

CHAPTER I

INTRODUCTION

This chapter elaborates on the introduction part of this paper, involving the background of the study, reasons for choosing the topic, research questions, research objectives, significance of the study, and definition of terminologies.

1.1 Background of the Study

In the era of digital transformation, the integration of technology in education has significantly changed the way knowledge is delivered and understood by learners. In the context of language learning, digital tools are no longer seen as complements, but rather as essential instruments in creating interactive and engaging learning experiences. According to Ng (2021) Teachers' digital literacy and their beliefs about technology play a crucial role in determining the success of technology integration in the classroom. This is supported by Tondeur et al. (2022), who emphasizes that teachers' pedagogical beliefs are strong predictors of how and to what extent they adopt digital tools in teaching. In addition, a recent study by Drajadi et al. (2023) showed that the use of digital media in English language teaching encourages teachers to reflect on the effectiveness of their teaching practices. These developments have paved the way for more creative digital approaches, such as digital storytelling, to emerge in language classrooms.

Digital storytelling (DST) has been widely acknowledged as an effective approach to enhance students' communication skills, especially in learning foreign languages (Al-Amri, 2020). Despite its potential, the implementation of DST in Indonesian high schools still encounters several challenges. These challenges include inadequate technological infrastructure and limited professional development opportunities for teachers Sari (2021), as well as the relatively low digital literacy levels among students (Ramadhani & Wulandari, 2022). In addition, teachers' perceptions of digital tools greatly influence their adoption of innovative teaching strategies. For instance, Akram et al. (2022) found that positive teacher perceptions toward technology integration are key to their willingness to incorporate digital methods in the classroom. Likewise, Eze, Obichukwu, and

Kesharwani (2021) highlight that teachers' perceived ease of use and perceived usefulness of digital media are significant predictors of their readiness to apply such tools in teaching. Therefore, exploring how teachers perceive digital storytelling as a tool to support Discovery Learning in English language education is essential to understand and address the barriers and facilitators of DST adoption.

While Digital Storytelling (DST) has a lot of potential in language learning, its implementation also faces a number of real challenges. In Indonesia, constraints such as uneven technological infrastructure, including limited internet access and lack of adequate technological devices in some schools-remain significant barriers to the integration of DST into learning (Chang & Chu, 2022). A curriculum that is not yet fully flexible also makes it difficult for teachers to adapt creative approaches such as DST. In the post-pandemic blended learning context, Hwang and Nurtantyana (2022) suggest the utilisation of artificial intelligence (AI)-based and edge computing technologies to simplify content creation and improve the efficiency of English as a foreign language (EFL) learning. Another important factor is the readiness of teachers to utilise these technologies. Isaacs (2021) reported that preservice teachers initially showed hesitation in using DST, but after gaining training and experience, they became more confident and motivated in integrating it into learning. The role of the teacher as a facilitator and innovator is the key to making DST not only an interesting method but also an effective way to increase students' motivation and language skills. In the context of the Merdeka Curriculum, which emphasises more independent, contextual, and differentiated learning, the application of DST has great potential. These findings confirm that various structural and contextual constraints, ranging from infrastructure limitations, curriculum unpreparedness, teacher readiness, to access to technological resources, need to be taken seriously before Digital Storytelling can be widely implemented in senior high schools in Indonesia.

Various studies have shown that Digital Storytelling (DST) has an important role in language learning, especially in improving students' comprehension of narrative texts (Fajriah et al., 2021) and multimodal literacy (Reyes-Torres et al., 2022), as well as bridging cultural differences in a multicultural classroom (Smeda

et al., 2022). The successful implementation of DST is strongly influenced by teachers' perceptions, self-efficacy, and readiness to use this technology (Al-Amri, 2020; Karatas & Oral, 2023; Ng, 2021), while structured teacher training can overcome technical and pedagogical barriers (Kohnke et al., 2023). However, constraints such as limited infrastructure and curriculum demands are also major barriers in Indonesia (Pratolo & Solikhati, 2021). In addition, the adaptation of DST content to local contexts has been shown to increase student engagement (Purnawarman et al., 2022), and the integration of advanced technologies such as AI can accelerate digital content production (Hwang et al., 2022). Other research highlights the contribution of DST in developing students' global competence and learning motivation (Balaman & Sert, 2023; García-Sánchez & Lázaro, 2022), as well as differences in gender perceptions in DST adoption (Dewi & Ningsih, 2023). Recent research in the Merdeka Curriculum also confirms the role of DST in project-based learning that supports students' learning independence (Pratama & Wijayanti, 2024). However, there are still a few studies that focus on teachers' perceptions of the use of DST in the Discovery Learning model at the high school level, so this study aims to explore this aspect in depth.

Although many studies have demonstrated the effectiveness of Digital Storytelling (DST) in enhancing students' multimodal literacy, learning motivation, and global competence, there remains a significant gap in understanding how teachers perceive and implement DST, particularly within the Discovery Learning framework in Indonesian high schools. Most existing research focuses on students' learning outcomes or the technical aspects of using DST, while teachers' perspectives as facilitators and designers of exploratory learning are rarely examined. This gap is particularly relevant in the context of the Merdeka Curriculum, which promotes project-based, contextual, and student-centered learning. Therefore, this study, entitled "Exploring Teachers' Perceptions of Digital Storytelling in Discovery Learning for Senior High School," aims to explore teachers' perceptions of using DST in the Discovery Learning approach. The findings are expected to fill the current research gap by providing insights for developing more contextualized teacher training programs and enriching the

understanding of how DST can be effectively integrated into Discovery Learning practices aligned with the principles of the Merdeka Curriculum.

1.2 Reasons for Choosing the Topic

This topic was chosen due to the urgent need to understand how high school English teachers interpret the use of digital storytelling (DST) in Discovery Learning. DST has been recognized for improving communication skills and student engagement in learning. However, an in-depth understanding of how teachers perceive and experience the application of DST in the classroom, especially in Indonesia, is still very limited. In fact, teachers' perceptions play an important role in determining the successful integration of technology-based learning strategies. By positioning teachers as reflective agents of pedagogical change, this research seeks to explore the challenges, potentials, and realities they face in the field. This topic is expected to bridge the gap between theoretical expectations and real practices, as well as provide a real contribution in designing learning innovations that are relevant, applicable, and in accordance with current educational needs.

1.3 Research Questions

This present study aims to explore the following research questions: “How do teachers perceive the use of digital storytelling in discovery learning for senior high school?”

1.4 Research Objectives

This study aims to achieve the following two main objectives:

1. To explore senior high school teachers' perceptions of the use of digital storytelling in the context of Discovery Learning.
2. To identify how teachers perceive the effectiveness of digital storytelling in enhancing student engagement and learning outcomes within Discovery Learning for senior high school.

1.5 Significance of the Study

This research is expected to contribute to two main aspects, namely theoretically and practically. Theoretically, the results of this study can enrich the literature on the implementation of digital storytelling within the framework of Discovery Learning, particularly in the context of senior high school English language instruction. The findings may also serve as a foundation for future studies that aim to explore the integration of digital tools in innovative learning models such as Discovery Learning.

Practically, this study offers insights into how senior high school English teachers perceive the use of digital storytelling as part of Discovery Learning. By examining their perceptions and the factors that influence their readiness and acceptance, the findings are expected to inform educators, teacher trainers, and policymakers in developing more effective training programs, policies, and support systems for integrating digital storytelling in language learning. Moreover, the study may encourage teachers to reflect on and enhance their instructional practices to be more student-centered, engaging, and aligned with 21st-century learning needs.

1.6 Definition of Terminologies

This research uses key terms relating to technology in English language teaching. The following definitions explain the concepts used

1. Teachers' Perception

Teachers' perceptions in this study refer to the personal beliefs, understandings, and evaluations held by teachers towards the effectiveness of digital storytelling in English language teaching. These cognitions play an important role in shaping instructional decisions and teaching strategies in the classroom, Borg and Sánchez (2020).

2. Digital Storytelling

Digital storytelling is a storytelling process using digital media that combines personal narrative with various multimedia elements such as images, video, sound, and music. It can increase learner engagement, develop digital literacy, and provide a more reflective and meaningful learning experience.

Robin (2020).

3. Discovery Learning

Discovery Learning is a student-centered instructional approach that encourages learners to explore, investigate, and construct their own understanding through active engagement with content and problem-solving tasks. In the context of English language teaching, this approach promotes deeper learning by allowing students to discover language patterns, meanings, and usage through guided activities and reflection. It fosters motivation, critical thinking, and retention by involving learners directly in the learning process Bruner (1961).

1.7 Scope and Limitation

This study focuses on exploring teachers' perceptions of Digital Storytelling in Discovery Learning at the senior high school. It is limited to the exploration of teachers' views on its implementation, without discussing students' responses or learning results.