

CHAPTER I

INTRODUCTION

This chapter of the research focuses on the background of study, as well as explains the aims and research questions. Furthermore, it covers the definition of key term to clarify the details.

A. Background of Research

The term of young learners generally refers to children who learn english from age 4 to the age 11 or 12. The interest of young learners itself developed since the late of 1990s as a result of the increasing the number of young learners who learning foreign language, especially english. As the future of english teacher, We have the awareness when we have to teach young learners includes learning about the mental and behavioral characteristics linked with each stage, as well as the physical and psychological requirements of young learners. The instructor of young learners, as Linse (2005) points out, has two jobs.

The first job is to care for and protect their learners, both physically and mentally, and the second is to provide instruction. Beside the two jobs that mentioned before, as the teacher we must know what the media that make young learner interested. The question is, "How to teach young learner in a fun way so they can not to be boring?". The teacher should find a way to teach yong learners in a fun way such as : media, techniques, and method that is

suitable with students' development and create students' interest in language classroom. The one of the way is The Digital Story Telling.

English is widely spoken as a second language in Indonesia. It is incorporated into every school's educational program. It is a mandatory subject at Junior and Senior High School and a local content in Elementary School institution's supplemental subject. Due to the fact that, We are currently in the midst of a very competitive globalization period. In Indonesia, the quality of English language instruction is still lacking.

"In the old manner of story telling, story tellers often vary between describing a story, going to character, and even singing," writes Miller (2011, p.4). He also argues that storytellers must be able to speak and move in a conversational manner when conveying a narrative to listeners. Aside from that, digital story telling is a more convenient manner of conveying stories. Storytellers can record their voices in an indecent manner, alter their pronunciation, and replay a story if they make a mistake.

This continuity process has been mentioned in Quran surah al-Maidah(5):
35 :

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَابْتَغُوا إِلَيْهِ الْوَسِيلَةَ وَجَاهِدُوا فِي سَبِيلِهِ لَعَلَّكُمْ
تُفْلِحُونَ 35

According to the verses, there is implications of the verse above and its relation to learning and learning lead to on the importance of using methods to deliver the achievement of educational goals which is Islamic as aspired.

Mts Al-Istiqomah Pengembangan Banjarmasin cannot be separated from the role of a community leader around Banjarmasin, namely KH. Muhammad Ridwan Sya'rani, he is a respected figure in Banjarmasin because he in addition to a kyai who teaches religion every day around the Banjarmasin area, as well as his concern for education, especially religious education. Mts Al-Istiqomah Pengembangan, which was founded on July 1st 1996.

The researcher choose Mts. Al-Istiqomah Pengembangan because the researcher believes that now, children are more likely to use their cellphone to watch the story than read directly to the story book, also the researcher considering the education provided by MTs. Al-Istiqomah Pengembangan is the same as other schools and the results of its graduates can still compete with other schools.

Digital story telling also have the benefits of technology development in education field. The features like some pictures, music, sound effects, and even the videos can be added though the digital story telling , And those features can helps the students when they learn and also can attract the students attention and interest through digital story telling rather than the story that they usually read in their story book. Computers, digital cameras, editing software, and other technology are becoming more widely available in schools, according to Armstrong (2003), providing students and instructors with more tools than ever before to create digital stories.

B. Research Question

The goal of this study is to determine how young learners can benefit from digital story telling. And, based on the research, there are a number of issues that can be recognized, including the following:

1. How does the teacher implement the digital story telling?
2. What are the challenges faced by the teacher?

C. Research Objective

Based on the statement of the problem above, the objectives of the research aim:

1. To describe the way of teachers' implement the digital story telling helps young learners.
2. To identify the challenges faced by the teacher on the implementation of digital story telling in language classroom.

D. Research Significance

The result of this research is expected to have advantages, such as:

1. To make the teachers have alternative way to teach young learners with the fun way.
2. The students are more communicative and have good collaborative with teacher and another students.
3. The students are will have critical thinking, problem solving, and decision making.

4. The students more creative and innovative in classroom.
5. Provide information and considerations for researchers in future.

E. Definition of Key Terms

To avoid misunderstanding toward the tittle, the researcher needs to be explained several key terms :

1. Digital Story Telling

Story telling technique using digital software, in which there is a combination of images, audio, text, and video.

2. Young Learners

The term "young learners" refers to the students who studies English at Mts. Al-Istiqomah Pengembangan Banjarmasin from class 7th.

3. Challenges

The difficulties that faced by the teacher of Mts. Al- Istiqamah Pengembangan during teaching-learning process.