

CHAPTER I

INTRODUCTION

This chapter covers about background of the study, research question, Objectives of the study, significance of the study, delimitation of the study and definition of key terms

1.1 Background of The Study

English is one of the most popular languages in every country in this era and is used as a means of communication in daily life, including in Indonesia. English is a useful language tool for human life as a means of communication to convey messages to others. Therefore, English is an important thing to teach in this time for the next young generation as an international language that must mastered to get a bright future in globalization cite from Journal of English Language Teaching.

The world community becomes a unified and inseparable world community which results in mastery of foreign languages, especially English that will become a connecting language. Hopefully, Indonesian people can interact as citizens of the world. This aspect is one of the big considerations why English needs to be taught in schools. Then English is being compulsory subject for study in senior high school or adult learner with the aim of getting better job opportunities or success especially for they are who want to work in other country are able to speak fluently using English with business partner.

English as a foreign language in Indonesia become a concern, especially in the elementary school since the early 90s, based on the awareness of the importance of

learning English as early as possible to be able to compete in an increasingly modern and globalized era. Finally, the government issued a policy through the Ministry of Education (Depdikbud RI, No.0487/1992), which states that schools can add English subjects to the curriculum. Foreign language learning in Indonesia has a long history. There are 4 students' English skills that must be mastered: listening, speaking, reading, and writing. A lot of method of learning that is used to master the four English skills and one of those is literature. Literature is one method that can be used in learning English to increase language skills. According to Siswanto (2008), literature is able to develop students in a balance of spiritual, ethical, logical, aesthetic, and kinesthetic. As an aesthetic exploration, its concern is with truth and may be seen as an good aspect in the process of awareness of the world that very often is pursued for some significant caused like morality or human curiosity with big concern about human predicaments. One of them is by using short stories as a learning medium.

A short story is a literary genre that used learning material because they have some benefits such as text that interesting and can motivate students to learn the Britain language. Smith (2002) describes four advantages of using short stories for language teachers. First, short stories are practical way of teaching because they are long enough to be covered entirely in one or two class sessions. Second, short stories are very easy to do yourself because they are not complicated. Third, short stories provide options for people with the different interests. Finally, short stories can be used all levels, and all classes. Therefore, short stories can be used for language practice, aesthetic appreciation of early and intermediate levels and also reading comprehension. Short

stories strengthen language skills, develop students' motivation or curiosity, and introduce literary elements (themes, setting, plot, metaphorical language, messages, characters, culture and moral values). By studying culture, students learn about the past that may affect the present, and about customs and traditions, short stories develop high order thinking skills that lead students to think more critically and students learn that critical thinking is more important and even fun.

In this era, students are digital native individuals, born after the widespread adoption of digital technology. They grow by leveraging technologies such as the internet, computers, and mobile devices. Based on these characteristics, teachers must carry out teaching and learning activities that apply technology in the process of delivering knowledge. Many children who don't like English will feel sleepy, bored, confused, and frustrated when the teacher only reads stories, and only explains in front of the class. Using technology in the classroom goes beyond the entertainment and instead promotes student engagement in authentic storytelling with enhanced digital creation (Roby, 2010).

Learning English need a strong interest because having an interest to someone will make them study hard anywhere, anytime, and any places. Without interest, all activities will less effectively and efficiently. Interest will make students pay more attention to something and do it with pleasure. The enjoyment people experience when doing their work, or their subjective interest in the content of the task (Katz, 2006). Intrinsic interest may enable children to remain occupied in a task without receiving immediate feedback because it can permit them to perceive the task as enjoyable and

as containing personally meaningful information, which they can connect with various problem that interest them (Wigfield & Eccles,1992).

According to Mangal (2007), interest is the main force that drives the whole machinery of the teaching and learning process. It means that student's interests will drive people to do something. For example, a person who likes singing will sing more and more. In learning interest is a crucial factor in the success of student learning. In addition, learning interests also support and influence the learning process in schools, especially in learning English. The role of interest in teaching and learning is to concentration to the subject. The role of interest in teaching and learning is to concentrate thinking and also to create excitement in learning and also help students not to forget what they are learning. Studying with passion can create a sense of satisfaction and pleasure. Interest in learning functions as a driving force for students to learn. Students who are interested in continuing their lessons will appear motivated to study hard, in contrast to students who have just received their lessons.

In the teaching and learning process, interest has an important role to encourage students to study harder. Great interest affects the development of intelligence, so what he does on his own accord without any coercion, and this will be felt when students do assignments where students pay great attention to what they are doing and really enjoy their work. According to Arikunto(1990).there are several elements of interest that can attract a person's attention in the learning and teaching process. Students who have an interest in learning, they will pay attention to learn. These elements are: interesting learning materials, interesting conditions and situations, interesting learning tools,

teachers who convey learning well. There are several elements of interest in learning activities that affect learning which include: attention, willingness and need. Learning materials that interest students are easier to learn and stored in memory to increase interest and learning activities. These factors can include individual factors (internal factors) such as: health, attention, talent and intelligence, and factors outside the individual (external factors) such as family, school and community circumstances environment.

In each teaching, the teacher is asked to be able to organize or design lessons in an interesting way (Rohani and Ahmadi, 1995) teaching can be given incentives to achieve learning objectives. Incentives are tools used to persuade someone to do something they would not or would not do well. Expected incentives for student motivation and possible interest in the teaching will emerge (Slameto, 2010). To master the subject of English as a foreign language, students must like these subjects so that interest arises in students. Some things that can arouse their interest to keep paying attention and learn with enthusiasm are interesting learning tools, creating a calm and fun atmosphere for learning and clarity of learning English objectives.

Previous researcher Kharaghani (2013) in her research about The Effect of Short Stories on the Reading Comprehension Ability of Iranian EFL Learners investigates the effect of using short stories in EFL settings on the reading comprehension ability of Iranian English language learners. It was found that the group which received short stories as their reading text outperformed the other group.

Rahmawati (2018) *Interest and Motivation in Learning English at the 10th Grade Students in Senior High School in Samarinda*. Teaching patterns that are adapted to the content of the primary school education curriculum and socialization should be further improved, and the implementation of teaching methods followed up as soon as possible. The learning development model is also still not clearly indicated, but respondents stated that with a creative model that can stimulate children's imagination, there are more teaching aids that need to be facilitated so that children don't get bored.

Banaszewski (2005) concluded that the use of digital stories has positive effects on students' digital and normal literacy development and supports digital literacy. Demirer (2013) concluded that the use of digital stories increases student's academic achievements, attitudes, and motivations towards the lesson, their ability to use technology, and contributes to interaction and sharing. Saroh (2019) found internal and external factors that influence student interest at tenth grade of senior high school 7 Jambi. Some studies above showed that learning through literature with short stories and the use of digital short stories increases student's awareness of connecting the meanings of the source language to the target language. It implies that they are trained to use their language skills and achieve four English skills.

However, other factors also support the increase in students' interest in English when using digital short story videos. The differences between this research from the other is the different subject and use of the media. This research will be conducted in response to the conclusions and suggestions of previous researchers that it is necessary to develop learning in learning English that can stimulate children's imagination.

Therefore, the researchers will use digital short story videos as the medium. The researcher conducted to find out the factors of “EFL learners' views on digital short story: a case study with tenth graders’ students in secondary education” and how digital short story to be able to increase their interest in English learning. Internal and external factors that influence student interest will be found in overcoming obstacles in learning English. This research needs to be done with the expectation that many future English teachers will design learning media through video digital short story that appropriate to their level and attracts students' attention to be more active in learning English to set their skills.

1.2 Research Question

Based on the background of the study, the researcher try to find out:

- a. What factors influence 10th grade interest in Listening English Learning on digital short story videos?
- b. How can digital short story increase 10th grade interest in learning English?

1.3 Objectives of The Study

The objectives of this research are:

- a. To identify the factors that influence 10th grade interest in listening on English Learning through digital short story videos.
- b. To determine a view factors of digital short story videos that increase 10th grade interest in learning English.

1.4 Significance of The Study

According to the objective, the significance of this research are:

A. Theoretical Significance

The researcher is expected that digital short story can increase 10th graders' interest in learning English.

B. Practical Significance

The researcher expects that this research can contribute to:

1. English Language Teachers

The researcher expects that the teachers who still have problems in teaching speaking skills, especially in retelling a story, can use the alternative medium that the researcher uses. In this research, the researcher gives information about how the digital short story impacts student interest. This leads teachers to be able to make English learning more interesting through digital short stories.

2. Students

The research findings suggest that the use of digital video short stories can motivate students to learn and use English, resulting in increases independence in learning. Furthermore, students become adept at identifying and solving problems as they are accustomed to connecting meaning through the use of digital video short stories.

3. Future Researcher

Hopefully this research is able to inspire and motivate the future researchers who have a desire to conduct researches on the same topic or make another innovation based on this research, although this is not only one to solve problem in educational field. Many new experiences that valuable and can apply all the technique of teaching and efforts to solve the problem of teaching learning in the future.

1.5 Delimitation of The Study

The present researcher focuses on what factor of 10th graders' interest and factors of digital short story videos that impactful to increase the student English interest.

1.6 Definition of Key Terms

This part presents the definition of some words and phrases that are used in this study to avoid misinterpretation. In this research, researcher use several terms. Those terms are limited by that definition, which is the way the definition is more focus. Definition of key terms that uses in this research are:

A. Digital Short Story Video

Robin (in Foe, 2014) say that digital short story is defined in many ways, but they all revolve around the idea of combine the art of telling stories with a variety of digital multimedia, such as images, audio, and video.

B. EFL (English Foreign Language)

According to Gebhard (2006), EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication places in which English is not used as a means of first language communication.

C. Interest

According to Witherington (1985), interest is a person's awareness of an object, person, problem or situation that has something to do with him or is seen as something conscious.

D. Listening

Listening is a skill for resolving problems. Poor listening can lead to misinterpretations, thus causing conflict or dispute. Poor listening can be exhibited by excessive interruptions, inattention, hearing what you want to hear, mentally composing a response, or having a closed mind.