**THE EFFECTIVENESS OF DIGITAL STORYTELLING TO IMPROVE LISTENING ABILITY OF THE SEVENTH GRADE STUDENTS AT THE SMP DARUL HAMIDIN PADAMARA IN ACADEMIC YEAR 2022 / 2023**



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**FACULTY OF EDUCATION AND TEACHER TRAINING**
**STATE ISLAMIC UNIVERSITY OF MATARAM**
**MATARAM**
**2022**

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**Thesis**

**Presented to State Islamic University of Mataram to fulfill of the requirement for Sarjana Degree in English Language Education**



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## APPROVAL

Thesis by: Baiq Arum Yunita, NIM: 180107170 entitle "The Effectiveness of Digital Storytelling to Improve Listening Ability of the Seventh Grade Students at the SMP Darul Hamidin Padamara in Academic Year 2022 / 2023" has fulfilled the requirement and has been approved to be examined.
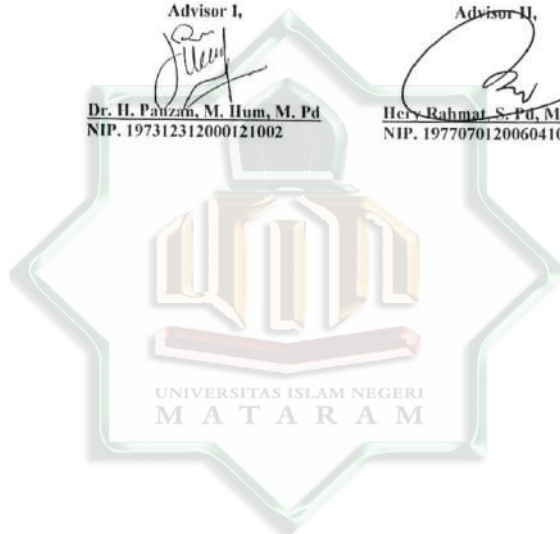
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Mataram, 23 September 2022

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*Assalamu'alaikum. Wr. Wb.*
Respectfully, after making guidance, direction, and correction, we argue
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has fulfilled the requirement for submission in the *thesis munaqasyah*
session of Education and Teacher Training Faculty State Islamic
University (UIN) of Mataram. Therefore, we hope that this will be tested
soon.
*Wassalamu'alaikum. Wr. Wb.*

Advisor I,                                    Advisor II,

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## RATIFICATION

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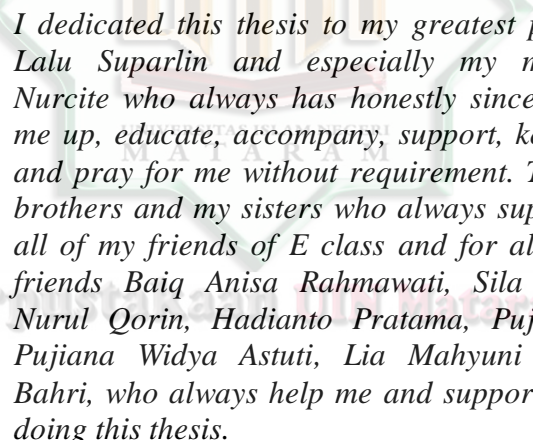
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# MOTTO

*"God's plan always better than our plan"*

*"Allah does not charge a soul except (with that within) its capacity." (QS. Al-Baqarah: 286).*

# DEDICATION

*I dedicated this thesis to my greatest parents Alm. Lalu Suparlin and especially my mother Baiq Nurcite who always has honestly sincerity to grow me up, educate, accompany, support, keep struggle, and pray for me without requirement. To my lovely brothers and my sisters who always support me. To all of my friends of E class and for all of my best friends Baiq Anisa Rahmawati, Sila Rahmawati, Nurul Qorin, Hadianto Pratama, Puji Budiarsih, Pujiana Widya Astuti, Lia Mahyuni and Hizbul Bahri, who always help me and supported me when doing this thesis.*

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The researcher realizes that it would be impossible for her when the process of the study until she finishes her study without many contributions, supports and helps from the other. The researcher would like to express her deep gratitude and appreciation to the following:
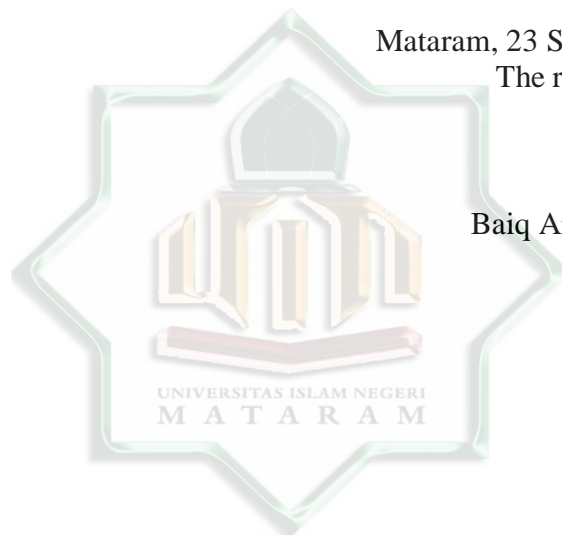
1. The advisors, Dr. H. Pauzan, M. Hum, M.Pd, as the first advisor and Hery Rahmat, S. Pd, M. Hum, as the second advisor who already gave time, guided and advised patiently during the arrangement of this final project.
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7. All of the teachers and staffs of SMP Darul Hamidin Padamara.

8. The students of VIIB SMP Darul Hamidin Padamara who are willing to help the researcher in completing the research.

Finally, the researcher realizes that this thesis might still need some improvements. Therefore, the researcher hopes this thesis will be useful for all readers.

Mataram, 23 September 2022
The researcher

Baiq Arum Yunita

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# THE EFFECTIVENESS OF DIGITAL STORYTELLING TO IMPROVE LISTENING ABILITY OF THE SEVENTH GRADE STUDENTS AT THE SMP DARUL HAMIDIN PADAMARA IN ACADEMIC YEAR 2022 / 2023

**By**

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## ABSTRACT

This study was aimed to examine whether or not the use of Digital Storytelling can effective to improve students' listening ability of the seventh grade students at the SMP Darul Hamidin Padamara in Academic Year 2022/2023. This research was quantitative research and the research design was Pre-Experimental research One Group Pretest-Posttest design. The population of this research was the seventh grade students of the SMP Darul Hamidin Padamara which consists of class VII A and VII B, totaling 35 students and the sample of this research was VII B which consists of 17 students. The technique used in taking the sample was purposive sampling technique. The instrument used to collect the data was fill-in-the-blank test. The research findings showed that the students' difference before and after using Digital Storytelling was significantly efficient. The students' pre-test mean score was 22.06 to be 52.06 in post-test with 51.06% improvement. The t-test analysis showed that Sig (2-tailed) is 0.000 which is smaller than $\alpha= 0.05$. It means that there was a significant difference of students' listening ability before and after using Digital Storytelling. It can be concluded that the Null Hypothesis ($H_0$) was rejected and the Alternative Hypothesis ($H_a$) was accepted. Based on the findings, it can be concluded that Digital Storytelling was effective to improve students' listening ability of the seventh grade students at the SMP Darul Hamidin Padamara in Academic Year 2022/2023.

**Keywords:** *Listening, Digital Storytelling*

# KEEFEKTIFAN DIGITAL STORYTELLING UNTUK MENINGKATKAN KEMAMPUAN MENYIMAK SISWA KELAS TUJUH DI SMP DARUL HAMIDIN PADAMARA PADA TAHUN AJARAN 2022/2023

**Oleh**

**<u>Baiq Arum Yunita</u>**

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## ABSTRAK

Tujuan dari penelitian ini adalah untuk menguji apakah penggunaan Digital Storytelling efektif untuk meningkatkan kemampuan menyimak siswa kelas tujuh di SMP Darul Hamidin Padamara pada tahun ajaran 2022/2023. Penelitian ini merupakan penelitian kuantitatif dan desainnya adalah Pre-Eksperimental dengan One Group Pretest-Posttest Design. Populasi dari penelitian ini adalah siswa kelas tujuh di SMP Darul Hamidin Padamara yang terdiri dari kelas VII A dan VII B. yang berjumlah 35 siswa dan sample dari penelitian ini adalah kelas VII B yang terdiri dari 17 siswa. Tekhnik yang digunakan dalam pengambilan sample adalah purposive sampling tekhnik. Instrumen yang digunakan untuk mengumpulkan data adalah tes fill-in-the-blank. Temuan penelitian menunjukkan bahwa perbedaan siswa sebelum dan sesudah menggunakan Digital Storytelling berbeda secara signifikan. Nilai rata-rata pre-test siswa adalah 22.06 menjadi 52.06 pada post-test dengan peningkatan 51.06%. Analisis t-test menunjukkan bahwa Sig. (2-tailed)= 0.000 yang mana lebih kecil dari $\alpha$= 0.05. Ini berarti bahwa terdapat perbedaan yang signifikan dari kemampuan menyimak siswa sebelum dan sesudah menggunakan Digital Storytelling. Itu dapat disimpulkan bahwa Hipotesis Nol ($H_0$) ditolak dan Hipotesis Alternatif ($H_a$) diterima. Berdasarkan temuan tersebut, dapat disimpulkan bahwa Digital Storytelling efektif untuk meningkatkan kemampuan menyimak siswa kelas tujuh di SMP Darul Hamidin Padamara pada tahun ajaran 2022/2023.

**Kata Kunci:** *Menyimak, Digital Storytelling*

# CHAPTER I

# INTRODUCTION

## A. Background of Research

Everyone on the world needs to communicate with one another, and every country has communication media that can assist people in optimizing their communication. Communication is essential for exchanging ideas and learning about other countries. Moreover, people require communication tools in order to interact with one another. Language is a type of communication tool. Without language, humans will struggle to communicate with others. English is one of the languages that Indonesian students must learn.

According to Crystal, English has been extensively used in the economic, political, and scientific fields, as well as the primary tool of communication in media such as radio, television, newspapers, and even the internet.[1] Moreover, Cook stated that English is now virtually taught as the primary foreign language in every country and is used by a significant

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[1]David Crystal, *English as a Global Language,* (United Kingdom: Cambridge University Press, 1997).

proportion of the world population for business, education, and information access.[2] Listening, speaking, reading, and writing are the four fundamental skills of English. Sari stated that these abilities should be learned by Indonesian students as a foundation for communicating in this language, with a focus on listening.[3]

There are two types of skills in English language teaching (ELT): receptive skills and productive skills. Because we use our ears to receive language, listening is referred to as a receptive skill. Furthermore, Misyfa et al. stated that receptive skill is the information and knowledge that people require in order to acquire linguistic acquisition.[4] Listening is also includes as a receptive skill that refers to a people's ability to comprehend a language.

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[2]G. Cook, *Applied Linguistic,* (New York: Oxford University Press, 2003).

[3]F. M. Sari, M. Sukirlan, R. G. Suka, "Improving Students' Listening Ability through Dictation Technique at the First Year Students" *U – Jet,* Vol. 2, No. 3, 2013.

[4]Tasya Bayani Misyfa, *et al*, "The Effectiveness of VOA News Video as the Teaching Media in Increasing the Listening Skill", *A journal of English Language Teaching*, Vol. 3, No. 2, 2018.

Listening is the ability to recognize and comprehend oral language by comprehending the meaning supported by accent, pronunciation, grammar, and vocabulary. According to Shofiyah, listening is the first skill that people learn when they are born. Even though we have been listening since we were babies, listening is a skill that requires practice to master because it is one of the language skills.

According to Rost in Ahmadi, listening is very essential learning, because it provides input for learners and also plays an important role in the development of learners' language knowledge.[5] It also aids the listener's understanding of the world around us and is an essential component of effective communication. According to Mendelsohn in Gilakjani & Ahmadi, listening is a skill that is important in our frequent conversations and in the learning process because of the total time we spend communicating, listening requires 40-50%; speaking requires 25-30%; reading requires 11-16%; and

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[5]S. M. Ahmadi,"The Importance of Listening Comprehension in Language Learning", *International Journal of Research in English Education,* (*Retrieved*: http://ijreeonline.com/article - 1 - 22 – en.pdf), 2016.

writing requires about 9%. If the listener does not listen, communication will be disrupted and information will be difficult to obtain.

The innovation in technology has altered students' learning styles. As a result, the teacher must be creative and innovative in order for students to be interested and understand easily. The teacher can use a variety of techniques to help students understand the lesson, particularly when teaching listening skills. Using media as one of the alternative way of teaching and learning process.

According to the Indonesia's curriculum, students must master all language learning skills. Herry stated that the students' learning form must transform from "being told" to "active in exploring." As a result, listening is the most important skill for learning. This is due to the fact that listening can help students improve their other English skills.

On the researcher's preliminary observation, researchers conducted an interview with the English teacher in the SMP Darul Hamidin Padamara, Mr. Ahmad Husni Ali, S.

Pd. He said that the score of English in the seventh grade students are still lacking, especially in the listening ability. It is because students felt difficult in understanding the material, less focused, and felt bored with the learning process. It was about students found it difficult to grasp the content, they were less focused, and they became bored with the learning process. It was the listening lesson, which was only held twice or three times a month that made the pupils unfamiliar with listening. As a result, students were usually bored with the audio because of the monotonous material, such as a dialogue between two persons, such as "How are you?" and "Where do you go?" In contrast hand, various factors contributed to the issues.

Most instructors performed their learning activities utilizing the traditional technique, which refers to a teaching style that features teacher and students engaging in a face-to-face way in the class. Furthermore, during classroom activities, Indonesian was used more than English. As a result, Harmer noted that teachers should develop acceptable ways to

encourage children to study using engaging content, such as watching a movie while listening to audio. It helps them to observe a wide range of paralinguistic activity. The essential goal is to get them to observe 'language in use.' It is because the characteristics of watching a video show gesture, circumstance, context, and voice intonation, which may help pupils to improve their listening skills.

Students in the millennial era now use technology to improve their learning quality. According to Li, the utilization of technology in education is crucial because pupils are referred to be digital natives. Students are less satisfied with their knowledge after engaging in independent learning activities.[6] As a result, the teacher's ability to employ suitable media in listening will have a significant impact on pupils. The employment of a technology called Digital Storytelling has attracted the curiosity of researcher.

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[6]Yap Wei Li, "Transforming Conventional Teaching Classroom to Learner-Centered Teaching Classroom Using Multimedia-Mediated Learning Module", *International Journal of Information and Education Technology,* Vol. 6, No. 2, 105-112, 2016.

Digital Storytelling (DST) is a useful platform for teaching listening skills using video material. DST as one of the media that restore tradition of storytelling into latest form and format, which is in a video format that can be uploaded to video sharing media or through e – learning portal that has been provided, digital storytelling into one type of material that can increase students' interest in learning material.

Based on explanation above, the researcher believed that Digital Storytelling could be an additional method for improving students' listening skills. As a result, the researchers are interested in doing study on the use of Digital Storytelling in teaching of listening by the title "The Effectiveness of Digital Storytelling to Improve Listening Ability of the Seventh Grade Students At the SMP Darul Hamidin Padamara in Academic Year 2022/2023".

## B. Statement of Problem and Limitation

1. Statement of Problem

   Based on the background of research, the problem statement is formulates in questions form in the following:

to what extent is the use of Digital Storytelling effective to improve students' listening ability at the seventh grade students of the SMP Darul Hamidin Padamara?

2. Limitation

The limitation of this research is on the use of Digital Storytelling in improving the students' listening ability. This research is focused on the language component which refers to vocabulary.

## C. Objective and Significance of Research

1. Research Objectives

Based on the problem statement above, the objectives of this research is "to know whether or not Digital Storytelling is effective to improve students' listening ability at the seventh grade students of the SMP Darul Hamidin Padamara."

2. Significance of Research

Based on the objectives of research, this research is expected to be beneficial as follows:

a. Theoretical Significance

        The findings of the study may provide important information on how to enhance students' listening skills through the usage of Digital Storytelling.

b. Practical Significance:

1) The Teachers

        It can motivate instructors to improve the teaching and learning process by utilizing Digital Storytelling into the classroom. It is also considered to be valuable as additional information, experience, and options for improving students' abilities to teach English, particularly in teaching listening.

2) The Students

        It can increase students' interest in studying English, allowing them to develop their listening skills through the use of Digital Storytelling. The stories may also provide students with a lot of learning and information.

3) The School

Hopefully from this study, the school can apply Digital Storytelling as one of media to enrich the theories and methods for teachers to apply in teaching and learning process.

4) The Next Researchers

Hopefully this study can be informative references as additional reference to enrich ability and knowledge as prospective teacher for the future.

## D. Definition of Key Terms

1. Digital Storytelling

Digital Storytelling is the combination of digital graphics, audios, videos and music to present information, and they have a certain theme and viewpoint as in the traditional stories.[7]

2. Listening Ability

Listening ability is the ability in receiving messages, constructing meaning, responding the utterances

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[7]J. Lambert, *Digital Storytelling: Capturing Lives, Creating Community,* (Berkeley: Digital Diner Press, 2002).

of the speaker in various ways depending on the purpose of

communication.[8]

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[8]V. M. Pematasari. H, "Improving Students' Listening Skills through Podcasts at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year of 2012/2013", *Thesis,* Yogyakarta: Yogyakarta State University, 2013.

# CHAPTER II

# REVIEW OF LITERATURE AND RESEARCH

# HYPOTHESIS

## A. Review of Previous Research

In this research, there are relevant researches that can be used as a comparison. The first researcher was Siti Nurjanah in her thesis: Using Digital Storytelling to Improve Students' Listening Ability (A Pre-experimental Research at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019).The objective of this research was to improve students' listening ability towards the used of Digital Storytelling at the Eighth Grade of MTs Syekh Yusuf Sungguminasa. The researcher used quantitative approach with pre-experimental design and gathered the data by using the listening test. The population of the research was the Eighth Grade of MTs Syekh Yusuf Sungguminasa, Gowa in the Academic Year 2018/2019. The sample was taken by using purposive sampling technique there were 27 students of 79 students.

According to the research findings, the students' differences before and after implementing digital storytelling were considerably different. The students' pre-test mean score in terms of text structure was 66.63, which improved to 76.96 in the post-test, representing a 15.50% improvement. The mean score in terms of language component improved from 71.78 pre-test to 79.89 post-test, representing an 11.29% improvement. The t-test analysis revealed that the Sig. (2-tailed) is 0.000, which is less than = 0.05. This indicates that there was a substantial difference in students' listening abilities before and after implementing digital storytelling. Based on the data, it is possible to infer that digital storytelling was beneficial in improving students' listening skills at MTs Syekh Yusuf Sungguminasa's Eighth Grade in the Academic Year 2018/2019.[9]

The second researcher was conducted by some researchers, those are Juvrianto C. J, Haryanto Atmowardoyo,

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[9]Siti Nurjanah, "Using Digital Storytelling to Improve Students' Listening Ability (A Pre-ExperimentalResearch at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019)", *Thesis*, (Makassar: Muhammadiyah University of Makassar, 2019).

and Sukardi Weda, entitled: The Use of Digital Storytelling in Teaching Listening Comprehension: An Experimental Study on the Eighth Grade Students of SMP Negeri 4 Parepare.The objective of this research was to improve students' listening comprehension and students' learning interest towards the used of Digital Storytelling. The researcher applied Quan-Qual model, also known as mixed method. The researcher collected the data by using listening comprehension tests and open ended questions. The populations of the research were two classes of the Eight Grade students. The sample was taken by using purposive sampling technique and two classes from the population were chosen as the samples, which students of class VIII.8 as the experimental group with 25 students. While students of class VIII.7 was chose for control group with 25 students.

The finding of this research revealed that the students' result of post-test for experimental group was higher than the students' result in post-test for control group. The difference of the students' score was statistically significant;

the probability value is smaller than significant level (0.000 <
0.05). The result was H1 is accepted and H0 is rejected. While,
the open ended question result showed that students agree that
learning English by using digital story is a good supporting
media since they have us edit for about four weeks in the
process of teaching and learning.[10]

The last researcher was Nurul Aini in her thesis:
Storytelling in English Foreign Language Classroom to
Improve Listening Comprehension (A Pre-experimental Study
at the 10th Grade in SMAN 1 Ciparay, Bandung).The
researcher used quantitative approach with pre-experimental
design. The researcher collected the data by using the listening
comprehension test using listening for specific detail; filling in
the blanks, listing main points, and distinguishing
morphological pairs. The population of this research was the
first grade of SMAN 1 Ciparay Bandung, which consisted of

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[10]Juvrianto C. J, Haryanto Atmowardoyo, & Sukardi Weda, "The Use
of Digital Storytelling in Teaching Listening Comprehension: An
Experimental Study on the Eighth Grade Students of SMP Negeri 4 Parepare",
*ELT Worldwide,* Vol. 5, No. 1, 2018.

11 classes. One class was taken as the sample of the research that is class X science 5 with 34 students.

The result of this research showed that the majority of students' listening comprehension achievement was categorized as a good achievement. Furthermore, there is a significant effect of students' listening comprehension after students were being taught by digital storytelling and this study showed that there is a significant increase as high level as 1.57 points. In paired t-Test, statistic of the significance (2-tailed) is 0.00 or it is same as 0.01 < 0.05. It can be interpreted that H0 is rejected and Ha is accepted. It means that there is a significant improvement of students' listening comprehension being taught by using digital storytelling.[11] It can be conclude that the use of digital storytelling is successful in improving the students' listening comprehension.

From the previous researches above, it has similarity and differences with the research in this study. In the first and

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[11]Nurul Aini, "Storytelling in English Foreign Language Classroom to Improve Listening Comprehension (A Pre-experimental Study at the 10th Grade in SMAN 1 Ciparay, Bandung)", *Thesis,* (Bandung: State Islamic University of Sunan Gunung Djati, 2018).

third studies, this research has similarities in terms of method, type and research design. However, the third research focuses on improving listening comprehension while the researcher focuses on the students' listening ability. The research subjects were different, namely in the first study the research subject was eighth grade students and in the third study the research subject was tenth grade students. While in this study, the researcher used seventh grade students as the research subject.

In the second study, this research has similarities in terms of type of research, namely experimental research. However, this study uses a mix method or Quan-Qual model and focuses on improving students' listening comprehension. The research subject of this study was also different, that is eighth grade students and used two classes as research samples.

## B. Theoretical Framework

1. Concept of Listening

   a. Definition of Listening

   The concept of listening has been described by many researchers. Tarigan defines listening as the process of listening to verbal symbols with caring understanding, appreciation, and interpretation in order to obtain information, capture the content or message, and comprehend the meaning of the communication conveyed by the speaker through speech or spoken language.[12] Meanwhile, Gilakjani and Ahmadi defined listening as the activity of paying attention and trying to understand something in spoken language.[13]

   Howatt and Dakin (as mentioned in Guo) defnes listening as the ability to perceive and understand

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[12]HenryG. Tarigan, *Menyimak: Sebagai Suatu Keterampilan Berbahasa,* (Bandung: Angkasa, 1994).

[13]A. P Gilakjani & M. R Ahmadi, "A Study of Factors Affecting EFL Learners' English Comprehension and the Strategy for Improvement", *Journal of Language Teaching & Research,* Vol. 2, No. 5, 977-988, 2011.

what others are saying.[14] This process includes the listener's comprehension of a speaker's dialects or pronunciations, the speaker's grammar and vocabulary, and comprehension of what the speaker says. The listener should be able to accomplish all of these things simultaneously.

Chastain states listening is the ability to understand native speech at normal speed.[15] According to Morley in Celce-Murcia, listening includes auditory discrimination, aural grammar, selecting relevant information, memorizing it, and linking it to the process between sound and form of meaning.[16]

According to Rost, listening helps us to understand our surroundings and is one of the essential

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[14]Naizhao Guo, An Investigation of Factors Influencing English Listening Comprehension and Possible Measures for Improvement, in https://www.aare.edu.au/data/publications/2005/guo05088.pdf, Accessed on 6th December 2021.

[15]K. Chastain, *The Development of Modern Language Skill: Theory to Practice,* (Philadelphia: Centre for Curriculum Development, 1971).

[16]M. Celce – Murcia (Ed.), *Teaching English as a Second or Foreign Language,* p. 69 – 85, (Boston: Heinle and Heinle, 2001).

components of effective communication.[17] Jafari and Hashim stated that listening is a conduit for intelligible input, occupying more than half of the time of learners spend learning a foreign language.[18]

Furthermore, Rivers in Hasyuni states that listening is a creative skill.[19] It implies that we perceive the sound that falls on our ears and take the feedstock of words, word groupings, and the rise and fall of the voice, and construct meaning from this material. It also assists us in understanding different languages by putting up effort and practice in order to achieve good communication.

Based on the descriptions above, it is possible to infer that listening is a basic competence as a creative

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[17]Michael Rost, *Teacher Development Interactive: Listening,* (New York: Pearson Longman, 2009).

[18]K. Jafari & F. Hasim, "Comparison of Normal and Moderately Slow Speech Rates: Listening to Students' Voices in Listening Comprehension Classes in EFL Context", *International Journal of Foreign Language Teaching in the Islamic World,* Vol. 3, No. 3, 5 – 11, 2015.

[19]Hasyuni, "The Students' Preferred Activities for English Listening Classes (A Survey Conduct to the Second and Fourth Semester Students of English Department of FKIP Universitas Bengkulu Academic Year 2005/2006", *Thesis,* (Bengkulu: Universitas Bengkulu, 2006).

skill that involves a deliberate process of hearing what the speaker says through accent, pronunciation, and vocabulary.

b. Purpose of Listening

Through the objective, the general purpose of listening is to gather information, capture material, and grasp the meaning of the message to be delivered by the speaker. Tarigan claimed that the primary objective of listening is to capture, grasp, or living the information or thoughts conveyed in the listening material.[20]

According to Setiawan in Suratno, the main objectives of listening are as follows:

1) To get facts

2) To analyze facts and ideas

3) To evaluate facts and ideas

4) To get inspiration

5) To get entertainment

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[20]Henry G. Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa,* (Bandung: Angkasa, 1995).

6) To improve speaking skills.[21]

Moreover, according to Logan in Tarigan, the purposes of listening are as follows:

1) Listening to learn, it is means to gain knowledge from speech conversation.

2) Listening to enjoy the beauty of audio, it is means listening by emphasizing the enjoyment of something from material that what is said.

3) Listening to evaluate, it is means listening with a purpose in order to be able to assess what the speakers has listened.

4) Listening to appreciate the listening material, the goal is to be able to enjoy and appreciate what has been listened to.

5) Listening to communicate ideas, the goal is to communicate ideas and feelings to others smoothly and appropriate.

[21]Suratno. "Peningkatan Menyimak Berita melalui Media Audio Visual dengan Pendekatan Kontekstual Komponen Inquiri pada Siswa Kelas VIIA SMP N I Tarub Kabupaten Tegal Tahun Pelajaran 2005/2006", *Thesis*, (Semarang: Universitas Negeri Semarang, 2006).

6) Listening with the intent and purpose of being able to distinguish sounds correctly.

7) Listening to solve problems creatively.

8) Listening to make sure of a problem doubtful opinion.[22]

Based on the explanation above, it can be concluded that the main purpose of listening is to get and analyze the information or facts, capture the content and understand the meaning of the communication to be conveyed by the speaker.

c. Stages of Listening

There are three phases of listening, according to Underwood.[23] They are pre-listening, while listening, and post-listening. Each of the three phases provides a different purpose.

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[22]Henry G. Tarigan, *Menyimak...,* hlm. 56.
[23]M. Underwood,*Teaching Listening,* (London: Addison-Wesley Longman Ltd, 1989).

1) Pre-listening

Pre-listening activities aid in hearing and provide hints about the following activity using active schemata. Pre-listening activities stimulate the schemata and assist pupils in anticipating what they will hear.

In reality, it is uncommon for someone listen to anything without prior knowledge. As a result, while gives listening practice to students, teachers should provide relevant material that will improve students' listening skills. Brown claims that a pre-listening activity be divided into two components. Students should be given the opportunity to acquire new terminology from the listening material as well as the ability to apply their previous knowledge.[24]

2) While listening

While-listening tasks are closely connected to the listening material, and students do the

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[24]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (London: Prentice-Hall, Inc., 2006).

assignment either while or shortly after listening. The tasks are often meant to assist students in developing the ability to acquire messages from spoken language. It is the most challenging stage for the instructor to manage because this is when the pupils must pay attention and actively process the material.

According to Underwood, the purpose of while-listening assignments is to assist learners grasp the messages of the listening text.[25] The examples of while-listening task are multiple choices, completing grids or true/false task.

3) Post-listening

Post-listening tasks can be used to assess understanding. The comprehension assessment either extends the topic and helps the students retain new terminology or is connected to pre-listening exercises such as forecasting.

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[25]M. Underwood,*Teaching*…, p. 45.

Underwood defined a post-listening task as an action that occurs after listening and incorporates all of the work done. It takes more time than the other assignments since students have to think, talk, reflect, and write.[26]

Based on the Underwood's opinion, it can be concluded that the stages of listening can be concluded in the three stages, those are pre-listening, while listening and post-listening. Firstly, pre-listening activities help students to hear and give some clues about the next activity through active schemata. Next, while-listening activities are designed to help students to develop the skill of acquiring messages from spoken language. And the last, post-listening is an activity that is realized after the listening and helps students remember new vocabulary.

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[26]*Ibid.,* p. 74.

d. Types of Listening

There are various types of listening. Brown divided listening into four common types[27] as follows:

1) Intensive Listening

Intensive listening is defined as paying attentive attention. It focuses on discourse components including phonemes, sounds, words, intonation, grammatical forms, and components of spoken language. In higher level understanding and listening, proper perception is required in focused listening.

2) Responsive listening

Responsive listening is a kind of listening activity in which the listener's reaction is the purpose of the activity. According to Rost, the listener's reaction in this type of activity is 'affective,' expressing an opinion or point of view rather than 'informational,' providing facts based on what was

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[27]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (United States of America: Longman, 2004).

heard.[28] Responsive listening is listening to a relatively short stretch of language, such as a greeting, query, or instruction, in order to respond quickly.

3) Selective listening

Selective listening is the process of expands speaking such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is to comprehend selected information in a context of longer stretches of spoken language such as classroom direction from a teacher, television or radio news item, and stories. Assessment tasks in selective listening for example, to listen for names, numbers, a grammatical categories, directions, or certain facts and events for purposes of developing students' selective listening ability, instructors may provide their requirements in note taking, such as writing down certain words or

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[28]Michael Rost, *Teaching and Researching Listening,* 2nd edition, (London: Longman, 2011).

phrases, copying material on board in appropriate places in their notes, listing topics, or labeling parts of their notes.

4) Extensive listening

The process of developing a global understanding through spoken language is known as extensive listening. Extensive listening also is listening for an extended period of time while focusing on meaning. Listening to long lectures and conversation is part of an extensive performance. Academic listening, also known as listening for academic purposes, and sheltered language education are examples of extensive listening. Outside of the classroom, it can also include extended times of listening in the target language.

Moreover, Stephen added four other types of listening that usually take place in daily communication.[29] The types mentioned as follow:

[29]Lucas E. Stephen, *The Art of Public Speaking,* (Boston: McGraw Hill,

1) Appreciative listening

   Appreciative listening involves listening to music for happiness because the listener like the music performance styles that the listener sees in the theater, television, radio, or cinema. Appreciative listening is defined by the listener's response rather than the source of the communication. For instance, in general, audiences practice appreciative listening when they gain truth that will be useful, such as assisting them in achieving their wants and goals.

2) Empathetic listening

   Listening empathetically indicates that the speaker is trying to comprehend other people's views and feelings in order to persuade them to uncover these deep sides of themselves, hence the listener must show empathy as an attitude toward them. Empathic listening offers emotional support to the speaker, such as when a psychologist listens to a

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1998).

patient or when someone expresses sympathy to a friend in pain.

3) Comprehensive listening

Comprehensive listening occurs after the stage of differentiating between distinct sounds in a message; it entails understanding the message being transmitted. This type of listening is further complicated by the fact that two distinct persons may listen to the same message yet interpret it differently. So, when a speaker employs comprehensive listening, they should be able to grasp the listener's comprehension first and then apply suitable vocabulary and language skills.

4) Critical listening

The ability to listen critically is essential. Critical listening is belonging to active behavior rather than informational listening, which usually involves problem solving and decision making. This type of listening involves analysis of information

when received information and compare it to knowledge already known than the listener made an opinion and judgment toward the information.

Based on the explanation above, it can be concluded that, there are various types of listening. It is divided based on listening for academic purposes and listening for daily communication. Types of listening for academic purposes, it is divided into four common types. Those are intensive listening, responsive listening, selective listening and extensive listening. Intensive listening focuses on decoding the specific sounds, words, and grammar, or what the speaker actually says. In responsive listening, the focus is not on comprehension but it focuses on the listening input. Selective listening focuses on the main ideas or try to scan the information for certain details. Extensive listening focuses on develop global understanding of spoken language. Besides that, there are types of listening that take a place in daily communication, such

as appreciative listening, empathetic listening, comprehensive listening, and critical listening.

e. Factors Affecting Listening

According to Underwood, there are certain obstacles in this ability of listening that English learners face[30], those are:

1) Listeners have no influence over the person delivering the message's speed of speech, and they believe the message has vanished before they can comprehend its contents. When they are able to comprehend one message, another message vanishes.

2) The listener is not given the option to asking the speaker to clarify or explain the information transmitted, such as while listening to the radio or watching television, the listener must understand it as it is.

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[30]M. Underwood, *Teaching…,* p. 15.

3) The listener's limited vocabulary prevents them from understanding the substance of the text, and what they hear might even bore and annoy them.

4) Lack of the listener to notice and comprehend the 'signs' conveyed by the speaker, it cause the listener misinterpreting the meaning of the message received.

5) Difficulties in comprehending the message received, it caused the listener receiving or interpreting the communication's contents incorrectly.

6) Failure to concentrate as a result of various things, such as: uninteresting topics, physical exhaustion, a loud setting, and so on.

7) Concerns with the various methods and materials provided by the teacher, including the content received using audio devices or native English speakers.

According to Hunt in Tarigan, there are five aspects that impact listening: attitude, motivation,

personal life circumstances, and role in the community.[31] According to Webb in Tarigan, the following aspects impact listening: experience, innate, attitude or establishment, motivation, movement, and gender.[32]

Meanwhile, Tarigan claims that there are eight aspects that influence listening[33], those are:

1) Physical factors

A listener's physical condition is a key aspect that influences the efficiency and quality of its listening activity. For instance, fatigue, sickness, and maybe being under a typical nutritional size. Furthermore, the physical surroundings are highly likely to be to blame for the lack of effectiveness of listening to someone. The room might be overly hot, humid, or noisy.

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[31]Henry G. Tarigan, *Menulis: Sebagai Keterampilan Berbahasa,* (Bandung: Angkasa, 2015).
[32]*Ibid.*
[33]*Ibid.,* hlm. 105-115.

2) Psychological Factors

This component comprises the listener's attitudes and personal attributes. Among these variables are the following:

a) Intolerance and a lack of empathy.

b) Selfishness and obsession with one's own particular interests and issues.

c) Exhaustion, which causes no attention to be paid to the subject.

d) Sightings and inappropriate behaviors toward schools, instructors, or speakers.

3) The experience factor

Without a doubt, our attitudes are the outcome of our own growth, development, and experience. Lack of interest or lack of experience in the sector to be listened to is caused by a lack of experience or no experience at all.

4) Attitude factor

Everyone tends to pay close attention to subjects or themes on which the speaker can agree or is interested. Human existence, in general, has two major attitudes about things, namely acceptance and rejection. People will be open to things that are exciting and helpful to them, but will be resistive to things that are not interesting or beneficial to them.

5) Motivation Factor

One of the success indicators is motivation. If someone has a great desire to do something, that person is anticipated to succeed. The same holds true for listening.

6) Gender Factors

According to Silverman and Webb in Tarigan points out that men's listening styles are generally objective, active, hard-hearted, analytic, rational, stubborn or unwilling to back down, neutral, instructive (distracting), independent / independent,

able to meet their own needs, and can master / control emotions, whereas women's listening styles are more subjective, passive, friendly / sympathetic, diffusive, sensitive, easily influenced, quickly suffered, responsive, dependent, and sentimental.[34]

7) Environmental Factors

a) Physical environment.

When it comes to the physical environment, the classroom is a significant aspect in stimulating listening activities..

b) Social environment

It is reasonable and consistent with overall curriculum design to provide a teaching and learning environment that allows students to use classroom circumstances to enhance their communication abilities.

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[34]*Ibid.,* hlm. 112.

c) The role factor in society

Our role in society can also impact our readiness to listen. Students are required to listen more carefully and attentively than regular employees at a local firm for fresh information about the advancement of science and technology. Similarly, professionals and experts from different occupations must be eager to look at things related to them, their occupations, and expertise, in order to expand their frontiers of knowledge and avoid missing the quick advancements included in their domains of expertise.

Based on the Underwood and Tarigan's opinion, it can be concluded that there are some difficulties and factors that affecting listening. The difficulties experienced by students in listening are caused by several factors such as physical factors, psychological factors, experience, attitude, motivation, gender and environmental factors. The most often

difficulty that experienced by students is difficulty in understanding new vocabularies. Another difficulty that is often experienced by students is wrong in receiving the information conveyed by the speaker because the speaker's speaking speed cannot be controlled by them. Of these difficulties, the most underlying factors are motivation, experience and environmental factors. Because these three factors are important factors in listening skills and can affect other factors.

Meanwhile, according to Hermawan, the influencing factors can be divided into two, namely internal factors and external factors[35]:

1) Internal factors

Listening difficulties and physical disorders are two internal elements that might impact the listening process. When a person has hearing issues or damages hearing aids that can prevent waves from entering at a specific volume, the listening process is

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[35]Herry Hermawan, *Menyimak: Keterampilan Berkomunikasi yang Terabaikan,* (Yogyakarta: Graha Ilmu, 2012).

disturbed. Similarly, if their physical state is poor, they will be unable to concentrate on other people's interactions. Another element is our own inability to listen to all we hear at the same time. Many listeners can only hear half of what other people say verbally every day. As a result, if the listener's focus is misdirected, they failed to listen well.

The next factor is that thinking too quickly makes it difficult to listen carefully. When there is free time to reflect while others talk, the listener generally thinks about topics unrelated to the speaker's views, such as personal hobbies, fantasizing, formulating a refutation, and so on. The listening process is also impacted by the listener's motivation and sentiments at the time (personal interest). Listeners will pay more attention and intentionally choose what they hear, especially when they need or desire that information.

2) External factors

Environmental factors, material elements, speakers, attitude, and speaking styles are examples of external factors. The topic matter might have an impact on the listening process. Listeners will be more interested in fresh stuff than in previously known or experienced material. The speaker aspect might also detract from the listener's focus. Ones who are competent and look calm, for example, will be more convincing than frightened speakers. Aside from that, the attitude, presentation, and approach of delivering the content, as well as visuals and technology utilized, it can impact the listening process.

Based on the Hermawan's opinion, it can be concluded that there are two factors that affecting listening process, namely internal factors and external factors. Internal factors that can influence the process are hearing problems and physical condition. Moreover, the

listener's attention also can be distorted by personal interests (such as motivation and feelings), daydreaming, planning a refutation, and thinking too fast. Meanwhile, external factors include environmental factors, material factors, speakers, style, and speaking techniques.

f.  Aspect of Listening

There are some aspects of listening. They are phonology, prosodic features, speech rate, discourse, pragmatics, and sociolinguistics. In the following, each aspect will be explained:

1) Phonology

Language sounds must be mastered in order to understand speech. In informal or casual settings, phonological alteration appears to occur more frequently, but in formal settings, the speaker is likely to speak more thoughtfully. Assimilation, elision, and intrusion are all examples of phonological alteration. Assimilation occurs when one sound impact how another sound is pronounced, for instance could you

is pronounced as "cudju". When speaking quickly, elision occurs when sounds are dropped. For instance, next week is pronounced "nexwik". The last kind is intrusion, which occurs when a sound is inserted between other noises. For example, far away when pronounced alone the "r" is not pronounced in British English but when it is linked to the word, it will be pronounced.

2) Prosodic features

Prosodic features are characteristics that appear in linked speech, when we combine sounds. It is equally crucial to teach prosodic features to learners since efficient communication is dependent on emphasis, intonation, and rhythm, as well as proper sound pronunciation.

a) Stress

In English, stressed syllables are not just louder, as well as more articulated, longer, and often accompanied or followed by a brief pause.

b) Intonation

> The pitch fluctuation that occurs within an utterance is referred to as intonation. the message's intonation may have significant impact.

c) Rhythm

> Rhythm is the sense of movement in utterance that is defined by syllable, stress, time, and quantity in phonetics.

3) Speech rate

> Speech rate refers to articulation rate, which frequently involves the pause duration between phrases or thinking communities.

4) Discourse

> It refers to comprehending longer utterances or interactive dialogue between two or more speakers. Cohesion, foregrounding, rhetorical schemata, and story grammars are examples of this knowledge.

5) Pragmatics

Understanding the function or illocutionary force of a speech or longer text, and analyzing the intended significance in terms of that, is what it means.

6) Sociolinguistics

It entails comprehending the language of specific socio-cultural settings and analyzing utterances in light of the situation's context.

g. Listening Assessment

The term assessment is a set of procedures or processes for gathering information on a sample of behavior from a test taker. Moreover, assessment is a continuous method of gathering data related to the achievement of instructional goals by pupils that are carried out to assess the increase in learning outcomes.

There are some methods of assessing tasks and technique for testing listening in the teaching and learning process. Rost in Helgesen and Brown outlines

some listening assessment and testing techniques, as follows:

1) Discrete-item tests

    a) Following a listening exam, multiple choice questions (responses scored right or wrong).

    b) The true-false form (responses scored right or wrong).

    c) Open questions after a hearing text presentation (questions rated on a scale of correctness and completeness).

    d) Results of standardized tests (e.g., TOEFL or TOIEC).

2) Integrative tasks

    a) Free-form summarization of a listening text (scored in scales of accuracy and inclusion of facts and ideas).

    b) Text close summarization (scored on correct completions of blanks).

      c) Complete or partial dictation (score based on supplying the correct missing words).

3) Communication evaluations

      a) Written communicative activities that require listening (scored on the basis successful completion of a task, such as writing a complaint letter after heading a description problem).

4) Interview assessments

      a) Performances in front of the instructor or another student (scored based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions).

      b) In-depth oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign Service Institute scale).

5) Self-evaluation

      a) The learner grades himself on a set of criteria using a questionnaire.

b) Through oral or written diary entries, the learner gives a comprehensive appraisal of their own abilities.

6) Portfolio evaluation

a) Throughout the course, the learner was watched and evaluated on conduct in tasks and other class activities: observations may be audio or video filmed.

b) Portfolios may incorporate any or all of the objective and subjective indicators listed above.[36]

2. Listening Ability

Rost in Permatasari stated that listening abilities was the skills to received content, create context, and reply to the speaker's speech in various ways based on the objective of communication. It must be attentive in order to understand the messages of the discourse.[37] Listening skills also must be acquired in order to profit from effective

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[36]M. Helgesen &S. Brown, *Practical English Language Teaching* (London: Pearson Longman Inc., 2007).

[37]V. M. Pematasari. H, "Improving Students' Listening Skills through Podcasts at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year of 2012/2013", *Thesis,* Yogyakarta: Yogyakarta State University, 2013.

communication. Individuals must comprehend the content of the messages delivered by their conversation partners in order to establish effective contact with others. To understand what people are saying, you must be able to listen. Another article claimed that listening skills is the skill to recognize and differentiate all sounds in the language and discriminate between them and comparable sounds in the original language. It employs the human sense of hearing as the initial portion to enter information in audio form before it reaches the human brain.

Based on the definition above, it can be concluded that listening abilities was the skills to received content, create context, and reply to the speaker's speech in various ways based on the objective of communication.

3. Concept of Digital Storytelling

a. Definition of Digital Storytelling

The combination of multimedia such as images, audio, video, and web publishing is known as digital storytelling. Other terms for Digital Storytelling include

digital documentaries, digital essays, computer-based narratives, interactive storytelling, and electronic memoirs. Lambert defined digital storytelling as the sharing of someone's story through various mediums such as imagery, text, voice, sound, music, video, and animation.[38]

Digital storytelling can be simply telling stories in digital form by combining text, audio, video, photos, music, and other media. It is the process of writing about a story using multimedia elements such as music and voice imagery to create a visual story. Historically, storytelling was a powerful and significant educational tool. Digital storytelling combines the ancient and traditional elements of oral storytelling with a set of technical tools to create personal stories that use graphics, sounds, music, and images to accompany the authors' voice.

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[38]J. Lambert, *Digital Storytelling: Capturing Lives, Creating Community,* (Berkeley: Digital Diner Press, 2002).

Digital storytelling has been defined as a new form of storytelling. According to the Digital Storytelling Association, Digital Storytelling adds modern expression to ancient forms of storytelling. Meadows said that Digital Storytelling allows everyone to share their unique experience with others and build a social community by telling their personal stories. [39]

Based on the definition above, it can be conclude that Digital Storytelling is a new variation of storytelling. Digital Storytelling is telling stories in electronic form by combining some of multimedia such as images, audio, video, and web publishing.

b. Production Process of Digital Storytelling

Digital storytelling employs a method that assists educators in designing successful teaching

[39]D. Meadows, "Digital Storytelling: Research – Based Practice in New Media", *Visual Communication*, Vol. 2, 189 – 193, 2003.

activity based on educational objectives. There are four

major phases in digital storytelling[40], those are:

1) Preproduction

The preproduction phase consists of five

steps: posing questions, researching topic-related

information, writing script and obtaining peer review,

presenting oral storytelling, and constructing

storyboard and story map. Initially, the educator

attempts to pose some specific questions based on the

context, background, experience, and interests of the

students in order to stimulate and motivate

participants to pay attention to alternatives and decide

on a specific topic. The students can then research

relevant information for the topic in order to start

writing scripts that represent and express the

sequence of events. Following that, the students

question one another and interact in peer review.

Students begin by attempting to start practicing

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[40]Sheng Kuan Chung, "Art Education Technology: Digital Storytelling", *InternationalJournal Art Education,* Vol. 60, No. 2, 17-22, 2007.

sharing their stories aloud in traditional ways that aid in exploring the details of their stories. Then, a story map or storyboard is created to demonstrate the story's basic components.

The story map provides a straightforward and prompt assessment of students' stories and assists students in strengthening the weak components of their stories. Furthermore, students create storyboards for their own stories, arranging the sequence of events, affect, scene, and the rest of the digital elements.

2) Production

The production phase includes the creation of multimedia elements as well as the recording of voices.

3) Postproduction

The content is arranged and edited appropriately in the post-production phase to create a digital story.

4) Distribution.

It is phase in the distribution phase to create digital stories with others. The dynamic and systematic process of creative storytelling encourages students to take a more active role in the learning process while also fostering deeper connections with the learning materials and subject matter.

Based on the explanation above, it can be concluded that Digital Storytelling composed of four main processes. The pre-production process aims to determine the initial topic of the story, write the initial script and create a story map or storyboard. The production process is the process of creating and adding images, videos, music, and recording sound. Furthermore, the post-production process is the process of editing the results of the production process. And the last is the distribution process. In this process, digital stories could be shared through web publishing or online media platforms, such as YouTube.

c. The Elements of Digital Storytelling

Robin highlighted the following seven components of digital storytelling[41] as follows:

1) Point of view, what is the major point of the tale and what is the author's point of view?

2) A dramatic question, a major question that could be answered at the end of the story.

3) Emotional content, which brings sensitive matters to life in an emotional and personal way and connects the viewer to the tale.

4) Your gift of voice, a method of personalizing the tale in order to assist the audience grasp the context.

5) The impact of the soundtrack, which includes music or other noises that complement and enhance the tale.

6) Economy, utilizing just enough information to deliver the tale without overwhelming the audience.

7) Pacing, the story's rhythm and how slowly or swiftly it moves.

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[41]B. Robin, *The Educational Uses of Digital Storytelling,* (*Retrieved:* digitalstorytelling.coe.uh.edu/articles/Educ-Uses-DS.pdf, 2006).

d. Teaching Procedure Using Digital Storytelling

In this research, there are three steps in teaching listening using Digital Storytelling, those are:

1) Preparation

The first step is preparation; the researcher must make preparations before entering the classroom in order for the teaching-learning process to run smoothly. The most important thing to do is to create a lesson plan because it would inform teachers what steps or procedures they would take in the classroom to achieve the goal of the teaching and learning process.

2) Implementation

The second step is implementation of using Digital Storytelling. Before starting learning using Digital Storytelling, the researcher would conveyed a little overview about Digital Storytelling, such as definitions, benefits and interesting things from Digital Storytelling. This was done by researchers to

provide understanding to students and students did not feel confused after getting treatment using Digital Storytelling later.

The researcher gave the treatment by using Digital Storytelling by picking a tale from YouTube and playing it throughout the lesson. Each narrative lasted around 10-12 minutes and was chosen depending on the level of ability and the students' attention. Next, the researcher asked students to explain some information that they hear based on video. Then teacher may discuss it with the students around 15to 20 minutes. Teacher can lead the students by giving them several of guided questions. Teacher can ask about the purpose, the main idea, the meaning of the text and also the generic structure of the text. For the example; what is the purpose of the text; where did the story take place?; who is the characters?.

After that, the researcher would give a test in the form of a fill in the blank test. The researcher gave 15 questions filled in the blanks and worked for 60 minutes. This means that students have 4 minutes to answer one question. The researcher would play the digital storytelling video that has been prepared and the researcher would play back the video on the omitted test answers three times. After that, students were asked to answer according to what they heard.

3) Confirmation

In confirmation, the teacher provides feedback, conclusion, and motivation to their activities in order to reflect the performance of the students. The teacher and students would discuss their mistakes and cooperate to correct the mistake. The teacher then instructs students to pay closer attention to the story and to listen more intently.[42]

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[42]Nurul Aini, "Storytelling in English Foreign Language Classroom to Improve Listening Comprehension (A Pre-experimental Study at the 10th Grade in SMAN 1 Ciparay, Bandung)", *Thesis,* (Bandung: State Islamic University of Sunan Gunung Djati, 2018).

e. The Advantages and Disadvantages of Digital
   Storytelling

   There are some advantages of Digital
   Storytelling, as follows:

1) Digital storytelling makes room for effective
   listening. Students can use digital stories to distribute
   information in a meaningful way. This is especially
   true in an age when people are constantly
   overwhelmed with stories and information. Teachers
   can use digital stories to truly help students in the
   story's message. .

2) Digital storytelling influences both the mind and the
   heart. Digital stories can train students the importance
   of emotional rhetoric while also allowing them to
   look for new ways of acting or thinking. These stories
   can evoke emotional reactions in students and inspire
   them to pursue topics about which they are
   passionate. .

3) Anyone can use digital storytelling, and it can be shared electronically all over the world. It enables students to become readers, writers, and even digital filmmakers.

4) Digital storytelling guides students in active learning and allows them to build their own knowledge. Students can express themselves through a variety of mediums, including art, creative writing, music, photography, news clippings, digital video, graphic design, and animation, through digital storytelling. Students can create their own personal stories by expressing their own experiences.

5) Digital Storytelling is an effective teaching method. A lesson hook will be provided by digital storytelling. It would also be used to combine multimedia technology into classrooms. Students may understand content better when it is conveyed in a technological format that is more exciting and engaging. Digital stories can also spark classroom discussions.

6) Students will benefit from creating digital stories. Working with this type of technology has the potential to teach students a various skills. They may improve their research, writing, organization, technology, presentation (public speaking), interview, interpersonal, problem-solving, and assessment skills.[43]

However, there are some disadvantages to digital storytelling in the classroom. In case of those weaknesses, teachers tend to anticipate them. Those anticipate can be namely:

1) Teachers are unfamiliar with the technology used to teach digital storytelling. Before digital storytelling can be used, teachers may need to attend workshops and receive specialized training.

2) Some teachers struggle with determining how to grade digital storytelling assignments. Setting a time

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[43]Imed Bouchrika, "Digital Storytelling: Benefits, Examples, Tools, & Tips", https://research.com/education/digital-storytelling, Accessed on 30th March 2022.

limit for the entire class to finish their projects may be difficult.

3) Some students may understand this concept and run with it, whereas others will need more time to adjust to the technology and the concept of not writing stories with pencil and paper. Teachers should be adaptable and open to project extensions in these situations.

4) Digital stories usually take longer to create than a "traditional" story.

5) The technology needed to generate digital story is costly.

6) Students may encounter difficulties when creating their digital story. Some problems have occurred, such as difficulty creating a sound argument, they get less attention to the actual storytelling, they may only have limited access to the materials they require, the ability to save files from the internet is limited, it can

be time-consuming, and there may be licensing and problems with intellectual property.[44]

## C. Conceptual Framework

Listening skills is useful for communication because listening is a process for gathering information and comprehending languages. In order to know the outcome of this research, the researcher took some steps to conduct the research by teaching listening. Firstly, the researcher taught listening by explaining and teaching them about Digital Storytelling. The researcher then used Digital Storytelling to show the story to the students as part of the research process. The researcher then conducted a listening test with a fill-in-the-blank test to determine the outcome of the research after implementing Digital Storytelling. The result that will be appear are Digital Storytelling is significant in improving students' listening ability and Digital Storytelling is not significant in improving students' listening ability.

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[44]Halah Ahmed Alismail, "Integrate Digital Storytelling in Education", *Journal of Education and Practice*, Vol. 6, No. 9, 2015.

**D. Research Hypothesis**

The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question sentence. Based on the explanation above, the researcher wants to answer the question about "To what extent is the use of Digital Storytelling effective to improve students' listening ability at the seventh grade students of the SMP Darul Hamidin Padamara?" To get the answer, the researcher uses two hypotheses, Alternative hypothesis (Ha) and Null hypothesis (Ho) as follows:

1. Ha: Using Digital Storytelling is effective to improve students' listening ability at the seventh grade students of the SMP Darul Hamidin Padamara.

2. Ho: Using Digital Storytelling is not effective to improve students' listening ability at the seventh grade students of the SMP Darul Hamidin Padamara.

# CHAPTER III

# RESEARCH METHOD

## A. Approach and Type of Research

1. Approach

   This research used quantitative approach for taking and collecting the data. Quantitative research was an approach for testing objective theories by examining the relationships between variables. These variables can usually be measured on an instrument, so statistical techniques can be used to analyze numbered of data.

   According to Kasiram, quantitative research method was a researcher's activity to obtain knowledge or factual conclusions by using numerical data as the initial foundation for analyzing what was known and understood.[45] Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments,

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[45]Moh, Kasiram, *Metodologi Penelitian,* (Malang: UIN – MALIKI Press, 2008).

quantitative/statistical data analysis, with the aim of testing predetermined hypothesis.

2. Type of Research

Experimental research was an investigation designed in such a way that the phenomenon or event can be isolated from other influences. Campbell and Stanley state experimental research was a form of research in which variables are manipulated so that the influence and effect of these variables on other variables being investigated or observed can be ascertained.[46]

As for Bailey states that the experiment was a highly controlled method of attempting to demonstrate the existence of causal relationship between one or more independent variables and one or more dependent variables.[47] Thus, it was clear that by conducting experiments we can show the direct effect of one variable being studied, and can show a causal relationship between

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[46]Donald T. Campbell& Stanley Julian, *Experimental and Quasi-Experimental Design for Research,* (Boston: Houghton Mifflin Company, 1963).

[47]Kenneth D. Bailey, *Methods of Social Research,* (Los Angeles: Free Press, 1978).

the independent variable and the dependent variable or test

a hypothesis that has been formulated previously.

## B. Population and Sample

1. Population

According to Sugiyono, population was field of generalization consists of object or subject which has certain quantity and characteristic decided by the researcher to be observed.[48] The population of this research was the Seventh Grade Students at the SMP Darul Hamidin Padamara which consisted of two classes. They were consisted of 35 students.

**Table 3.1**
**Number of Population**

| No | Class | Male | Female | Total |
|----|-------|------|--------|-------|
| 1 | VIIA | 10 | 8 | **18** |
| 2 | VIIB | 9 | 8 | **17** |
| **Total** | | **19** | **16** | **35** |

2. Sample

According to Gay, sampling was the process of choosing participants for a research in such ways that they represent the wider population from which they will be

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[48]Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif dan R&D,*9<sup>th</sup>edition, (Bandung: Alfabeta, 2013).

chosen[49]. The sample in this research was selected using purposive sampling technique. Purposive sampling technique (also known as judgment, selective or subjective sampling) was a sampling technique in which the researcher relies on his or her own judgment when selecting members of the population to participate in a study. According to Sugiyono, purposive random sampling was a sampling technique with certain considerations.[50] The researcher used this technique because it was suitable for quantitative research. The researcher utilized this technique since the participant had the characteristics of a low score and a lack of listening ability. The sample of this research is VII B which selected 17 students. Based on the observation, they were selected as the sample because they indicated the feature of a low score and a lack of listening.

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[49]L. R Gay, *Education Research: Competences for Analysis and Application*, 2nd edition, (London: A Bell & Howel Company, 2006).

[50]Sugiyono, *Metode…,* hlm. 85.

## C. Setting and Time of Research

This research was conducted at the SMP Darul Hamidin Padamara. It was located at Jl. Padamara-Dasan Lekong, Padamara, Sukamulia, East Lombok, West Nusa Tenggara. The location of this school was strategic, so that it easy to reach. The researcher chose this location because the researcher found several problems related to the subject to be research. The research took place during the first semester in the academic year 2022/2023. This research was conducted on 5th September 2022 until 14th September 2022.

## D. Variables of Research

According to Hatch and Farhady, theoretically a variable can be defined as an attribute of a person, or object, which has "variations" from one person to another or from one object to another.[51] A research variable was an attribute or nature or value of a person, object or activity that has a certain variation determined by the researcher to be studied and then drawn conclusions.

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[51]Evelyn Hatch & Hossein Farhady, *Research Design and Statistic,* (Los Angeles: Newbury House, 1982).

There were two variables in this research, independent variable and dependent variable:

1. Independent variable

    Independent variables were often referred to as stimulus, predictor, and antecedent variables. The independent variable was a variable that affects or was the cause of the change or the emergence of the dependent (bound) variable. The independent variable (x) of this research was the used of Digital Storytelling.

2. Dependent variable

    Dependent variables were often referred to as output variables, criteria, and consequent. The dependent variable was the variable that was influenced or that becomes the result, because of the independent variable. The dependent variable (y) of this research was students' listening ability.

**E. Design of Research**

    The researcher utilized pre-experimental research in this study, which included a pre-test, treatment, and post-test.

The goal was to determine whether or not Digital Storytelling was useful in improving students' listening skills. The researcher knew the purpose after finding out the differences between students' listening ability before and after applying Digital Storytelling by comparing pre-test and post test score.

The researcher used the one-group-pretest-posttest design usually involves three steps: 1) pretest, 2) treatment, and 3) posttest. As for the design of this study was as follows:

**Table 3.2**
**One Group Pretest-Posttests Design[52]**

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| $O_1$ | $X$ | $O_2$ |

1. Pre – test

The researcher gave pre – test before gave the treatment to the students. The aim of this pre – test was to know the students' knowledge in listening. The test consists of 15 items, which was related to the material based on the curriculum.

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[52]Emzir, *Metode Penelitian Pendidikan,* (Jakarta: PT. Rajagprasindo persada, 2007).

2. Treatment

The treatment was done in twice meeting. The first meeting was conducted on Wednesday, 7[th]September 2022 and the second meeting was conducted on Monday, 12th September 2022. The activities during the treatment used Digital Storytelling video as the additional media to teach English in listening skill. The researcher gave the treatment by using Digital Storytelling by picking a story from YouTube and playing it throughout the lesson. Each story lasted around 10-12 minutes and was chosen based on the level of ability and the students' interest.

3. Post – test

In the most recent meeting, the researcher gave a post-test to the students. The purpose of this post - test was to determine whether or not the treatments improved the students' listening abilities by comparing pre - test and post - test results. The pre-test material was the same as the post-test content in order to avoid a significant change in instruments accuracy after the students were treated.

## F. Instrument of Research

The instruments that the researcher used for collecting data were as follows:

1. Test

Brown defines a test as "a way of measuring someone's aptitude or interpretation in their own profession."[53] It can assist the researcher in gathering data in relation to the study variable. The instrument that researcher used was listening test. The type of test that researcher used in this research was fill in the blank test. The goal was to learn about students' listening abilities.

Fill in the blank was a type of question or phrase with one or more words replaced with a blank line, giving the reader the chance to add the missing words. Fill in the blank test is a question where students were given a statement with blank and they are required to fill it in with the most appropriate answer possible. It requires students to

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[53]H. Douglas Brown, *Teaching…,* p. 3

think about the correct plausible answer, as opposed to choosing from multiple possible answers.

In this research, the test consists of 15 items, which was related to the material based on the curriculum. Fill in the blank tests were usually scored by counting the number of gaps that are correctly filled, and using the sum as the total test score.

$$score = \frac{students' correct\ answer}{total\ number\ of\ items} \times 100$$

2. Documentation

According to Hamidi, documentation method was information that comes from important records from institutions or organizations as well as from individuals.[54] Documentation of this research was taking pictures by researchers to strengthen the results of the research. Arikunto stated that documentation was to find data on variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes,

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[54]Hamidi, *Metode Penelitian Kualitatif Aplikasi Praktis Pembuatan Proposal dan Laporan Penelitian,* (Malang:UMM Press, 2004).

agendas and so on.[55] Based on the two opinions of experts, it can be concluded that data collection by means of documentation was something that researchers do in order to collect data from various print media issues discussing the sources to be studied. This research used the documentation method to find data about school profiles, student grade data, books, learning tools, school documentation, learning photos and other data that support this research.

## G. Procedure of Data Collection

1. Test

   In collecting the data, the researcher used the following technique:

   a. Determining the subject of the research

      Seventh Grade students at the SMP Darul Hamidin Padamara were selected as a subject of this research and got the treatment by using Digital

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[55]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2009).

Storytelling. The researcher used one class to get the treatment namely VII B.

b. Give the test explanation

In this step, the researcher was explained the rules in the implementation of the test. Before starting the test, students were asked to pray and prepare equipment to answer the test. After that, the researcher was gave a question sheet containing a story with some missing words. Students were asked to fill in the missing words after watching the video that had been prepared by the researcher. The researcher gave 15 questions filled in the blanks and worked for 60 minutes. This means that students have 4 minutes to answer one question. Students are asked to be quiet and watch the video quietly and focused.

c. Conducting the test

In this step, the researcher was played the digital storytelling video that has been prepared and the researcher played back the video on the omitted test

answers three times. After that, students were asked to answer according to what they heard.

d. Analyzing the test result

After pretest and posttest were conducted, the data of these two tests were analyzed by t-test. The mean of the pretests and posttests was compared. It was done to know whether there was improvement of listening ability for students of VII B class after using Digital Storytelling.

2. Documentation

Documentation of this research was taking pictures by researchers to strengthen the results of the research. This research used the documentation method to find data about school profiles, student grade data, books, learning tools, school documentation, learning photos and other data that support this research.

## H. Technique of Data Analysis

The data was collected and analyzed as follows:

1. To know mean score of pre-test and post-test, the researcher used formula as follows:

$$M = \frac{\sum X}{N}$$

Noted:

M = Mean

$\sum X$ = Total Score of pre-test or post test

N = Total of samples

2. To know deviation standard of pre-test and post, the researcher used formula as follows:

$$Std = \sqrt{\frac{\sum (Xi - M)^2}{n-1}}$$

Noted:

$X_i$= Each of the values of the data

M= Mean of pre-test or post-test

N= Total of samples

3. To know students' percentage improvement, the researcher used formula as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Noted:

P = Percentage

$X_2$ = Post-test mean score

$X_1$= Pre – test mean score

4. T-test

A t-test was a statistical test that was used to compare the means of two groups. It was often used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups were different from one another. In this research, the researcher used Paired sample t-test. Paired sample t-test was used to compare means of single group pre-test and post-test. The criteria of hypothesis testing are if Sig. (2-tailed) lower than the level of significant (Sig. (2-tailed) = $0.000 < \alpha = 0.05$). It indicates that the students' score between pre-test and post test was significantly different.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Noted:

$\bar{x}_1$= Pre-test mean score

$\bar{x}_2$= Post-test mean score

$s_1^2$= Varians of pre-test

$s_2^2$= Varians of post-test

$s_1$= Standard deviation of pre-test

$s_2$= Standard deviation of post-test

$r$= Correlation between pre-test and post-test

## I. Validity and Reliability

1. Validity

According to Sugiyono, validity was the degree of accuracy between the data that occurs in the object of research and the power that can be reported by researcher.[56] Sugiyono said that if the instrument was said to be valid, it means that the measuring instrument used to obtain the data

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[56]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* 24th edition, (Bandung: Alfabeta, 2016).

is valid, so valid means that the instrument can be used to measure what should be measure.[57]

In this research, researcher used content validity. Content validity indicates the extent to which the question items in a test or instrument were able to represent as a whole and proportional to the behavior of the sample subjected to the test. This means that an instrument was said to be valid if the items or items of questions that make up the instrument do not deviate from the purpose and function of the instrument. Sugiyono stated that for instruments in the form of tests, content validity testing can be done by comparing the contents of the instrument with the subject matter that has been taught.[58] The teacher who gave a test outside the subject matter means that the instrument does not have content validity. Technically, content validity testing can be assisted by using an instrument grid.

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[57]*Ibid*.
[58]Sugiyono, *Statistika Penelitan,* (Bandung: Alfabeta, 2011)

The instrument validity of this research was carried out by one of the lecturers in the English Language Education Department. In addition, the researcher makes a lesson plan that has been validated by the subject teacher where the researcher conducted the research. The instrument validity in this research was tested by using the product moment correlation coefficient formula, as follows:

$$R_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Noted:

$R_{XY}$ = *The correlation coefficient*

$X$ = *Total score X*

$Y$ = *Total score Y*

$N$ = *Amount of students*

2. Reliability

According to Sugiyono, a reliable instrument was an instrument which, when used several times to measure the same object, would produced the same data.[59] Moreover, Arikunto said, if students are given the same test

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[59]Sugiyono, *Metode*…, p. 173

at different times, then each student would remained in the same ranking in his group.[60]

Reliability testing can be done externally or internally. Externally, testing can be done by test-retest (stability), equivalent, and a combination of both. Internally, the reliability of the instrument can be tested by analyzing the consistency of the items on the instrument with certain techniques.

The instrument reliability in this research was tested by using the Cronbach Alpha formula, as follows:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

$$r_{11} = \left(\frac{15}{15-1}\right)\left(1 - \frac{20.31}{173.62}\right)$$

$$r_{11} = (1.07)(1 - 0.12)$$

$$r_{11} = (1.07)(0.88)$$

$$r_{11} = 0.94$$

Noted:

$r_{11}$      =      *Reliability instruments*

[60]Suharsimi Arikunto, *Prosedur…,* p. 74

$K$ $\quad=\quad$ *Total number of test items*

$$\sum \sigma_b^2 \quad = \quad \textit{The variance of each items}$$

$\sigma_t^2 \quad = \quad$ *The variance of the sum scores*

**Table 3.3**
**Criteria Cronbach Alpha Value[61]**

| Cronbach Alpha Criteria | Classification |
|---|---|
| a ≥ 0.9 | Very good |
| 0.8 ≤ a < 0.9 | Good |
| 0.7 ≤ a < 0.8 | Be accepted |
| 0.6 ≤ a < 0.7 | Doubtful |
| 0.5 ≤ a < 0.6 | Bad |
| a < 0.5 | Not acceptable |

Based on the result and table above, it can be seen that the result of reliability test was 0.93. It was categorized very good, because 0.94 ≥ 0.9. That means the research instrument was reliable to use during the research process.

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[61]Sürücü, L., & Maslakçki, A, "Validity and Reliability in Quantitative Research", *Business and Management Studies: An International Journal,* Vol. 8, No. 3, 2020.

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

## A. Research Findings

### 1. Data Description

Seventh Grade students at the SMP Darul Hamidin Padamara were selected as a subject of this research and got the treatment by using Digital Storytelling. The researcher uses one class to get the treatment namely VII B. It was consisted 17 students, 9 males and 8 females.

### a. Pre-test Score

The aim of this pre – test is to find out students' listening score before the treatment using Digital Storytelling. This test was conducted on Monday, 5th September 2022. The researcher asked the students to listen carefully to the researcher that reads the text. The result of pre-test can be seen in appendices 2.

The researcher used the formula below to calculate the mean score of pre-test of the students:

$$M = \frac{\sum X}{N}$$

M= $\frac{375}{17}$

M= 22.06

Noted:

M = Mean

$\sum X$ = Total Score of pre-test

N = Total of samples

Deviation Standard of Pre-test ($X_1$):

$Std_1 = \sqrt{\frac{\sum(Xi-M1)^2}{n-1}}$

$Std_1 = \sqrt{\frac{2306.94}{17-1}}$

$Std_1 = \sqrt{134.70}$

$Std_1 = 11.60$

Noted:

$X_i$= Each of the values of the data

$M_1$= Mean of pre-test

N= Total of samples

Based on the document, after analyzing and tabulating the students' score, they were classified into five levels of classification, namely, excellent, very good, good, fair and low. The following table is the rate score of the students' result in English listening:

**Table 4.1**
**Rate Score of the Students' Pre-test**

| Classification | Score | Frequency |
|---|---|---|
| Excellent | 81-100 | 0 |
| Very Good | 61-80 | 0 |
| Good | 41-60 | 0 |
| Fair | 21-40 | 10 |
| Low | 0-20 | 7 |

Based on table above, it can be seen that 10 students were categorized as fair and 7 students were categorized as low. The mean of the pre-test was 22.06 and categorize as fair.

b. Treatment

The treatment was done in twice meeting. The first meeting was conducted on Wednesday, 7thSeptember 2022 and the second meeting was conducted on Monday, 12th September 2022. The activities during the treatment used Digital Storytelling

video as the additional media to teach English in listening skill. The researcher gave the treatment by using Digital Storytelling by selecting the story from YouTube and played during the class. Each story played for about 10-12 minutes and selected based on level of difficulty and students' interest. The activities were done based on the schedule made by the teacher.

c. Post-test Score

The researcher gave the post-test to the students after giving the pre-test and treatments. The aim of post-test was to find out the students' listening score after the treatments. This test was conducted on Wednesday, 14[th]September 2022. The question of the post-test was the same as the pre-test questions. The post-test result can be seen in appendices 3.

The researcher used the formula below to calculate the mean score of post-test of the students:

$$M = \frac{\sum X}{N}$$

M= $\frac{885}{17}$

M= 52.06

Noted:

M = Mean

∑X = Total Score of post-test

N = Total of samples

Deviation Standard of Post-test ($X_2$):

$Std_2 = \sqrt{\frac{\sum(Xi-M2)^2}{n-1}}$

$Std_2 = \sqrt{\frac{1368.94}{17-1}}$

$Std_2 = \sqrt{79.52}$

$Std_2 = 8.92$

Noted:

$X_i$= Each of the values of the data

$M_2$= Mean of post-test

N= Total of samples

Based on the document, after analyzing and tabulating the students' score, they were classified into

five levels of classification, namely excellent, very good,

good, fair and low. The following table is the rate score

of the students' result in English listening:

**Table 4.2**
**Rate Score of the Students' Post-test**

| Classification | Score | Frequency |
|---|---|---|
| Excellent | 81-100 | 0 |
| Very Good | 61-80 | 2 |
| Good | 41-60 | 10 |
| Fair | 21-40 | 5 |
| Low | 0-20 | 0 |

Based on table above, it can be seen that 2

students were categorized as very good, 10 students were

categorized good, and 5 students were categorized as

fair. The mean of the post-test was 52.06 and categorize

as good.

The percentage of students' improvement:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{52.06 - 22.06}{22.06} \; x \; 100\%$$

$$P = 51.06\%$$

Noted:

P = Percentage

$X_2$ = Post-test mean score

$X_1$ = Pre – test mean score

Hypothesis testing using t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{22.06 - 52.06}{\sqrt{\frac{144.18^2}{17} + \frac{85.55^2}{17} - 1.40\left(\frac{11.60}{\sqrt{17}}\right)\left(\frac{8.92}{\sqrt{17}}\right)}}$$

$$t = \frac{-30}{\sqrt{8.48 + 5.03 - 1.40(2.91)(2.24)}}$$

$$t = \frac{-30}{\sqrt{13.51 - 9.11}}$$

$$t = \frac{-30}{\sqrt{4.4}}$$

$$t = \frac{-30}{2.096}$$

$$t = -14.306$$

Noted:

$\bar{x}_1$ = Pre-test mean score

$x_2$ = Post-test mean score

$s_1^2$ = Varians of pre-test

$s_2^2$ = Varians of post-test

$s_1$= Standard deviation of pre-test

$s_2$= Standard deviation of post-test

$r$= Correlation between pre-test and post-test

From the result above, it can be seen that the students' score between pre-test and post-test are significantly different. Based on the t-test analysis, it is showed that the t-test result was -14.306, which is less than α=0.05. It can be concluded that alternative hypothesis ($H_a$) was accepted, whereas null hypothesis ($H_0$) was rejected.

## B. Discussion

The research findings indicated that the students showed an improvement of their listening ability. The students' improvement was supported by the mean score of pre-test which was in fair and low category and post-test in very good, good, and fair category.

This research was conducted in four meetings. In the first meeting, pre-test was given to students. This test aimed to find out the students' score before having the treatments. The

second and third and meeting were giving treatment to the students. The activities during the treatment used Digital Storytelling video as the additional media to teach English in listening skill. The researcher gives the treatment by using Digital Storytelling by selecting the story from YouTube and played during the class. Each story played for about 10-12 minutes and selected based on level of difficulty and students' interest. In the last meeting, the students were given a post-test to find out the students' score after having the treatment.

**Table 4.3**
**The Difference Score of Pre-test and Post-test**

| No. | Pre-test | Score |
|-----|----------|-------|
| 1 | Mean Score | **22.06** |
| 2 | Standard Deviation | **11.60** |
| **No.** | **Aspect of Achievement** | **Frequency** |
| 1 | Excellent | **0** |
| 2 | Very Good | **0** |
| 3 | Good | **0** |
| 4 | Fair | **10** |
| 5 | Low | **7** |
| **Total** | | **17** |
| No. | Post-test | Score |
| 1 | Mean Score | **50.06** |
| 2 | Standard Deviation | **8.92** |
| **No.** | **Aspect of Achievement** | **Frequency** |
| 1 | Excellent | **0** |
| 2 | Very Good | **2** |
| 3 | Good | **10** |

| 4 | Fair | **5** |
|---|------|-------|
| 5 | Low | **0** |
| **Total** | | **17** |
| **Improvement Percentage** | | **51.06%** |
| **t-test** | | **-14.306** |
| **t-table** | | **2.036** |

Based on the table 4.3 above, it showed that the students' post-test score was higher than pre-test score with 51.06% improvement after the treatment using Digital Storytelling. It can be concluded that teaching listening using Digital Storytelling was effective. The Alternative Hypothesis ($H_a$) was accepted and the Null Hypothesis ($H_0$) was rejected. It means there was difference of students score before and after treatment using Digital Storytelling of the seventh grade students at the SMP Darul Hamidin Padamara.

Moreover, the result of this research was in line with the previous research finding by Siti Nurjanah[62] found that the students' difference before and after using Digital Storytelling was significantly different. The students' pre-test mean score in terms of text structure was 66.63 to be 76.96 in post-test

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[62]Siti Nurjanah, "Using Digital Storytelling to Improve Students' Listening Ability (A Pre- Experimental Research at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019)", *Thesis*, (Makassar: Muhammadiyah University of Makassar, 2019).

with 15.50% improvement. Then, the mean score in terms of language component was 71.78 pre-test to be 79.89 post-test with 11.29% improvement. The t-test analysis showed that Sig. (2-tailed) is 0.000 which is smaller than $\alpha = 0.05$. It means that there was a significant difference of students' listening ability before and after using Digital Storytelling. Based on the findings, it can be concluded that Digital Storytelling was effective to improve students' listening ability at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019.

Juvrianto C. J, Haryanto Atmowardoyo, and Sukardi Weda[63], shows that the mean score of students in experimental group was higher than control group both in pre-test and post-test. The mean score of students' pre-test in experimental was 69.92 and standard deviation was 6.435. In other hand, the students' mean score of control group in pre-test was 68.64 with standard deviation 5.758. Both of groups got higher

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[63]Juvrianto C. J, Haryanto Atmowardoyo, & Sukardi Weda, "The Use of Digital Storytelling in Teaching Listening Comprehension: An Experimental Study on the Eighth Grade Students of SMP Negeri 4 Parepare", *ELT Worldwide,* Vol. 5, No. 1, 2018.

achievement in score after they were giving treatment. The mean score of students' post-test in experimental was 80.12 with standard deviation 6.482. In other hand, the students' mean score of control group in post-test was 71.64 with standard deviation 5.073. The data revealed a fact that the use of Digital Storytelling enhanced the listening comprehension of the students.

The last researcher, Nurul Aini[64] found that the majority of students' listening comprehension achievement was categorized as a good achievement. Furthermore, there was a significant effect of students' listening comprehension after students were being taught by Digital Storytelling and this study showed that there was a significant increase as high level as 1.57 points. In paired t-Test, statistic of the significance (2-tailed) is 0.00 or it is same as $0.01 < 0.05$. It can be interpreted that H0 was rejected and Ha was accepted. It means that there was a significant improvement of students'

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[64]Nurul Aini, "Digital Storytelling in English Foreign Language Classroom to Improve Listening Comprehension (A Pre-experimental Study at the 10th Grade in SMAN 1 Ciparay, Bandung)", *Thesis,* (Bandung: State Islamic University of Sunan Gunung Djati, 2018).

listening comprehension being taught by using Digital Storytelling. It can conclude that the use of Digital Storytelling was successful in improving the students' listening comprehension.

From the previous researches' findings above, it was found that Digital Storytelling was effective and significant as a media to teaching listening. In the first research findings, Digital Storytelling was effective and significant to improve students' listening ability in terms of text structure and language component. While, in this research is focused to improve listening ability in terms of vocabulary. In the second and third research findings, Digital Storytelling was effective and significant to improve students' listening comprehension.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the findings and discussion in the previous chapter, the use of Digital Storytelling was effective to improve students' listening ability. It is proved by the students' mean score was higher after giving treatment. The mean score of pre-test was 22.06 to be 52.06 in the post-test with 51.06% improvement. It is mean that $H_a$ was accepted whereas $H_0$ was rejected. So, it can be concluded that there was a significant effect of using Digital Storytelling in improving students' listening ability of the seventh grade students at the SMP Darul Hamidin Padamara.

## B. Suggestions

### 1. The Students

Students should be serious in learning listening since listening is not only receptive skill which used to receive information and develop the other skill such as speaking, but also listening is an active skill which a

listener should pay attention toward the meaning of the information in spoken language. Digital Storytelling can be one of alternative ways to learning listening.

2. The English Teachers

For the English teachers, Digital Storytelling can be alternative way in teaching and presenting the listening materials. It can be expected to be useful as additional knowledge, experience, and option on how to improve students' listening ability in teaching listening.

3. The Next Researcher

The result of this research was expected to be able to use as the consideration for the next researcher in conducting the same research with differences object of research.

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# APPENDICES

**Appendix 1**

**Listening Pre-test and Post-test**

**Listen to the story and fill in the blank!**

## My Family

Hi. Welcome to my home. My name is Paul, I am 12 years old and this is my (1)………. family. There are six people in my family: my mom, my dad, my two sisters, my younger brother and me.

This is my sister Olivia, who is 10. She is in the fourth grade. She loves (2)……….. Her favorite school subject is English. This is my younger brother, Oliver, who is 7. He is in the 1st grade. He loves (3)………. games with his spinning top. He never seems to have enough. This is my youngest sister, Lucy, who has just turned 4. She is in kindergarten and loves playing with her dolls. We get along very well and love each other very much, but, well sometimes, we have our fights and arguments, too. We (4)………. make up soon afterwards.

My mom is a nurse and she works in a hospital. She is so (5)………. and compassionate, and she always takes good care of the sick people. When she gets home, she (6)………. helps us with our homework. My mom is excellent cook and she loves to bake delicious cakes. My dad is photographer. He travels pretty often with his job, to make (7)………. pictures in different places. When he returns home from his travels, he tries to spend as much time as possible

with us and we have a lot of fun together. On weekends, we sometimes go on (8)………. rides together.

This is my uncle, my mom's brother. His name is Simon. He and my dad are brothers-in-law. My dad doesn't have any siblings. My uncle is so (9)………. to have two nephews and two nieces. This is my aunt. She is my uncle's wife. Her name is Grace. They have two kids, a three year old daughter named Lizzy and newborn son. They are my cousins.

This is my grandma. We are celebrating her birthday. She is turning 55. Now she has six grandchildren: three grandsons and three granddaughters. She and my grandpa are farmers and they live on a (10)………. farm in the countryside. She loves (11)………. her animals and taking care of them. She also enjoys working in the garden. She has many fruits and vegetables. We love spending our vacations on her farm. She has so many wonderful tales to tell us all the time. My grandpa is 60 and he is pretty energetic and really (12)……….. He wakes up very early in the morning every day. There's always something to do in the farm and my grandpa is always busy. He is very (13)……….. He tells us many great jokes and makes us laugh so much. They are my grandparents on my mother's side.

My grandparents on my father's side live in a different country, very far away from us, in a big city. They live in a four-room apartment on the third floor. They are

retired, so they usually go on lots of camper van trips. They

(14)………. spending as much time as possible in nature.

That's why they are so (15)………. and energetic. They visit

us several times a year. We also talk on Skype pretty often

**Appendix 2**

**Raw Score of Pre-test**

| No. | Name | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Total | Score |
|-----|------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-------|-------|
| 1 | API | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 4 | 27 |
| 2 | BAP | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 6 | 40 |
| 3 | BAPN | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | BDKS | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 5 | 33 |
| 5 | BMS | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 27 |
| 6 | BMH | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 27 |
| 7 | BNA | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 6 | 40 |
| 8 | BPAH | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 27 |
| 9 | DAG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | FJ | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 27 |
| 11 | HA | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 27 |
| 12 | IJK | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 |
| 13 | LAR | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 20 |
| 14 | LMJ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 13 |

| No | Name | | | | | | | | | | | | | | | | Total | |
|----|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-------|----|
| 15 | LSR | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 4 | 27 |
| 16 | MRAP | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 13 |
| 17 | NP | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 3 | 20 |
| **Total** | | | | | | | | | | | | | | | | | | 375 |
| **Mean** | | | | | | | | | | | | | | | | | | 22.06 |
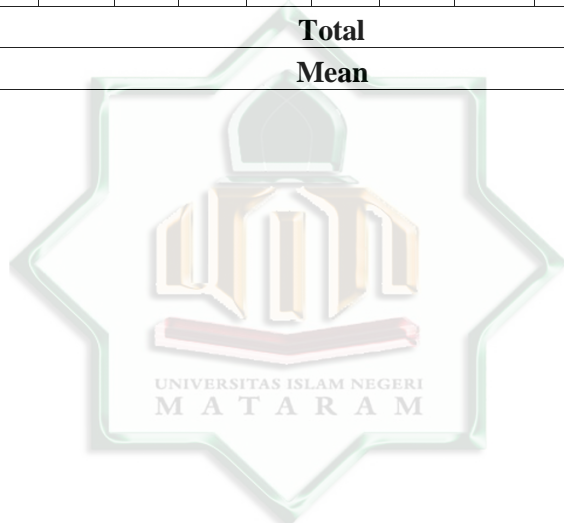
**Appendix 3**

**Raw Score of Post-test**

| No. | Name | Question | | | | | | | | | | | | | | | Total | Score |
|-----|------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-------|-------|
| | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | | |
| 1 | API | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 8 | 53 |
| 2 | BAP | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 10 | 67 |
| 3 | BAPN | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 6 | 40 |
| 4 | BDKS | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 8 | 53 |
| 5 | BMS | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 6 | 40 |
| 6 | BMH | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 9 | 60 |
| 7 | BNA | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 9 | 60 |
| 8 | BPAH | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 8 | 53 |
| 9 | DAG | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 27 |
| 10 | FJ | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 8 | 53 |
| 11 | HA | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 8 | 53 |
| 12 | IJK | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 6 | 40 |
| 13 | LAR | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 10 | 67 |
| 14 | LMJ | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 6 | 40 |

| 15 | LSR | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 9 | 60 |
|----|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| 16 | MRAP | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 8 | 53 |
| 17 | NP | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 8 | 53 |
| **Total** | | | | | | | | | | | | | | | | | | 885 |
| **Mean** | | | | | | | | | | | | | | | | | | 52.06 |
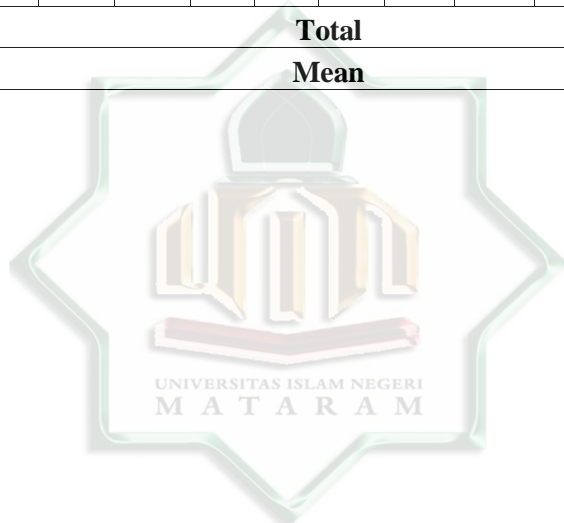
**Appendix 4**


Figure 1
Conducting Pre-test


Figure 2
Conducting Pre-test

Figure 3
Video Material for Treatment in Meeting 1



Figure 4

Video Material for Treatment in Meeting 2

Figure 5
Giving Treatment in Meeting 1



Figure 6
Giving Treatment in Meeting 2

Figure 7
Conducting Post-test



Figure 8
Conducting Post-test

**Appendix 5**

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah                : SMP Darul Hamidin Padamara

Mata Pelajaran       : Bahasa Inggris

Kelas/Semester       : VII/1

Materi Pokok          : *Descrptive Text (Describing a*

*person)*

Alokasi Waktu        : 4 x 40 menit

## A. Kompetensi Inti

KI 1      : Menghargai dan menghayati agama yang dianutnya.

KI 2      : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaannya.

KI 3      : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada

tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

## B. Kompetensi Dasar

3.4 : Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *descriptive text*, dengan meminta dan memberi informasi terkait dengan deskripsi orang, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. .

4.4      : Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk *descriptive text* pendek dan sederhana, terkait deskripsi orang.

## C. Indikator Pencapaian Kompetensi

3.4.1      : Menjelaskan makna dan tujuan teks khusus dalam bentuk *descriptive text*, dengan meminta dan memberi informasi terkait dengan orang, sesuai dengan konteks penggunaannya.

3.4.2      : Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan khusus dalam bentuk *descriptive text*, dengan meminta dan memberi informasi terkait dengan orang, sesuai dengan konteks penggunaannya.

4.4.1      : Menyusun *descriptive text*, sangat pendek dan sederhana, terkait dengan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaanya.

4.4.2    : Mengkomunikasikan teks deskripsi sederhana yang telah dibuat yang terkait dengan *descriptive text* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaanya.

**D. Tujuan Pembelajaran**

**Pertemuan 1**

1. Melalui buku pelajaran, peserta didik dapat menjelaskan makna dan tujuan teks khusus dalam bentuk *descriptive text*, dengan meminta dan memberi informasi terkait dengan orang dengan benar, sesuai dengan konteks penggunaannya.

2. Melalui tayangan video, peserta didik dapat menganalisis struktur teks khusus dalam bentuk *descriptive text* dengan baik, dengan meminta dan memberi informasi terkait resep makanan/minuman, sesuai dengan konteks penggunaannya.

**Pertemuan 2**

1. Secara individu, peserta didik dapat menyusun *descriptive text* pendek dan sederhana, terkait dengan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaanya

2. Secara individu, peserta didik dapat mengkomunikasikan *descriptive text* sederhana yang telah dibuat yang terkait dengan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaanya.

**E. Materi Pembelajaran**

1. Fungsi Sosial Teks

    *Descriptive text* adalah teks yang bertujuan menjelaskan, menggambarkan, atau mendeskripsikan sesuatu. Sesuatu ini bentuknya bisa berupa apa saja, baik itu hewan, benda, lokasi dan lain sebagainya.

2. Struktur Teks

    a. *Identification* (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topic.

b. *Description* (dekripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau bagaimana suatu benda dideskripsikan.

3. Unsur Kebahasaan

a. *Noun*

Menggunakan kata benda *principle* spesifik, seperti *my cat, my swain, monument, etc*. Selain itu, sering juga menggunakan kata sifat untuk mempejelas penggunaan noun, seperti *a giant house, a sensible student, and independence lady*.

b. *Simple Tense*

Menggunakan kata kerja dasar atau V1 serta menggunakan kata kerja *principle* dapat menunjukkan kepemilikan atau keadaan sebuah objek.

c. *Figurative Language*

Menggunakan sebuah metafora untuk memberikan ilustrasi kepada pembaca. Misalnya: *My love for you is as massive because the ocean.*

**F. Metode Pembelajaran**

1. Pendekatan : *Scientific*

2. Model : *Discover Learning*

3. Metode/Teknik : Ceramah, Diskusi, *Digital Storytelling*

**G. Media/Alat, Bahan, dan Sumber Pembelajaran**

1. Media/Alat

   a. Video

   b. Buku

   c. Papan Tulis, Spidol

   d. Laptop

   e. Speaker

2. Bahan

   a. Model video tentang ekspresi *how to introduce someone else*

3. Sumber Pembelajaran

   a. Kementerian Pendidikan dan Kebudayaan. Buku Bahasa Inggris Kelas VII, *When English Rings the Bell*

   b. Modul Pengayaan Bahasa Inggris Kelas VII Semester 1

   c. YouTube, https://youtu.be /QCrXmDe3wHk

## H. Kegiatan Pembelajaran

**Pertemuan 1**

1. Kegiatan Pendahuluan

   a. Orientasi

      1) Guru membuka pelajaran dengan salam pembuka dan berdo'a untuk memulai pembelajaran.

      2) Memeriksa kehadiran peserta didik sebagai sikap disiplin.

      3) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

   b. Apersepsi

      1) Mengaitkan materi dengan pengalaman peserta didik atau dengan materi sebelumnya.

      2) Guru melakukan *ice breaking* dengan melakukan suatu permainan yang berkaitan dengan materi yang akan dibahas.

      3) Guru mengajukan pertanyaan yang berkaitan dengan materi yang akan dibahas.

   c. Penyampaian Tujuan

1) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

2) Memberitahukan tentang KI, KD, indikator, dan KKM pada pertemuan yang berlangsung.

3) Pembagian kelompok belajar.

4) Menjelaskan mekasnisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

2. Kegiatan Inti

a. Mengamati

1) Guru meminta peserta didik untuk melakukan pengamatan dengan cara membaca dan menyimak informasi terkait *descriptive text.*

b. Menanya

1) Guru dan peserta didik melakukan diskusi tentang informasi yang terdapat dalam *descriptive text* yang terkait dengan orang.

2) Guru meminta peserta didik untuk menggali informasi yang terkait dengan *descriptive text.*

c. Mengumpulkan Informasi/Eksplorasi

1) Guru meminta peserta didik untuk mencari informasi untuk menjawab pertanyaan.

2) Peserta didik mengolah informasi yang didapat dalam buku.

d. Menalar/Mengasosiasi

1) Peserta didik menyimpulkan dan membuat laporan hasil pengamatan tentang *descriptive text* yang terkait dengan orang.

2) Peserta didik mempelajari cara membuat *descriptive text*.

3. Kegiatan Penutup

a. Menyimpulkan

1) Guru membuat kesimpulan tentang hal-hal yang telah dipelajari terkait fungsi sosial, struktur teks dan unsur kebahasaan yang terkait dengan teks khusus dalam bentuk *descriptive text*.

b. Refleksi/tes

1) Guru dan peserta didik melakukan refleksi terkait kegiatan pembelajaran yang telah dilakukan.

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c. Umpan Balik

1) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

d. Tindak Lanjut

1) Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya.

**Pertemuan 2**

1. Kegiatan Pendahuluan

a. Orientasi

1) Guru membuka pelajaran dengan salam pembuka dan berdo'a untuk memulai pembelajaran.

2) Memeriksa kehadiran peserta didik sebagai sikap disiplin.

3) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

b. Apersepsi

1) Mengaitkan materi dengan pengalaman peserta didik atau dengan materi sebelumnya.

2) Guru melakukan *ice breaking* dengan melakukan suatu permainan yang berkaitan dengan materi yang akan dibahas.

3) Guru mengajukan pertanyaan yang berkaitan dengan materi yang akan dibahas.

c. Penyampaian Tujuan

1) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

2) Memberitahukan tentang KI, KD, indikator, dan KKM pada pertemuan yang berlangsung.

3) Pembagian kelompok belajar.

4) Menjelaskan mekasnisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

2. Kegiatan Inti

a. Guru memutarkan video tentang mendeskripsikan orang lain.

b. Guru meminta siswa untuk mendengarkan dan mengamati video yang diputarkan.

c. Guru meminta siswa menjawab pertanyaan yang sudah disiapkan oleh guru berdasarkan video yang diputarkan.

d. Guru meminta siswa untuk mengumpulkan hasil jawaban dan menjawab pertanyaan satu persatu.

3. Kegiatan Penutup

   a. Menyimpulkan

   1) Guru membuat kesimpulan tentang hal-hal yang telah dipelajari terkait fungsi sosial, struktur teks dan unsur kebahasaan yang terkait dengan teks khusus dalam bentuk *descriptive text*.

   b. Refleksi/tes

   1) Guru dan peserta didik melakukan refleksi terkait kegiatan pembelajaran yang telah dilakukan.

   c. Umpan Balik

   1) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

   d. Tindak Lanjut

   1) Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya.

## I. Penilaian Pembelajaran

1. Penilaian Sikap

   a. Observasi aktivitas siswa saat mengumpulkan data, menganalisis, dan membuat simpulan (peduli, berani, rasa ingin tahu, menghargai pendapat, dan lain-lain).

   b. Observasi sikap siswa saat diskusi kelas (peduli, berani, rasa ingin tahu, menghargai pendapat, dan lain-lain).

2. Penilaian Pengetahuan

   a. Teknik Penilaian        : Tes Tertulis

   b. Bentuk Instrumen        : *Fill in the Blank Test*

3. Keterampilan

   a. Teknik Penilaian        : Tes Lisan dan Tulisan

   b. Bentuk Instrumen        : Membuat *Descriptive Teks*

Mataram, 05 September 2022

Mengetahui,

Guru Pamong,                    Mahasiswa,


Ahmad Husni Ali, S. Pd          Baiq Arum Yunita

NIP.                            NIM 180107170

# Appendix 7

## Research Recommendation Letter

**KEMENTERIAN AGAMA RI**
**UNIVERSITAS ISLAM NEGERI MATARAM**
**FAKULTAS TARBIYAH DAN KEGURUAN**
Jalan GajahMada No. 100JempongBaruMataramTelp. (0370) 620783, Fax. (0370) 620784

Nomor    : 838/Un.12/FTK/PP.00.9/09/2022            Mataram, 02 September 2022
Lamp.    : 1 (Satu) Berkas Proposal
Hal      : Permohonan Rekomendasi Penelitian

Kepada :
Yth.Kepala Bakesbangpoldagri Provinsi NTB
di_
       Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama             : Baiq Arum Yunita
NIM              : 180107170
Fakultas         : Tarbiyah dan Keguruan
Jurusan          : Tadris Bahasa Inggris
Tujuan           : Penelitian
Lokasi Penelitian : SMP DARUL HAMIDIN PADAMARA, LOTIM
Judul Skripsi    : THE EFFECTIVENESS OF DIGITAL STORYTELLING
                   TO IMPROVE LISTENING ABILITY OF THE SEVENTH
                   GRADE STUDENTS AT THE SMP DARUL HAMIDIN
                   PADAMARA IN ACADEMIC YEAR 2022/2023.

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.
Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Wakil Dekan Bidang Akademik

Dr. Saparudin, M.Ag
NIP. 197810152007011022

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# Recommendation Letter from Bakesbangpoldagri

**PEMERINTAH PROVINSI NUSA TENGGARA BARAT**
## BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI
Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330
Email : bakesbangpoldagri@ntbprov.go.id  Website : http://bakesbangpoldagri.ntbprov.go.id
**MATARAM**                                                          kode pos.83125

### REKOMENDASI PENELITIAN
NOMOR : 070 /١٢٤٦/ IX / R / BKBPDN / 2022

**1. Dasar :**

a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian Surat Dari Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri (UIN) Mataram

Nomor    : 838/Un.12/FTK/PP.00.9/09/2022
Tanggal  : 02 September 2022
Perihal   : Permohonan Rekomendasi Penelitian

**2. Menimbang :**

Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :

Nama            : **BAIQ ARUM YUNITA**
Alamat          : Timuk Purung RT/RW 010/005 Kel/Desa. Padamara Kec. Sukamulia Kab. Lombok Timur No. Identitas 5203066906960003 No Tlpn.087864077797
Pekerjaan       : Mahasiswa/i Jurusan Tadris Bahasa Inggris
Bidang/Judul    : THE EFFECTIVENESS OF DIGITAL STORY TELLINGTO IMPROVE LISTENING ABILITY OF THE SEVENTH GRADE STUDENTS AT THE SEVENTH GRADE STUDENTS AT THE SMP DARUL HAMIDIN PADAMARA IN ACADEMIC YEAR 2022/2023
Lokasi          : SMP Darul Hamidin Padamara
Jumlah Peserta  : 1 ( Satu ) Orang
Lamanya         : September - Oktoberber 2022
Status Penelitian : Baru

**3. Hal-hal yang harus ditaati oleh Peneliti :**

a. Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;

b. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;

c. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;

d. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 6 September 2022
a.n. KEPALA BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NTB
KEPALA BIDANG WASNAS DAN PK

**RIZAL FEBRIANDY UDJUDEDA, S.Sos**
NIP. 19730209 199402 1 002

Tembusan disampaikan Kepada Yth:
1. Kepala Badan Riset dan Inovasi Daerah Daerah Provinsi NTB di Tempat;
2. Bupati Lombok Timur Cq. Ka. Kesbangpol Kab. Lombok Timur di Tempat;
3. Kepala Kantor Kementerian Agama Kab. Lombok Timur di Tempat;
4. Kepala SMP Darul Hamidin Padamara di Tempat;
5. Yang Bersangkutan;
6. Arsip.

# Research Permit from the Regional Research and Innovation Agency

PEMERINTAH PROVINSI NUSA TENGGARA BARAT
## BADAN RISET DAN INOVASI DAERAH
Jalan Bypass ZAMIA 2 - Desa Lelede - Kecamatan Kediri - kode pos 83362
Kabupaten Lombok Barat - Provinsi NTB, E-mail: brida@ntbprov.go.id Website: brida.ntbprov.go.id

SURAT IZIN
Nomor : 070 / 1963 / II – BRIDA / IX / 2022
TENTANG
PENELITIAN

Dasar : a. Peraturan Daerah Provinsi Nusa Tenggara Barat Nomor 14 Tahun 2021 Tentang Perubahan kedua atas perda No 11 Tahun 2016 Tentang Pembentukan Dan Susunan Perangkat Daerah Provinsi NTB.
b. Peraturan Gubernur NTB Nomor 49 Tahun 2021 Tentang Perubahan Ke Empat Atas Peraturan Gubernur Nomor 51 Tahun 2016 tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi serta Tata Kerja Badan-Badan Daerah Provinsi Nusa Tenggara Barat.
c. Surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN Mataram Nomor 838/Un. 12/FTK/PP. 00. 9/09/2022 Perihal : Permohonan Izin Penelitian .
d. Surat dari BAKESBANGPOLDAGRI Provinsi Nusa Tenggara Barat Nomor : 070/17C/7/IX/R/BKBPDN/2022 . Perihal : Rekomendasi Izin Penelitian.

MEMBERI IZIN

Kepada ;
Nama : Baiq Arum Yunita
NIK / NIM : 5203066906960003 / 180107170
Instansi : UIN Mataram
Alamat/HP : Dusun Timuk Rurung, Desa Padamara, Kec. Sukamulia, Kab. Lombok Timur, Nusa Tenggara Barat 087864077797
Untuk : Melakukan Penelitian dengan Judul: " The Effectiveness of Digital Storytelling to Improve Listening Ability at the Seventh Grade Students at the SMP Darul Hamidin Padamara in Academic Year 2022/2023"
Lokasi : SMP Darul Hamidin Padamara
Waktu : September - Oktober 2022

Dengan ketentuan agar yang bersangkutan menyerahkan hasil penelitian selambat lambatnya 1 (satu) bulan setelah selesai melakukan penelitian kepada Badan Riset dan Inovasi Daerah Provinsi NTB via email: litbang.bridaprovntb@gmail.com

Demikian surat Izin Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di Lombok Barat
Pada tanggal, 12 September 2022
an. KEPALA BRIDA PROV. NTB
KEPALA BIDANG LITBANG INOVASI
DAN TEKNOLOGI

LALU SURYADI, SP. MM
NIP. 19691231 199803 1 055

Tembusan: disampaikan kepada Yth:
1. Gubernur NTB (Sebagai Laporan);
2. Bupati Lombok Timur ;
3. Kepala Dinas Pendidikan dan Kebudayaan Kab. Lombok Timur ;
4. Dekan Fakultas Tarbiyah dan Keguruan UIN Mataram ;
5. Kepala SMP Darul Hamidin Padamara Lombok Timur ;
6. Yang Bersangkutan ;
7. Arsip .

# School Research Permit

---

**YAYASAN DARUL HAMIDIN**
**SEKOLAH MENENGAH PERTAMA DARUL HAMIDIN**
**PADAMARA KABUPATEN LOMBOK TIMUR**
Jalan Merdeka Timur No. 11 Padamara Kecamatan Sukamulia Kab.Lotim
HP.08123709869 KP.83652 Email smpdh@ymail.com

NSS: 202230302038                                    NPSN: 50205644

---

SURAT KETERANGAN PENELITIAN
NOMOR : 008 /III.10/SMPDH/IX/2022

Yang bertanda tangan dibawah ini Kepala SMP Darul Hamidin Padamara Kecamatan  Sukamulia
Kabupaten Lombok Timur Provinsi Nusa Tenggara Barat menerangkan bahwa :

Nama                          : BAIQ ARUM YUNITA
NPM                           : 180107170
Pekerjaan/Jabatan             : Mahasiswi  Jurusan Tadris Bahasa Inggris
Alamat                        : Desa  Padamara  Kecamatan Sukamulia Kabupaten
                                Lombok Timur Provinsi Nusan Tenggara Barat
Instansi/Badan                : UIN Mataram

Bahwa yang namanya tersebut diatas memang benar telah mengadakan penelitian di SMP Darul
Hamidn Padamara mulai bulan September s/d Oktober 2022 dengan judul penelitian *" The
Effectiveness Of Digital Story Tellingto Improve Listening Ability Of Darul Hamidin Padamara In
Academic Year 2022/2023"*.

Demikian Surat Keterangan Penelitian ini kami buat untuk dapat dipergunakn sebagaimana mestinya.

Padamara, 20 September 2022
Kepala Sekolah,

HJ.BAIQ NURHAYATI YUSRAINI, S.PdI
NIY: 99 03 2 20 038 41

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# Plagiarism Certificate

**SURAT KETERANGAN**

No. :3046/ Un.12/Perpustakaan/09/2022

Dengan ini menerangkan bahwa :

Nama          :  Baiq Arum Yunita

Nim           :  180107170

Jurusan       :  TBI

Fakultas      :  FTK

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