

CHAPTER I INTRODUCTION

A. Background of Study

Since English is a universal language, everyone utilizes it when communicating, especially between nations. Learning English is crucial for Indonesians since it will make it simpler for them to communicate, find employment, travel abroad, and more. English is regarded as significant in Indonesia. Since English is a universal language, everyone utilizes it when communicating, especially between nations. Learning English is crucial for Indonesians since it will make it simpler for them to communicate, find employment, travel abroad, and more. English is regarded as significant in Indonesia.

Get a knowledge of the relationships between cultures and widen your horizons culturally, Ina (2007). Students participate in various cultural experiences as a result, and they learn about other cultures. English is a compulsory subject to learn in elementary schools, junior high schools, high schools and universities in Indonesia. Students are often taught the four skills of speaking, reading, writing, and listening. As we listen, we can understand the meaning and goal of what we are hearing. This is the process of listening. Students typically struggle in listening lessons, which is undeniably due to their inability to adapt to hearing English sounds, particularly their lack of sensitivity to words or sentences that are spoken. Additionally, students' vocabulary

deficiencies have a significant impact on their listening abilities. However, listening is still crucial for students in the English learning process because, in order to teach students how to speak English, we must also teach them how to listen. Without listening to a word being spoken, students will not be able to pronounce it, so listening is the cornerstone of the English learning process for students. The early phases of language development in a person's first language (and in naturalistic acquisition of other languages) depend on listening, (I.S.P Nation and Jonathan Newton, 2009). Listening is the natural predecessor to speaking. Hence, listening is the fundamental ability needed for students to speak English before they can talk.

Teachers' goal in this situation is to enable students to be masters of listening. Because English isn't the students' mother tongue and hearing is difficult for them to master, the teacher must have a strategy for teaching listening in English in order to accomplish that goal. This explanation is related to Q.S Al-Baqarah verse 132 :

وَوَصَّيْ بِهَا إِبْرَاهِيمَ بَنِيهِ وَيَعْقُوبَ بَنِيَّ إِنَّ اللَّهَ اصْطَفَى لَكُمُ الدِّينَ فَلَا تَمُوتُنَّ إِلَّا وَأَنتُمْ

قُلْ
مُسْلِمُونَ

Rasulullah SAW taught, "Educate your children with three things: love for the Prophet, love for his family and friends, and being able to read the Koran. Indeed, people who practice the Koran will be under the shade

of Allah when there is no shade other than His with the The Prophet and those he loves" (Reported by Imam Daelami from Ali bin Abi Talib).

In the context of current knowledge, telling a story to children, as expressed by psychologists, there are at least four benefits for children's development.

First, build morale and conscience. Every story that is told always contains moral lessons and wisdom that parents can explain to their children. At this stage, the child can identify which behaviors are good and they can do and which are bad they should not do, so that the child can later emulate good behavior.

The two verses above, for example, teach that Allah is the only God who deserves to be worshiped and it is forbidden to associate anything with Him and Islam is the only religion that Allah pleases for humans.

This moral education, especially about religion, God, and His apostles, is very important to be taught from an early age. Religious education and introduction to God and His messengers are the main provisions for them in living this life.

Second, establish close communication. By telling a story, usually the child will pay attention, see the expression of the person telling the story, see his movements, hear his voice, they can even express opinions or questions. It is through this activity that communication between children and their parents becomes close and intimate.

Third, develop children's imagination and creativity. The children's imagination will be honed by how often we tell them stories. They can describe with their imagination the person or character that becomes the story. And, imagination at certain limits can stimulate children's creativity.

Fourth, it helps stimulate various aspects of child development, including cognitive abilities and emotional intelligence. In addition, storytelling also stimulates the growth of interest in reading from an early age in our children. Hopefully we can provide the best education and role models for our children.

Digital storytelling is one strategy teachers can use to help their children master listening. The art of storytelling is combined with a variety of digital visuals, text, audio narration, video, and music in digital storytelling (Ohler, 2008). So, using the digital storytelling learning model is a model where students will not only listen to a story, but students will also see pictures or graphics of each story's proceedings, but students will also feel carried away in this story with their backs. sound effects of digital stories. Although the use of digital storytelling has been studied by several people, digital storytelling still needs to be studied to find out its use.

A technological application called "digital story telling" is designed to assist teachers in overcoming obstacles to integrating technology in the classroom to create digital versions of stories or fairy tales.

The steps are the same as those used to create traditional stories: picking a topic, doing some basic research on it, writing a scenario script, and then developing it into an engaging story. These steps are then combined with various types of multimedia, such as computer-based images or graphics, audio recordings, digitally generated text, video clips, and music, which can then be played on a computer, uploaded to websites, social media, YouTube, etc (DVD). Stories have the power to bring abstract ideas to life, according to numerous studies. One of them claims that stories can make an idea that seems challenging or abstract for kids become real and enjoyable. Furthermore, this is true not only for students in kindergarten and elementary school but also for those in middle school, high school, and even college. The story is then presented digitally for a number of reasons..

First of all, because the present generation of students are "Digital Natives," or people who have grown up around technology. so that it is anticipated that they will more readily "consume" digital approaches to learning.

Second, practically all teachers now have access to the tools they need to develop Digital Stories. Smartphones, internet networks, and computers or laptops are some of them (smart phones). So, it is envisaged that all Indonesian teachers will be able to readily replicate it.

Thrid, all the "ingredients" required to create digital storytelling are presently freely accessible online. Everything is free, including photos,

music, video clips, and editing software for videos. We have had trouble locating this over the last few years because the majority of the contents still need payment. In contrast, everything is now free and, of course, official and legal.

Fourth, storytelling is possible in every subject (mapel) from kindergarten through high school and vocational school. When conveyed in the form of a story, even abstract ideas can take on a real or contextual meaning.

B. Research Questions

Based on the research background, the research problem is formulated as:

How the speakers of the webinars apply digital storytelling in teaching English?

C. Objective of Study

1. To find out of the speakers of the webinars apply digital storytelling in teaching English

D. Significance of Study

The results of this study are expected to be useful as follows:

1. Motivate the teacher to use digital stories for English teaching and learning.
2. To offer valuable feedback on the development of various

techniques for incorporating the activity of using digital stories in the teaching and learning process.

3. Boost interest among students in comprehending and mastering English.

E. Definition of Key Terms

1. Content

The Use means that Digital Story Telling is applied as media to learning listening skill for student in English Subject that can help teacher and the students for teaching learning process.

2. Digital Storytelling

The digital storytelling used for this study is defined as a method of learning in which there is merging between, images or graphics, audio, video, and music. Digital storytelling is used in this study to improve students' listening skills. This digital story telling method attracts students' attention so as to reduce the boredom of the students during listening learning process, making students the spirit in the learning process.

3. Webinar

Webinars are a term for web-based seminars, meaning seminars that take place using an online network. The Web-Seminar is not held by meeting and face to face, but online or online.

By using the internet, web-seminars and online conferences are take place everywhere and are the latest trend. Online webinars are entirely a different type of event that allows one to participate in the event at any convenient time regardless of location. This means that any participant from any country can take part because participants must be present online only by having a computer, laptop, tablet or smartphone and a high-power internet connection and well-functioning headphones.

