

CHAPTER I INTRODUCTION

1.1 Background of the study

Writing is one of the language skills that needs to be developed in studying English as is stated in the curriculum and syllabus (Husna and Multazim 2019). It can be a medium for expressing a person's ideas, feelings, and opinions in a written form, and the result can be meaningful for the writer himself and or for other (Manik and Arie Suwastini 2020). Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences grammatically into written text.

There are many kinds of written texts. One of them is a recount text (Ningrum and Rita 2013). A recount text is a piece of writing that recalls and reconstructs prior events, experiences, and accomplishments in a logical order (Damayanti and Dayu 2020). There are many methods and media used to teach recount texts. One of the methods that we can use is briefly explain the recount text and the linguistic elements used in the recount text and explain about orientation, event and reorientation. And the media used is digital storytelling (Vivitsou 2018).

In order to identify if students have read and understood the text's structure as well as its contents, teachers ask students to identify the text they have been given. After students are able to fully understand the text's content, they are required to write a recount text. But the result, there are some errors in their writing.

One of the best ways to improve young learners' language skills is through storytelling. (Andayani 2019). Storytelling is simple and practical because stories, which are used as the media, are easily obtained. It can be a powerful means of expression especially for voices that may be difficult to hear or represent in typical ways (Alismail 2015). Every sequence of events in those stories might be felt by kids through emotions, intelligence, and imagination.

Storytelling can bring joy emotions, expand their knowledge, and pass along cultural legacy from one generation to the next. The essential point is that storytelling has the potential to change students' perceptions about the importance of weighing the pros and disadvantages of every action in a story (Satriani 2019). However, grammatical errors continue to be a significant issue in writing. In fact, some learners/students find it difficult to write in English. They may experience difficulty when writing in the language. As a result, there will be mistakes in their writing (Benford et al. 2000).

The digital story is one in which separate elements of a larger narrative can be experienced by different audiences through a range of technological platforms. In addition, digital storytelling draws from learner-centered approaches aiming to enable student learning through the use of connective technologies, digital mobile devices and language toward the production of meaningful outcomes. The aim is to give students a chance to tell their own stories about the topic under discussion, highlight participatory practices, increase engagement on the topic, sustain collaborative efforts and encourage shared learning and creativity (Vivitsou 2018).

Because it is extremely flexible to material and encourages student interaction, digital story telling has been used as an instructional approach in second and foreign language classrooms. (Rohaniyah and Mari 2022). Therefore, it has been proven that including English teachers and students in a digital storytelling project can stimulate their active participation in learning activities, especially in the integration of different aspects to portray the tale in a digital format. The creation of the students' digital stories was influenced by how they used text, images, and sound in editing software (Andayani 2019).

A teenager's need to feel active, intellectually challenged, and academically supported in order to gain the skills and information they need in the classroom. The use of more modern technologies enables greater involvement and control over the style and presentation

of student writing. Digital storytelling is one example of a recent technology that has been found to be interesting for both teachers and students.(Campbell 2012).

Based on what has been explained, storytelling may help students express their ideas, experiences, activities that have happened in their life through a story (Yusnita et al. 2012). This storytelling, especially the digital one may be used to help students overcome the problem in writing recount texts.

1.2 Statement of the problems

The problems of this research can be formulated as follows:

1. To what extent have the eighth graders been engaged in the digital storytelling program in order to help them write recount texts?
2. How is the generic structure potential created in their recount texts?
3. What will the eighth graders' performance in writing recount texts be like after several learning cycles using digital storytelling approach?

1.3 Objective of the study

The objective of the study can be stated as follows:

1. To elaborate to what extent the eighth grader's been engaged in the digital storytelling program in order to help them write recount texts.
2. To find out how the generic structure potential is created in the eighth graders' written recount texts.
3. To describe the eighth graders' performance in writing recount texts will be like after several learning cycles using digital storytelling approach.

1.4 Significant of the study

1. This study is expected to give English teachers engaging teaching methods to improve students' writing recount texts.
2. This research is expected to find out that eighth grade's have written according to the generic structure.
3. This research is expected to prove that eighth grader's increase their writing skills each cycle with this method.

1.5 Organization of the research paper

Chapter one includes the background of the study, statements of the problem, objective of the study, significances of the study, and the organizing of the final project. Chapter two presents a review of related literature, which discusses about the meaning of recount text, the characteristics and generic structure of recount text, the function of digital storytelling as a writing tool. That means digital storytelling can be a strategy for developing writing skills for eighth grader's. Chapter three presents investigative methods. This includes classroom studies, the role of the researcher, and data analysis procedures. Chapter four includes detailed analysis of the study. This includes the results of learning, teacher procedures in carrying out learning through digital storytelling, and other problems in writing recount text. Chapter five provides conclusions from the results of the study and suggestions.