

## **The Use of Digital Storytelling in Teaching Listening Comprehension: An Experimental Study on the Eighth Grade Students of SMP Negeri 4 Parepare**

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### **ABSTRACT**

This study focuses on finding out whether or not the use of Digital Storytelling (DST) develops the students' listening comprehension and to find out the students' learning interest towards the use of DST. The research employed QUAN – Qual model. The writer gathered the data by using listening comprehension tests and open ended questions. The finding of the study 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 used it for about four weeks in the process of teaching and learning.

**Keywords:** Digital Storytelling, teaching, listening comprehension, students

### **INTRODUCTION**

Listening is the ability where human use their sense of hearing to listen and comprehend what the speaker mean. The procedure that includes hearing and comprehending messages conveyed by the speakers (Brownell, 1996) and the activity of processing the information we got from the speaker (Underwood, 1997) called listening comprehension. Listening is the ability where human use their sense of hearing to listen and comprehend what the speaker mean. It is the first phase in human communication's stage which comes before speaking, reading and writing. Besides the listening, reading and writing, there are also some aspects that used to support them such as grammar, vocabularies, and so on. Listening is also becoming a subject which is thought at school. Teaching listening at schools is not easy as it can be seen and it sometimes affects the process English teaching and learning activity.

Creating a good atmosphere in teaching English, particularly in teaching listening in the classroom becomes a very important thing to do by a teacher. It can be used so that teacher

can control the process of teaching and make students comfortable in studying. To get the objective, teacher should evolve the existing of media in teaching activity. In evolving the media in teaching activity, teacher can start to apply digital media.

The growth of technology has become factor which makes teacher more creative in developing their teaching materials. The success of using technology and digital media can make teacher easily present their teaching material and also help students to get more from the material. It was proved by a study which conducted by Syam and Rahman (2014) which found that the students' group which was facilitated by the use of subtitled films performed a good learning than the group which was not facilitated by the use of subtitled films. While a study conducted by Palanggan, Atmowardoyo and Weda (2016) proved that the use of digital media (ELLLO) helped students in understanding more about the listening material in the classroom and makes them interested in learning listening.

Based on the previous studies conducted above, it can be concluded that the use of digital media is an effective way to engage students with the teaching materials and help them to learn language. In this present study, the writer suggested a digital media named digital storytelling (DST) in teaching listening comprehension. Robin (2006) stated that the emergence of DST in teaching and learning a language has become a powerful technology that can be used by teacher to support them in teaching. The importance of teaching listening by using DST in this study was coming from the preliminary research which found that the lack of students' listening was caused by the lack of media used by teachers in teaching listening in the classroom.

Based on the writer's preliminary research, even the students have learned English for approximately four years or even more, it is still difficult for them to comprehend all content of an English speaker because the time to learn listening at school is limited. Based on the syllabus, the time allocation for listening lesson in the classroom is only six lesson hours or six times forty five minutes in a semester. The writer has interviewed one of the eight grade students of SMP Negeri 4 Parepare and he explained that in the first semester, his class only got once for listening lesson. It means that they lack of practice in listening because they only got two times forty five minutes for listening lesson in a semester.

Paying attention to the preliminary research and English score of the eighth grade students of SMP Negeri 4 Parepare, the listening achievement test in their formative test was still low. Through the previous observation, it was found that most of the students had serious problems with some component skill of listening such as most of the students had serious problems with listening for main ideas, listening for detailed information of the text, recognizing words, identifying stressed words, and reformulating what the speakers has said.

Based on the background given above, the purpose of this research was to find out whether or not the use of DST develops the listening comprehension. Additionally, the purpose of this research was also to find out the students' interest during the process of teaching listening comprehension towards the use of Digital Storytelling.

## **RESEARCH METHOD**

In this present study, the writers applied QUAN - Qual model. This model is also known as the explanatory mixed method design (Gay, Mills, and Airasian, 2012:485). In this research, the writers gathered the quantitative data first and it was more heavily weighted than the qualitative data. In this research, the open-ended questions were taken to one group to know the interest of students in studying listening. While, in the qualitative approach, the writers used the open-ended questions to help them in explaining and elaborating the quantitative data result.

The sampling technique used in this study was random sampling technique. Two classes from the population were chosen as the samples for the experimental group and control group. The writers took students of class VIII.8 as the experimental group with 25 students. While the writers chose students of class VIII.7 as the control group with 25 students.

In the process of collecting the data, the writer employed two kinds of instruments; they are listening comprehension test and open-ended questions. The listening test was made to know the effect of using DST in teaching listening. On the other hand, the open-ended questions were used to know the students' learning interest towards the use of DST in the process of teaching listening.

## RESULTS

### Students' Listening Comprehension

*Table 1. The rate percentage score of students' pre-test in experimental and control group*

No	Category	Score	Experiment Group		Control Group	
			F	%	F	%
1	<b>Excellent</b>	96-100	0	0%	0	0%
2	<b>Very Good</b>	86-95	0	0%	0	0%
3	<b>Good</b>	76-85	4	16%	7	28%
4	<b>Fairly Good</b>	66-75	15	60%	6	24%
5	<b>Fair</b>	56-65	5	20%	12	48%
6	<b>Poor</b>	36-55	1	4%	0	0%
7	<b>Very Poor</b>	0-35	0	0%	0	0%
<b>Total</b>			25	100%	25	100%

Table 1 illustrates a high percentage score of students' pre-test in experimental than in control group. The percentage of the experimental group, those who classified as good was 4 (16%) students, fairly good was 15 (60%) students, fair was 5 (20%) students, and poor was 1 (4%) students. In other hand, in control group, those who classified as good was 7

(28%) students, fairly good was 6 (24%) students, and fair was 12 (48%) students. It can be inferred that listening skill of both groups were still needed to be improved.

Table 2. The rate percentage score of students' post-test in experimental and control group

No	Category	Score	Experiment Group		Control Group	
			F	%	F	%
1	Excellent	96-100	0	0%	0	0%
2	Very Good	86-95	2	8%	0	0%
3	Good	76-85	18	72%	6	24%
4	Fairly Good	66-75	5	20%	16	64%
5	Fair	56-65	0	0%	3	12%
6	Poor	36-55	0	0%	0	0%
7	Very Poor	0-35	0	0%	0	0%
<b>Total</b>			25	100%	25	100%

Table 2 a higher percentage score of students' pre-test in experimental than in control group. Two students in experimental group (8%) were classified as very good, eighteen students (72%) were classified as good, and five students (20%) were classified as fairly good. In other hand, in control group, six students (24%) were classified as good, sixteen students (64%) were classified as fairly good, and three students (12%) were classified as fair.

Table 3. Mean Score and Standard Deviation

Group		Mean	Std. Deviation
Pre-test	Experimental	69,92	6,435
	Control	68,64	5,758
Post-test	Experimental	80,12	6,482
	Control	71,64	5,073

Table 3 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 the groups got higher achievement in score after they were giving treatment. The mean score of students' post-test in experimental was 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 students' mean score of experimental group was higher than

control group (80,12 > 71,64). The data revealed a fact that the use of DST enhanced the listening comprehension of the students.

*Table 4. Probability Value T-Test of the Students' Listening Comprehension*

	<b>P-Value (Sig.2-tailed)</b>	<b>Level of Significance (<math>\alpha</math>)</b>	<b>Remarks</b>
<b>Pre-test experimental and control group</b>	0.462	0.05	No significant difference
<b>Post-test experimental and control group</b>	0.000	0.05	There is significant difference

Table 4.5 shows that p-value in pre-test is 0.462 and level of significance is 0.05. It indicates that there was no significant difference result between experimental and control before treatment. However, p-value in post-test is 0.000 and  $\alpha$  is 0.05. P-value is smaller than  $\alpha$  (0.000 < 0.05). It indicates that the difference between those mean score is statistically significant. In other words, the students' listening ability before giving treatment in both classes was almost the same or there was no significant difference. After giving treatment, the result of the post-test shows a significant difference, both in experimental group and control group which indicate that teaching listening using DST can improve the students' listening ability.

### **Students' Learning Interest towards the Use of Digital Storytelling**

#### ***The Strengths of Digital Storytelling***

##### **a) Fun and interesting learning media**

All the students were agreed that digital storytelling is a fun and interesting learning media. For instance, Fitra Ayu stated as follows:

*Saya sangat menyukainya karena belajar dengan media digital storytelling membuat kita tidak bosan dan tegang karena kita dapat bisa belajar dan bermain. [I like it very much because learning by using digital storytelling makes us not bored and without any tension. Furthermore, we can study while playing] (Open ended question was taken on March 10th 2017).*

##### **b) Various stories**

The second reason why digital storytelling can help the students in learning listening is because it has various stories within. It is showed from the answer that students gave in their open ended questions.

Sutra states:

*Saya suka karena digital storytelling bisa mengajari kita untuk mendengar dengan baik serta ceritanya bermacam-macam didalamnya. [I like to learn by using digital storytelling*

because it can help us to listen better and it has various stories within] (*Open ended question was taken on March 10th 2017*).

**c) Beautiful pictures in every story**

The third reason why the students like to use digital storytelling is because it contains beautiful pictures in every scene. Students like it because it can stimulate them in studying.

Sri Yuliana states that:

*Kesan saya selama pelajaran media digital storytelling, saya sangat suka karena adanya tampilan gambar yang bagus maupun suara melalui LCD dan audio. [I like to study by using digital storytelling because it has good display and beautiful pictures, and also sounds through the speakers and the projector too] (Open ended question was taken on March 10th 2017).*

**d) Meaningful Stories**

The last reason is because the stories that they have watched and listened were meaningful. By watching the stories, the students can differentiate which one is right and which one is wrong.

Astuti says:

*Baik dan mengesankan dengan adanya cerita-cerita bermakna ini bisa meningkatkan kreatifitas bagi siswa dalam berbahasa inggris. [It is good and impressive to learn English using digital storytelling. It is because it has meaningful stories which can improve students' creativity in English] (Open ended question was taken on March 10th 2017).*

***The Weaknesses of Digital Storytelling***

**a) The video speed**

The first weakness of digital story is the video speed; some students feel that the way that the speaker speaks was too fast. It makes students cannot listen well and finally, it affects the students comprehension.

It is showed from the statement of Putri Angriani Sari as follows:

*..... tidak karena suaranya tidak terlalu jelas biasanya dan tidak tau apa na bilang karena terlalu cepat. [..... no because the sound is not clear enough and I cannot catch what the speaker says because he speaks so fast] (Open ended question was taken on March 10th 2017).*

**b) New vocabularies/new words**

Some new vocabularies which appeared on DST makes students open their dictionary to find the word they could not recognized.

Astuti says:

..... *trus ada beberapa kata yang tidak dimengerti makanya susah didapat artinya.*  
[..... sometimes we found word that we could not recognized and we felt difficult to find its meaning] (*Open ended question was taken on March 10th 2017*).

c) The variety of stories' topic

The last weakness according to the students is the l variety of stories' topic. It makes the students cannot choose the topic that they want to be their own digital story. It can be seen from Aditiya's statement:

..... *tapi bagus kalau banyak ceritanya jadi kita bisa pilih.* [..... but that would be better if it contain more stories so we can choose the story that we like] (*Open ended question was taken on March 10th 2017*).

### ***Students' Favourite Parts from Digital Storytelling***

**a) Sounds**

The first part that students like in the process of teaching and learning listening by using digital storytelling is its sounds. They said that the sounds which coming from the speaker is clear and good so it can help them to understand the meaning.

As Muh. Sambrok says:

*Karena penggunaan digital storytelling sangat bagus untuk dipelajari serta suaranya bagus dan jelas sehingga menarik.* [The use of digital storytelling is very good to be applied and its sounds is good and clear so it is interesting] (*Open ended question was taken on March 10th 2017*).

**b) Pictures**

The second part which makes students interest in using digital story while learning listening in the classroom is the pictures. The writer use a set of projector so the students can easily watch the story clip which is making them love the pictures of digital story. It is supported by Muhammad Nabil's statement as follows:

*Yes, gambarnya mudah dipahami karena menggunakan projector, speaker dan laptop.*  
[Yes, the pictures are easy to understand because of the use of projector, speaker and laptop] (*Open ended question was taken on March 10th 2017*).

### ***The Role of Digital Storytelling on the Students' Listening Comprehension***

After using DST in the process of teaching and learning, the students showed a positive response. It can be proved by their improvement in their listening ability after using it for four weeks. The role of the application of DST can be seen through the following students' statements in their open-ended questions.

Siti Nurdiana states that:

*Saya sangat senang dan menyukainya pada pembelajaran mengenai penggunaan media digital storytelling didalam pengajaran listening karena seluruh siswa dapat senang dan tidak bosan pada pelajaran ini serta menambah wawasan dan kemampuan mendengarkan saya dalam bahasa Inggris. [I am very happy to use digital storytelling in the process of learning English in the classroom; it makes the all students happy and they do not feel bored. It can reach my knowledge and improve my listening ability in English] (Open ended question was taken on March 10th 2017).*

Similarly, Astuti also states:

*..... karena melalui digital storytelling, kita banyak belajar melalui digital storytelling tersebut, sehingga dapat meningkatkan pendengaran bahasa inggris kita. [..... because, by the use of digital storytelling, we can learn much through it and it can improve our English listening ability] (Open ended question was taken on March 10th 2017).*

## DISCUSSION

The discussion deals with the effect of DST on learning listening. The description of data collected through the listening comprehension test as explained in the previous section showed that the use of DST is effective as a supporting media in learning listening comprehension.

The mean score of the students' pre-test of experimental group (EG) was 70,36 and standard deviation was 6,467, while in control group (CG), the mean score 68,56 and standard deviation was 5,189. The mean score of both groups were higher difference after the experimenting was conducted. The mean score after the treatment was 79,40 with standard deviation 6,144, while the mean score of the students' post-test in control 75,00 with standard deviation 5,189. So, it can be said that digital storytelling is a computer-based media for learning listening that is effective to be used by the students as a supporting media in learning listening. As stated that the application of DST as useful multimedia in EFL classroom (Tsou and Tzeng, 2006) can help teacher in creating positive situation and condition in learning activity (Campbell, 2012).

The data which is coming from the open-ended questions also showed that students were interested in learning English using DST as also claimed by Sandaran and Kia (2013) and Suwardy et al (2012). In this present study, there were some reasons appeared from the students' answers as following such as fun and interesting learning media, various stories, beautiful pictures in every story, meaningful stories.

Beside the strengths of the use of DST, the writer also found some weaknesses of DST. Based on the findings, it was found that sometimes the video played in the digital story contains some new words that the students never heard before. That makes them a little bit



difficult to understand some parts of the story. Another weakness is the limitation of the story topic.

## CONCLUSION

The use of DST was effective in teaching listening comprehension to the eighth grade students of SMP Negeri 4 Parepare. It can be seen from the students' score both in pre-test and post-test. Besides, the use of DST in teaching listening showed good learning interest from students after the writer taught them by using DST. Their interest can be seen on the result of their open ended-questions.

Teachers are expected to use DST as their media and also develop it by using their own creativity. Additionally, the students are also expected to accustom their selves in using DST as media in getting more knowledge in learning English and also to develop their listening skill in the future. Furthermore, the readers of this article are expected to socialize the importance of the use of DST in teaching and learning listening.

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