



# Using Digital Storytelling to Improve Students' Listening Ability

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## Abstract

Listening ability is a skill that focuses on receiving, understanding and identifying a sound that includes several components of the language in this case specialized in English. Digital storytelling is the media that combine between audio and visual in story form. The purpose of this study is to prove whether or not there is an improvement in students' listening skills by using digital storytelling. This research used quasi-experimental. The population of this research was all of eight grade students at SMP Negeri 3 Banawa. The sample was 24 students from class D in experimental class and 24 students from class E in control class. After collecting data and conducting simple statistical analysis, it was found that the mean score of the experimental class (26.25) was higher than the control class (22.5). Then after applying a significant level of 0.5, it was found that the t-count (1.84) was higher than the t-table (1.68). It means the hypothesis is accepted. In conclusion, digital storytelling can improve the listening skills of the eighth-grade students.

**Keywords:** *Listening, Recount Text, Digital Storytelling*

## Introduction

Listening is one of the four main skills in learning English. When learning a language, the first thing we do is listen, from listening it will lead us to find new skills, namely speaking and then reading and then writing. Therefore, these skills are referred to as basic skills. As the first skill that we need to master, there are many problems occur in the learning process.

Based on preliminary observation made at SMP Negeri 3 Banawa, the researcher got some problems related to the listening skills. Students tend to lose their concentration when doing listening activity and sometimes they will concentrate in the beginning of the class and then lose when entering the middle of class. In (Umiyati et al., 2022) research, they mention that the most listening

problem of Indonesian students is a difficult thing to do in learning English because the language still sounds foreign to Indonesians who are just learning it. Therefore, it is important to always stimulate students to get used to hearing native speaker conversations. Giving attractive methods can be done to stimulate students to be interested in learning and listening to native speaker conversations well. Accordingly, the researcher tries to use digital storytelling media which can provide more interesting method for students to stimulate their listening skills.

There are 3 factor make students lose their concentration based on the research conducted by (Le, 2021) , the first is internal factor include students understanding and students interest. The second is external factor include school system, classroom environment, family and teaching methods. Based on that, researcher want to test the digital storytelling during students's listening activity in the classroom.

## **Literature Review**

### Definition of Listening skills

According to (Nurjanah, 2019), listening is the ability for identifying and understanding oral language through vocabulary, syntax, accent, and pronunciation. Listening skills is the skills related to the hearing device and it is clearly needed in communication. Good listening skills will affect the information received.

### Definition of Recount text

Recount text is the text or story about the past. (Agustiawati, 2018) mentions recount text is a text that aims to tell something happened in the past including what happened, who was involved, where it happened, when it happened, and why it happened. Moreover, this text contains about particular story.

### Definition of Digital Storytelling

Digital storytelling is the skill of storytelling combined with digital media—such as audio, video, and graphics—to tell a tale is known as digital storytelling (DST), (Rosli & Kamaruddin, 2020) Digital storytelling, as the name suggests, makes use of digital devices, software programs, and many media formats, including text, images, music, video, and voice (narration). In this research, digital storytelling is the media to help students to improve their listening skills. (Sulvika et al., 2021) stated that one contemporary storytelling art form is digital storytelling. These activities are able to incorporate multimedia technology into learning activities while also effectively communicating the lessons found in the narrative story.

A study related to digital storytelling has been conducted by (Khasanah et al., 2023) about the use of digital storytelling to stimulate learners' listening comprehension of senior high school in Ciamis. The result of the research showed that students thought that using digital storytelling material in the classroom help them comprehend the speaker's remarks from the video, boost their enthusiasm, and enhance their ability for listening.

### **Method**

This research used quasi-experimental with one experimental class and one control class. I chose this research design because I wanted to apply a creative learning media to students' listening skills. The population of the research was the eighth-grade students of SMP Negeri 3 Banawa. The sample was class VIIID as experimental class and class VIIIE as control class. Choosing samples by utilizing the purposive sampling technique. The instrument of this research was test include pretest and posttest.

On the pretest, the researcher gives questions in the form of filling. They need to fill missing part with verb especially verb past. On the posttest, the form of the questions given is still the same as the form of the questions on the pretest filling in the blanks. The treatment is being done six times with a teaching schedule twice a week, once in the control class and once in the experimental class which took 90 minutes in each meeting. In analyzing the data, researcher used simple statistical analysis formula by (Arikunto, 2006) by using level significance 0.05. The hypothesis of this research is can digital storytelling improve listening skills of SMPN 3 Banawa students.

### **Results**

After analyze data, the results showed there are the different score between before treatment and after treatment. On pretest, mean score of control class was 10.41 and experimental class was 12.08. On posttest the mean score showed improvement from two classes. Mean score of control class was 32.91 and experimental class was 38.33. The student's standard and deviation score was following by the table below.

Table 1. Deviation of the pre-test and post-test of the experimental class

<b>No</b>	<b>Initials</b>	<b>Score Pretest</b>	<b>Score posttest</b>	<b>Deviation</b>	<b>Square Deviation</b>
1	RS	10	20	10	100
2	OKP	10	70	60	3600
3	AF	10	20	10	100
4	RR	20	70	50	2500
5	D	10	30	20	400
6	AD	20	80	60	3600
7	R	0	20	20	400
8	LA	10	20	10	100
9	RA	30	80	50	2500
10	RSA	0	20	20	400
11	ES	0	30	30	900
12	NA	30	80	50	2500
13	RAD	0	10	10	100
14	NAI	10	20	10	100
15	YA	0	10	10	100
16	RI	10	20	10	100
17	ZZ	0	10	10	100
18	FAZ	20	90	70	4900
19	Z	10	20	10	100
20	AA	10	10	0	0
21	M	20	70	50	2500
22	MAA	30	70	40	1600
23	ZM	20	30	10	100
24	AP	10	20	10	100
<b>Total</b>				<b>630</b>	<b>26900</b>

Table 2. Deviation of the pre-test and post-test of the control class

No	Initials	Score Pretest	Score posttest	Deviation	Square Deviation
1	MIC	10	40	30	900
2	A	0	30	30	900
3	YA	20	40	20	400
4	Y	10	10	0	0
5	NA	10	40	30	900
6	C	10	70	60	3600
7	YAL	20	10	-10	100
8	WA	20	20	0	0
9	N	10	20	10	100
10	RR	0	60	60	3600
11	AN	10	30	20	400
12	FN	10	40	30	900
13	AG	10	30	20	400
14	BC	0	10	10	100
15	DA	0	40	40	1600
16	RA	10	50	40	1600
17	G	20	30	10	100
18	JK	10	20	10	100
19	PSL	0	40	40	1600
20	SM	10	30	20	400
21	RM	10	20	10	100
22	SF	20	50	30	900
23	FT	20	40	20	400
24	MK	10	20	10	100
		<b>Total</b>		<b>540</b>	<b>19200</b>

The researcher utilized the t-counted formula to calculate the significant difference between the experimental class and the control class. It was found that the significance between the calculation results of the control class and the experimental class is 1.84. By applying t-count formula with significance level 0.05 and degree of freedom (df), the t-table value was 1.68 which lower than t-count. It

means the hypothesis was accepted and using digital storytelling proven to be able to improve students' listening skills of the eighth-grade students at SMP Negeri 3 Banawa.

## **Discussion**

This research aims to determine whether digital storytelling can improve students' listening skills at SMP Negeri 3 Banawa. From the findings that have been discussed previously, it shows that digital storytelling can improve students' listening skills. By carrying out 6 sessions of treatment. The result obtained in the data analysis is that the method is accepted.

To see if digital storytelling can improve students' listening skills, the researcher used a test in the form of audio-visuals and then they were given a story where they were instructed to fill in the missing verbs in the story and fill them in according to what they listened to. The verbs they fill in are past tense verbs that are still related to the previous lesson. This is because the researcher used recount text like the lesson taught in the treatment where this text must use past tenses because it is a story that happened in the past. Before learning the recount text, students have first learned the past tense so that the material they get is still interrelated.

While using digital storytelling media, students learn individually when presenting the results of the stories they have arranged using their language and what they understand from the stories provided. Students learn to perform public speaking. This can help increase students' confidence levels as well as train students' ability to speak in front of a crowd. It is consistent with the findings of (Normansyah, 2019), there are seven benefits of oral presentations based on students' perception include enhancing students' confidence, helping them learn new things, improving their public speaking abilities, practicing oral presentations, teaching them communication skills, improving their writing and reading abilities, and training them in oral presentation techniques.

## **Conclusion**

Listening skills are one of the foundations of learning English. By listening we can answer questions, or solve problems given. The good listening will also build more effective two-way communication. To get good listening we need strategy such as method or media to improve the listening skills. One of the latest media in improving listening skills is digital storytelling. This really helps to improve listening skills in the context of this research is students.

The implication of this research is that it can encourage teachers to be more creative in the use of technological media in learning that can make students enjoy learning more and reduce their boredom so that their concentration level does not decrease. The result of the research showed digital storytelling can improve

students' listening ability.

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