

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Nowadays, the people use technology to equip them in their activities. Especially, the use of technology also assist teachers in teaching and learning process. It helps the teachers in doing their duties. A well-known rule by government is UU No.14 year 2005, stated that a teacher is a professional educator with the main duty to educate, teach, guide, direct, train, appreciate, and evaluate the students from the begining until the end. Therefore, a professional teacher has to prepare the duties and the need in teaching and learning process by the use of technology.

Now at schools, the implementation of teaching practice based on curriculum 2013 and KTSP, teachers are demanded to use media. As cited in Sanjaya (2012 : 57) media serves an agent of information source. It results that, the teachers have the important role in making the best use of media to achieve their learning goals. With the presence of both of curriculums, the tacher can be easily give their teaching material through media.

In curriculum 2013, the teacher is not demanded to deliver too many materials. In this context, the use of media is essential, because media has a lot of benefits. For example catching an object or something happened,

manipulating the situation, event or certain object, and it can increase the passion and students' motivation in their learning (Sanjaya, 2012:70-72).

Despite those facts, it means that teachers use media in their teaching learning process. From the experience, it can be concluded that who do not use the media for their teaching and learning process, it is based on the belief. In such a situation, the method used teacher centered, and the students do not have the chance to give their opinion in the classroom and some of them use media in their teaching and learning process. In light of that problems, a research needed to be done to reveal teachers' perception of the use of media, especially in digital storytelling.

The way teacher view the use of media in classroom teaching will extended the level and degree of its usage ( Taiwo, 2009). By knowing perception of teachers in the use of media , it can be revealed the reasons why there were teachers who use and who do not use media in their teaching. Besides that, in learning process there was so many subject in teaching English, one of them named storytelling. According to Echols (2011) Storytelling consists of two words, namely story means story and telling means telling, Merging two words storytelling means telling stories or telling stories. In addition, storytelling is also called storytelling or storytelling as Malan suggests, storytelling is telling stories based on oral traditions. Storytelling is an effort carried out by storytellers to convey feelings, thoughts or a story to children and verbally. So, it can conclude that storytelling is an activity of conveying stories from a storyteller to

listeners with the aim of providing information to listeners so that they can be used to recognize emotions themselves and others, and be able to do problem solving. The use of storytelling at school, according to Muallifah (2013), there are several reasons why storytelling is considered effective in providing education to children. First, the story in general is more memorable than advice, so in general the recorded story is much stronger in the child's memory. Second, through storytelling children are taught to take lessons. The use of storytelling methods will make children more comfortable than being lectured with advice. So, storytelling can increase childrens' writing and speaking skills.

Based on the statements that explained previously, the writer is interested in having a research on “ Teachers’ Perception in the use of Digital Storytelling”

## **B. Reasons for Choosing the Topic**

The reasons why the writer choses the topic are as follows :

1. Media is important in teaching learning process based on curriculum 2013.
2. Media is the important thing that the teachers have to deliver the topics in teaching and learning process.
3. Perceptions of teacher in the use of media especially in Digital Storytelling are still questionable.

### C. Problem of the Research

Based on the identification of the problems the writer formulated the research problem is :

- what do the teachers' perception about the use of digital storytelling for teaching English ?

### D. The Aim of the Study

The aim of the study is :

- To reveal the teachers' perception about the use of digital storytelling for the study

### E. Clarrification of the term

There are some terms that will be clarified in this research :

#### 1. Perception

Perception is very important to us to know someone's opinion about something. Perception is the ability to understand or notice something easily and the way that you notice or understand something using one of your senses. According to Schmitz (2009), the definition of perception is the process of selecting, organizing, and interpreting information. Perception constitute the process that used by people to manage and interpret impression of their sense to give meaning to their environment. People that have perception on an object can be positive or negative ways.

## 2. Media

Media education is very important to us, because media in general, is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to facilitate the process of learning. This limitation is quite broad and includes in-depth understanding of the source, the environment, human beings and the method used for the purpose of learning / training. According to Briggs (1977) media is a physical means of learning media to deliver content/learning materials such as books, movies, videos and etc.

Romiszowski as cited in Taiwo (2009) has grouped the uses of media into two. In the first instance media are used as instructional aids, here media are used exclusively to enhance or enrich the teachers' presentation. The instructional aids mean that here media as supplement the teacher. Secondly, media are used as instructional systems. They are used to promote individualization of instruction in both conventional and non-conventional setting. Here, instructional systems mean that media as substitute the teacher.

## 3. Digital Story Telling

Digital storytelling at its most basic core is the practice of using computer-based tools to tell stories. There are a wealth of other terms used to describe this practice, such as digital documentaries, computer-based narratives, digital essays, electronic memoirs, interactive

storytelling, etc, but in general, they all revolve around the idea of combining the art of telling stories with a variety of multimedia, including graphics, audio, video, and Web publishing. According to Center for Digital Storytelling, 2011; Rossiter & Garcia, 2010; Skouge & Rao, 2009, digital stories are generally defined as short, first person video-narratives created by combining digital media including recorded voice/audio, still and moving images/video clips, and music or other sounds to tell a story. Digital Storytelling can be a powerful educational tool for students at all ages and grade levels who are tasked with creating their own stories. This use of digital storytelling capitalizes on the creative talents of students as they begin to research and tell stories of their own, learn to use the library and the internet to research rich, deep content while analyzing and synthesizing a wide range of information and opinions.

#### **F. Contribution of Study**

This study will give many beneficial for some educational participants :

1. For the teachers, it can be useful for the learning process in general.
2. For the writer, it can give the new information, about teachers' perception in the use of digital storytelling.
3. For the school, it can be beneficial for other schools which concern to equip their students with digital storytelling media as a model.
4. For the other researchers, it can be as their sources in their research.