION

I dedicate this thesis for :

1. My beloved parents, alm. Sisingamangaradja G. Agur, S.E. and Saidah who always pray the best for me, always support me in any condition, give all their love for me and always encourage me during the time of study and the process of making this thesis.
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6. For all of my friends in UIN Antasari Banjarmasin, thank you so much for the happiness and friendship that have been one of the valuable moments in my life.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dhu'l-hijjah, 9th 1443 A.H

May, 8th, 2022 A.D



Febrina Amandita

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