

CHAPTER II

REVIEW OF LITERATE LITERATURE

This chapter presents the theoretical papers. Related literature to support the title of this study discussed. It is related the definition, types, steps, benefits of using digital storytelling and writing skill using descriptive texts.

A. The Definition of Digital Storytelling

Generally, digital story is a media that is used in learning process to help teacher in delivering the materials also to help the students to cope the materials in classroom activity. Widodo (2016) stated that, Digital storytelling is a multidimensional skill, which requires learners to be literate in technology, interact with the variety of texts, and to make meaning digitally. Lee (2014) In the other hand, it is very important when working on digital storytelling, learners engage in “the story making and sharing process”. Moreover, Loukia (2006) stated that in the context of child language learning, children learn language through reading or listening to stories.

Based on those definitions, I concluded that digital storytelling really appropriate and have great benefits in facilitating the students in learning English. Using media as a means of teaching English to young learners can help the teachers create classroom situations to be more alive. The media also can help the students to cope all of the materials. So that, it can increase the student’s interest in learning English. Besides, it is also

make the students easy to learning English and the teacher easy to deliver the materials. It means the media is a tool to deliver the teacher's messages to the students.

B. Types of Digital Storytelling

There are three types of digital story those are;

- 1) Personal narratives - stories that contain accounts of significant incidents in one's life;
- 2) Historical documentaries – stories that examine dramatic events that help us understand the past and
- 3) Stories designed to inform or instruct the viewer on a particular concept or practice.

In this case, the writers used one type of digital story that is personal narratives story to make the students easier to tell their story. Experiences in teaching are very important. Thus, the students make their own experiences in around the school, learning outside of the class and increase their stimulus of learning. Therefore, the writer make many experiences in teaching young learners to know the characteristics of young learners and how to make they are interested to the teachers. That is why the writer used descriptive text to improve the student's skill in learning English.

C. The Steps of Digital Storytelling

Wawrow (2012) clarified the process in the following steps:

1. Have the students write out the stories they wish to tell.

2. Record the students telling their stories.
3. Gathers their images (their own photos, scanned images, drawings)
4. Arrange the images and audio in the editing software.
5. Go Hollywood – throw in a little movie magic.
6. Export the work to a playable movie file.

Hence, Martinez (2014) stated that there are four steps in making digital storytelling project those are:

- a. The topic
- b. The story board
- c. Filming
- d. Editing

D. The Benefit of Digital Storytelling.

Fehn (2011) stated that, new technology can work powerfully to engage the cognitive and affective skill of teachers and students. Moreover, Martinez (2014) stated that, They can also be used to develop the language domains of reading, writing, speaking and listening. Swan (2013) stated that, the students were very interested in the process, were motivated, and demonstrated creativity in making the films. From those expert, the writer sure that this digital story (photo story 3) can bring many benefit more than the writer expect and also bring positive result in improving students writing skill especially in descriptive texts.

E. Definition of Writing

Mariane (2000) stated that writing is one of the integrated language skills that involved many language elements such as diction, grammar, spelling, punctuation, etc. Moreover, writing skills is often perceived as one of the difficult skill since it requires a high level of productive language control than other skill. According to the Robert (2006), writing is a process of thinking in a writing form, where the writer can express his or her ideas, experiences, thoughts and feeling. Writing is also skill of arranging the words of form sentences, paragraph so those idea, opinion, experiences and expression can be communicated to other in form of material. Alice (2005) Writing is a discovery process that can involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer does not actually appear on the page. It is a means of communication. Whenever the writer wants to write, he must know the audience or reader, it will help in reaching the goal of communicating clearly and effectively.

Mary (1974) stated that communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought. Moreover, writing has ben characterized as written thinking. It means that writing is way to produce language that comes from our thought. In the writing process, the writer tries to develop

their ideas and feelings to produce into a good sentence, in order to inform the other.

F. Types of Writing

Mary (1974) The type of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write.

There are two types of writing:

1. Practical writing

This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc.

2. Creative or Imaginary Writing

This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

G. Purposes in Writing

According to the O'Malley (1996), there are three purposes of writing based on the types of writing in English, those are:

1. Informative

It is represented by “informative writing,” that is purposed to share knowledge or information, give directions and static ideas to other. Informative writing involves describing events or experiences, analyzing

concept, speculating on causes and effect. Also, developing new ideas that are purposed to inform something may important to the readers.

2. Expressive or Narrative

It is represented by “informative writing” or “narrative writing is” that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poem or short play.

3. Persuasive

It is represented by “persuasive writing” that is purposed to persuade that readers to do something. It effort to influences others and imitate action or change. This type of writing includes evaluation of book, movie, consumer product or controversial issues.

H. Process in Writing

According to the Karen (2003), there are three steps in writing process. They are prewriting, writing and revising. All those steps are important to make our writing better and systematic.

1. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.

a. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down everything that passing through or comes into our minds.

b. Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around. There are the steps of clustering process. Those are;

- Write our topic in the center of a blank piece of paper and draw a circle around it.
- Write any ideas that come into our mind about the topic in circles around the main circle.
- Connect those ideas to the center word with a line.
- Think about each of our new ideas, and then connect them.
- Repeat this process until you run out of ideas.

c. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. It is generated of prewriting guidance based on the Karen (2003). Those are:

1. Begin with topic sentence that states the main ideas, include several sentences that support the main idea.
2. Stick the topic does not include information that does not directly support the main idea.
3. Arrange the sentences so that the other ideas make sense.
4. Use digital words to help the readers understand how the ideas in your paragraph are connected.

d. Revising

The last step is revising, it is the important step to do after we have produced a draft. Jeremy (2002) stated that by analyze the content of the draft may unclear, ambiguous or confusing. We must ensure that our paragraph is unified and coherent. So that can improve the grammatical accuracy. Hence, in this step we can enrich our writing content with adding new sentence to support others idea. And deleting some sentences those are irrelevant with the topic. It is almost impossible to write a perfect paragraph on the first trial, so that revise is needed with the following steps:

1. Add new idea to support the topic.
2. Cross out sentences that do not support the topic.
3. Change the order of the sentences.
4. Using the following checklist to revise your paragraph. Make sure that you have a topic sentence, cross out sentences that do not related to the main idea, check to see if the sentences are in

the right order, add new ideas if they support the topic sentences, make sure you have included signal words to help the reader, the last is check the punctuations, spelling and grammar.

I. Writing Skill Using Descriptive Text

Writing is an important skill for learners of English as foreign language. Hence, writing is used to prove the students have already mastered a grammatical rule. In the other hand, writing is a process including a series of steps such as planning, organizing, drafting, revising and editing. From that statements the writer has to make sure that what kind of genre have to write for the students in the first grade of junior high school based on the *Kurikulum 2013*. There are many kinds of genre that have to learn for the students in junior high school. One of those genres is descriptive texts. Means that the students have to master in making descriptive text based on the criteria that has already included in student's book.

Descriptive has several aspects such as material sign, the meaningful discourse, the interesting story and social function. The social function of descriptive texts can be cultural values, the problem of the story and also how to solve the problem in the story. Also, descriptive text usually written in the present forms. Furthermore descriptive typically use in daily vocabularies. From that reason, the writer concluded that it must be uses of everyday vocabulary of the students who would like to write

descriptive texts. Descriptive text is the event that they make in that time. So that, the writer decided that the students must be exploring and got the pictures in outside the school and it must be presents verbs in making the stories.

J. Previous Studies

Previous study is very important to be the writer references in doing research. However there are many previous research that discuss about digital storytelling topic. Here the list of digital story telling reserach. Those are:

- a. Using digital stories to improve listening Comprehension with Spanish young learners of English. This research is to examine the effects that digital story may have on the understanding of spoken English by 6 years old of Spanish students. Writers of this research used experimental research. It was launched in six state schools in Madrid. A pre-test design was used to investigate whether internet-based technology could improve listening comprehension in English as a Foreign Language. Hence, findings of this research indicate that the experimental was outperformed in the final test.
- b. Taking digital stories to another level: Making documentaries. The aims of this researh is by making digital stories the students tell about themselves, share their culture with the class, and learn from each other can help with establishing rapport, shows respect for different cultures, and can be motivating for students and their language teachers.

Findings of this research teachers and students could use the structure of a documentary to build language skills while improving their video editing skills to create interesting short documentaries, which can teach about the course content, history, science, health, citizenship, and so on. students also very excited to exploring more using digital story through their laptop or ipad.