

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research data. The findings covered the results of the digital story telling for teaching English for young learners, which were derived from observation and interview.

A. Findings

In this section, the finding that are displayed based on the two research questions raised as follows:

1. Digital Story Telling For Teaching English For Young Learners.

In applying digital story telling in the classroom, the teacher focused on the generic structure, vocabulary, listening skills, speaking skills and the moral message that the students get on the story . The teacher explain what are the generic structure of the story there are Orientation , Complication, Resolution and Reorientation.

In the first meetings, The first step that the teacher do is Brainstorming. In this step the teacher give the brainstorming about some vocabulary that they learn on the last week example like :

“ what is the meaning from house?”

so, the students answer the question with :

“ *Rumah pak* ”

After the brainstorming, the teacher gives the students a digital story telling video from youtube about “how to introduce myself” as a beginner.

The next step is Create the Story board. In this steps, the teacher explain the students about the story line and after that the teacher ask the students about the things that are related with the story, example like :

“ From the story, where is the story from?” ask the teacher

” From West Sumatera, sir! “ answer the students

On this meeting the teacher let the students to watched the video and after that the teacher explains about how to introduce themselves. The students are quiet, watched and hearing the teacher explanation with carefully. The last step that the teacher do is Giving the Feedback, for this step the teacher ask the students if they have a question and after that, the teacher tells the students about the moral value that they can get from the story.

In the second meetings, the first step that the teacher do is Brainstorming, The teachers gives the brainstorming same like the last week, that is the vocabulary that they had learn last week, example like :

“ What is English from *Pantai*? ” ask the teacher

“ Beach, sir! “ answer the students correctly

After that, the second step that the teacher do is Create the Storyboard. The teacher tells about the storyline from the story and after that asking the students with the question that are related with the story, example like :

“ Why we can’t go on vacation? “ ask the teacher

The students answer with “ Because we are in pandemic COVID-19, sir”

After that step, the teacher continues the learning process with giving the students a digital story telling video from youtube about “Holiday in pandemic era”.

This video is used to telling the students about vocabulary and also the impact of holiday in the pandemic era. On this meeting, the teacher explains it clearly and the students seem to understand with the material. After the video was done, the teacher continues with the last step. The last step is Giving the Feedback, the teacher lets the students ask if they had the question they might ask to the teacher. After the last step was done, the teacher continues the learning process with the textbook.

In the third meeting, the first step that the teacher does is Brainstorming. The teacher asks the student about “how was their day today” and continues with asking the question that related with today’s topics.

“ What do you know about “Sangkuriang story?”

After the students give the various answer about what did they know about the Sangkuriang, the teacher gives a digital story telling video from youtube about “ Tangkuban Perahu”.

After watching the video, the teacher continues with the next steps Create the Storyboard. In this step, the teacher tells the student the storyline from this story, and after that the teacher asks the students about the line of the story that confusing for them.

The last step that the teacher did is Giving the Feedback. The teacher lets the students ask if they had the question they might ask to the teacher.

After the last step was done, the teacher ask the students about the vocabularies that they did not understands. The goals are their vocabulary will increase, also the students are got the moral value about the story.

In the last meetings, the teachers a digital story telling video from youtube about “ Malin Kundang “.

On this meetings, The first step that the teacher do is Brainstorming. The brainstorming is same as the last meetings, the teacher ask the students about several question about their daily life, and then relate it with todays subject that is the story about “ Malin Kundang “.

“ What do you know about The Malin Kundang stories? “ ask the teacher.

After the brainstorming done, the teacher continue with the next step. The next step is Create the Storyboard, in this step, the teacher play the video about Malin Kundang, and after the video was done, the teacher explain about the story to the students.

After the step was done, the teacher continue with the last step, there is Giving the Feedback. In this step, the teacher ask the students if they had any questions that they might to answer to the teacher, and after this step was done, the teacher continue to ask the students about the vocabularies that they think difficult to understand, and after done the teacher tells the students about the moral value that they can get from Malin Kundang stories.

The goals same with the third meetings, that is for get the moral message from the story and also increase the students vocabulary and listening skills.

2. Challenges Faced by The Teacher

The researcher found the challenges that faced by the teacher on the implementation of digital story telling in language classroom are :

1. The Non-Linguistics Factor

a. Physchological Factor

In applying the digital story telling, the teachers use the communicative language strategy in offline learning to attract the students interest, teacher using youtube video and also used the interesting story and visualization. When learning with the digital story telling especially when using youtube video, most of the students have shown their increased duration of attention and their vocabulary skills, teacher ask the student to open the dictionary and find the word that they think are difficult. Beside of that, most of the children still seemed to pay attention to the teacher after the video was done, they respond teachers questions, even though they did not all answer the questions correctly. After 30 minutes, the teachers was done with the video and questions-answer with the students , teacher continue the teaching learning process based on the textbook.

Besides that, there is students' lack of discipline during teaching and learning process. One of the challenges in teaching young learners are to keep them focus during the teaching and learning process and it is also related with how the teacher can make class situation interactive and

attractive but the students are still focus with the lesson. As we know that we faced COVID-19 for 2 years, and from that moment, the students are studying at home. The differences between studying at home and studying in school are very visible. The students when studying at home they don't have any rules just like in the school and unfortunately, when they studying at school they are still carried away by the habit of studying at home.

b. Technical Problem

The challenges that the teacher faced when teaching and learning process are the teacher did not use the LCDs projector and that is the students problem when they are did not seen the videos clearly, the sounds also not very audible to the students. The another challenges is the teacher not focused on the theory, when teaching and learning process the teacher is focused on what the benefit that they can get from the story there are like the skills and the moral value from the story.

2. The Linguistics Factor

Many of the students are new on learning English. When they are in elementary school, as we know that English subject is not written in the 2013 curriculum. English is not a compulsory subject for elementary students. In Permendikbud No.67 th. 2013 about the curriculum of elementary school, The position are namely with "*muatan lokal*". So it is questionable, It is English entered as "*muatan lokal*" who learn such as

regional language or as extracurricular. Based on that government policy, The researcher conclude that the English ability of the students are uneven and it makes some students are lack of confidence speaking English and students tends to keep silent, less talking in English because the lack of their vocabularies.

B. Discussion

This part presents the discussion of research findings. The purposes of this research is to How does the teacher implement the digital story telling and what are the challenges faced by the teacher.

Based on the theory, there are 5 steps for combining the role of teachers and students for reach a goals that the researcher adapted from Syafriyadin, *et al*(2019), There are brainstorming, storyboard, search the material, creating the digital story telling, editing and feedback, and presentation and evaluation. The first step that's is brainstorming. The teacher always give the brainstorming about how was the students life, and also ask some vocabulary that they had learn before. It is important to increased the students vocabulary and remind the students about the they had learn before the teacher can changes the brainstorming ideas not just only giving the vocabulary, But for better teaching, the teacher can ask the students with fill the blank question or the brainstorming using the song. The next steps are storyboard, search the material, creating the digital story telling, editing and feedback, and presentation and evaluation.

The teacher did not do this steps and just focused on the story of the video, the vocabulary and also the skills that can increased the students ability. The teacher did not ask the students to create the digital story telling because of the time and the students still had the weakness on writing. But for the better teaching-learning process, the teacher can ask the student to make a fable or a legend story with their language as the first step and after the students are done writing the story, the teacher can ask the students to tell the story infront of the class after that the teacher can evaluate the students presentation and give the evaluation.

The next is about the challenges that the teacher faced when teaching with digital story telling. Based on the interview with the English teacher in Mts. Al-Istiqamah Pengembangan, the challenges are attract the students attention, the students motivation and find the interesting video from youtube. But nowadays, the teacher have to realized that in this era the students are familiar with the use of the technology. The existence of the digital story telling helps students to improve their vocabulary and their skills. The teacher can also use the schools facilities like projector and speakers to attract the students attention more. Usher & Center on Education, 2012 mentioned that the technology could give the intrinsic value and can be brought to the learning process, increasing interest and motivation, And for the better teaching and learning process it would be better if the teacher can give the interesting technology such as the projector so the students will have a motivation to learn with digital story telling.

It is also related with the students need, As the Futurelab(2019) mentioned that it is also important for these classrooms to address the need of all students, and the technology could help the teacher faced the challenges when teaching students with digital storytelling. The technology could supports the students need for divergent learning approaches, helping to create a sense of community as well as a meaningful experience.