

**TEACHING LISTENING SKILL USING
DIGITAL STORYTELLING THROUGH
SCIENTIFIC APPROACH TO EFL
STUDENTS**

THESIS

Submitted in Partial Fulfillment of the Requirements for
the Degree of Bachelor of Education in English
Language Education



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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : Teaching Listening Skill Using Digital Storytelling
Through Scientific Approach to EFL Students
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This study is to investigate whether there were differences in students' listening skills before and after the application of digital storytelling through scientific approach at SMPN 18 Semarang in the Academic Year 2022/2023. This study used pre-experimental method with one group pre-test and post-test design. The population of this research was the ninth-graders. The sample was IX-D by using the purposive sampling technique. The researcher selected this technique because students in class IX D are passive in English, especially in listening. The instruments of data collection for this research were pre-test and post-test. The data are analyzing through SPSS program. The research findings indicated that the third grade students of SMPN 18 Semarang were low in listening skill. The result shows that using digital storytelling media significantly affects the ninth graders' listening skill. It was proven by the result of the mean scores of the pre-test and post-test, which are 58.13 and 78.44. Based on the hypothesis test result using the paired sample t-test, it was found that sig (2-tailed) (.000) was greater than Sig (0.05), it was indicates that the Null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It could be concluded that the use of Digital storytelling had a significant effect on the ninth graders' listening skills.

Keyword: Pre-Experimental Research, Listening Skills, Digital Storytelling

MOTTO

قَالَ لَا تَخَافَا إِنِّي مَعَكُمَا أَسْمَعُ وَأَرَىٰ

“Do not be afraid; I am with you all the time,
listening and seeing.” (QS. Taha: 46)

Intelligence plus character – that is the goal of true education
(Marthin Luther King, Jr)

If you can't be a good person, then don't be a bad person
(Syekh Ali Jaber)

You can't always be strong, But you can always be brave
(Johny Suh)

What you do today, can improve all your tomorrows
(Ralph Marston)

DEDICATION

- ❖ My beloved father and mother
- ❖ My beloved little sisters
- ❖ My beloved friends
- ❖ My other support system
- ❖ The teacher of SMP N 18 Semarang

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This thesis is entitled Teaching Listening Skill Using Digital Storytelling For Enhancing Students. Submitted as one of the requirements to obtain a Bachelor's Degree in Education at the Department of English Education, Universitas UIN Walisongo Semarang.

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The writer realizes that this thesis is far from perfect. so the author needs criticism and suggestions from readers in order to improve this thesis project.

Finally, the writer expects that this thesis would be beneficial for further study.

Semarang, 08 September 2022

The writer,



Amalia Fariza

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CHAPTER I

INTRODUCTION

This chapter discusses the research background, the research questions, the research objectives, and the significances of research.

A. Background of the Research

Listening is a skill that allows people to use their hearing to hear and understand the meaning of the speaker. The process of listening to and understanding the message conveyed by the speaker, and the activity of processing the information received from the speaker, is called listening comprehension.¹ This is the first stage of human communication before speaking, reading and writing. In addition to listening, reading and writing, there are also some aspects used to support them, such as grammar and vocabulary.²

¹Juvrianto Chrissunday Jakob, Haryanto Atmowardoyo, and Sukardi Weda, 'The Use of Digital Storytelling in Teaching Listening Comprehension', *ELT Worldwide: Journal of English Language Teaching*, 5.1 (2018), 1

²Dwi Rosita Sari, 'Digital Story: An Effective Media to Teach Listening from the Perspective of Students' Schemata', *English*

Listening is very important in language learning as it provides input to the learner and also plays an important role in the development of the learner's linguistic knowledge. It also helps listeners understand the world around us and is one of the necessary parts for successful communication. If the listener is not listening, communication will be poor and there will be problems receiving information.³

Listening is also a subject that can be considered at school. Teaching listening at school is not as easy as you can see, and it sometimes affects the process of teaching and learning English. Problematic in learning English is still the main focus for educators in various educational institutions, from primary school to higher education, especially in listening. There are some listening issues that we often encounter. Most students have serious problems such as listening to main ideas, listening to detailed textual information, recognizing words, identifying emphasized words, and paraphrase what the speaker said, and many other problems faced.

Teaching Journal: A Journal of English Literature, Language and Education, 1.2 (2013)

³Ahmadi Seyedeh Masoumeh., 'The Importance of Listening Comprehension in Language Learning', *International Journal of Research in English Education*, 1.1 (2016), 7–10

It can be concluded that listening in English seems difficult for students, especially in Indonesia. Therefore, effective and innovative media are needed in teaching listening.

Teachers can use many techniques to make lessons easier for students to understand. Alternatively, media can be used to support the teaching and learning process. Teachers need to increase their use of various media, but the media is varied. In the digital age, many types of media are being created today. The media can be multimedia, presentation, or interactive. One of useful media in the listening process is digital story media.

Digital story Media is used to make it easier for learners to learn listening comprehension in the target language. Digital story media is a medium that combines the art of storytelling with a variety of digital multimedia such as images, audio, and video. The process of telling a story is called digital storytelling. These media are alternatives to teaching students' listening skills. Digital Storytelling can be one of good learning strategy to Created Learning Environment More Attractive.⁴

⁴Siti Nurjanah, 'Using Digital Storytelling To Improve Students' Listening Ability' (Muhammadiyah University of Makassar, 2019).

This was evidenced by a study of conducted by Palangngan, Atmowardoyo, and Weda. The study showed that using digital media can help students better understand classroom listening materials and increase their interest in listening learning. Based on previous research, the main cause of diminished student interest and hearing ability is the lack of media used by teachers when teaching listening in the classroom. This is a problem that some schools often face.⁵

Therefore, teachers are required to have the ability to develop learning media that can improve understanding of concepts and students' learning motivation. One of them is the use of technology in today's education. As a teacher, we must understand the importance of the role of technology in developing learning media. For this reason, digital storytelling can be one of the media that can be used to explore students' listening skills. It is hoped that through this media, the learning atmosphere in the classroom can be more interesting and communicative.

The implementation of the use of digital storytelling media will be carried out at SMPN 18 Semarang. The use of

⁵Sukmawati Tono Palangngan, Haryanto Atmowardoyo, and Sukardi Weda, 'English Listening Lesson Library Online (ELLLO) as a Supporting Media in Learning Listening', *ELT Worldwide: Journal of English Language Teaching*, 3.1 (2016), 51

this strategy is also to find out whether digital storytelling media can have a significant effect using the scientific approach method. Based on the background of the study above, the researcher was interested in conducting the research under the title “Teaching Listening Skill Using Digital Storytelling Through Scientific Approach to EFL Students”.

B. Question of the Research

Based on the background of the research above, the problem statement is formulated in question form in the following “Is there any differences of students listening skill before and after being taught using digital storytelling through scientific approach?”

C. Objective of the Research

Based on the problem statement above, the objective of this research is to explain the differences of students listening skills before and after using digital storytelling through Scientific approach

D. Scope and Limitations of the Research

To limit the scope of the study, the researcher only discusses the study as follows:

1. The participants of this study are the students of 9th graders of SMPN 18 Semarang in the academic year 2022/2023.
2. This research discusses about the significant effect of digital storytelling to improve student's listening skills by using Scientific approach
3. The researcher only uses five steps in the core activity when giving treatment to the students, including observing, asking, exploring, associating, and communicating, without applying creating activities.

E. Significance of the Research

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

1. Theoretical

The result of the research may give useful information about how to improve students' listening skills using Digital Storytelling through Scientific approach.

2. Practical:

- a) English Teachers

This study can encourage the teachers to improve teaching and learning process by implementing Digital Storytelling through Scientific approach in the class. It also can be reference as additional knowledge,

experience, and option on how to teaching students' listening skills.

b) The Students

This study is hopefully able to make the students interested in learning English that helps them to improve their listening ability by using Digital Storytelling through Scientific approach. It also can give them a lot of learning and knowledge from the stories.

c) The next researcher

This study can be used as a source of information for other researchers who are interested in conducting the relevant research.

d) The researcher

This study can be used by researchers to gain new experiences in teaching the learning process, and provides insightful knowledge, especially for teaching listening using digital storytelling media

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous research related to the research, literature review, conceptual framework, and hypothesis of the research.

A. Previous Research

Considering the topic discussed in this research, there are some studies have been done related to this topic. They are:

The first title is “Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production” by Razmi et al., (2014). This research was conducted at Azad University Salmas branch, Iran. The participant was sixty students (thirty female and thirty male). They were both undergraduate and graduate student. Every student takes part in an interview where they are required to read and deliver a chosen short tale. Their speech performance was assessed using a set of four criteria (vocabulary, grammar, fluency, and pronunciation). The findings demonstrate that by voicing thoughts and creating digital narration for their audience, digital storytelling can

assist students in developing their writing, reading, listening, and speaking skills.⁶

The similarity between the research and this research is the technique used from digital storytelling by presenting stories using video, animation, sound and music, accompanied by narrative. While the difference lies in the participants and the level of difficulty of the treatment carried out. If in the research of Razmi et al., (2014) choosing undergraduate and postgraduate students as participants, here I choose junior high school students as participants. The research carried out a procedure where students were asked to create digital stories directly to increase oral production, while this research focused more on practicing students' listening skills.

The second research by Abidin, Pour-Mohammadi, Souriyavongsa, Da and Ong (2011), entitled "Improving Listening Comprehension among Malay Preschool Children Using Digital Stories". This study looked into how well a group of Malay preschoolers aged 6 understood spoken English after reading digital stories. A quasi-experimental research study was conducted in a suburban school in Penang,

⁶Mehri Razmi, Soheila Pourali, and Sanaz Nozad, 'Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production', *Procedia - Social and Behavioral Sciences*, 98 (2014)

Malaysia, to achieve this goal. To determine whether internet-based technologies could enhance listening comprehension in English as a second Language, a pretest and a post test were used. The test's final results showed that the experimental group performed better than the control group. The findings raise intriguing questions about how technology is used when learning a second language. The findings of this study confirmed that participants in the experimental group fared better than the control group in terms of understanding basic linguistic structures and vocabulary.

However, there are some difficulties found. For instance, it was noted that several students experienced difficulty accessing the Internet during the lesson's opening sessions. Another issue is that the speed of the story is sometimes too quick, even for native speakers. This can pose additional challenges for non-native students, particularly the Malay preschoolers in this study.⁷ The similarities research between Abidin, Pour-Mohammadi, Souriyavongsa, Da, and Ong (2011) and my research lies in the form of the test given. Where the tests are given the focus is on improving students'

⁷Mohamad Jafre Zainol Abidin and others, 'Improving Listening Comprehension among Malay Preschool Children Using Digital Stories', *International Journal of Humanities and Social Science*, 1.14 (2011)

listening and investigating the effects of digital stories on understanding English stories or spoken English. The differences were the research above used quasi-experimental research, while this research used pre-experimental research. The level of participant was also different.

The third researcher is Kirana (2016), entitled “*The Use of Audio Visual to Improve Listening*”, this experimental research was conducted at SMPN 15 Lamjame, Banda Aceh with second year (year VIII) students on the use of AVM to improve the ESL listening abilities of students in listening comprehension classes. The study's findings led the researcher to the conclusion that the post-test results for the EG were statistically greater than those for the CG. The data were found to be regularly distributed based on the results of the homogeneity test and the normality test. The outcomes showed that the grade VIII pupils' critical listening abilities had improved as a result of using the AVM (Audio Visual Method).⁸

The similarity between the research and this research is in the level of the participant. The difference between the research and this research is that it uses an experimental design with an experimental group and a control group that

⁸Mimi Kirana, ‘The Use Of Audio Visual To Improve Listening’, *English Education*, 7.2 (2016), 233–45.

focuses on proving the effectiveness of the Audio Visual Method (AVM) when applied. Meanwhile, this research used a pre-experimental design with a focus on improving students' listening skills through scientific approach.

The fourth research was carried by Tahriri et al. (2015), entitled "*The Impact of Digital Storytelling on EFL Learners' Oracy Skills and Motivation*". The present study was conducted to investigate the impact of digital storytelling (DST) on EFL learners' oracy skills and their motivation towards the use of DST instruction. The pre-intermediate level students at a private language institute were divided into a random sample of 30 EFL female learners. The materials included the "Up and a Way" software, which consists of four stories and several fill-in-the-blank exercises. The kids listened to a story from "Up and a Way" that was recorded in a real situation using DST software. The outcomes demonstrated that DST training has a favorable effect on pre-intermediate EFL learners' motivation.⁹

The similarity between the research and this research is that the research focuses on improving oration skills where

⁹Abdorrezza Tahriri, Maryam Danaye Tous, and Solmaz Movahedfar, 'The Impact of Digital Storytelling on Efl Learners' Oracy Skills and Motivation', *International Journal of Applied Linguistics and English Literature*, 4.3 (2015), 144–53

this listening requires the ability to listen well. While the difference lies in the purpose or context of this research itself. In the study of Tahriri et al. (2015), to improve oration skills and foster motivation during student learning activities, this is different from this research which focuses on students' listening skills.

Fifth, research by Ciğerci and Gultekin (2017) also investigated with the title "Use of digital stories to develop listening comprehension skills". This study aims to determine the effect of digital stories on the development of listening skills of fourth graders of an elementary school in Turkish language courses. This study is based on a mixed method approach, using a qualitative and quantitative method, which is carried out in two fourth-grade class at an elementary school in the city of Eskisehir, Turkey. Quasi-experimental designs use pre-test and post-test with control and experimental groups. There are five grade four classes in the school and to select experimental and control groups. In the second phase of this study, eight digital stories with different themes and lesson plans and subject matter based on digital stories were used for eight weeks by classroom teachers in the experimental group. During this period, the writer's role observed the process, the teachers in the control group doing their lessons according to the Turkish teaching program using

traditional literacy techniques during listening. The writers also observed Turkish lessons in the control group for eight weeks.

The research found that implementation of digital stories and listening activities can improved students hearing to digital stories and their performance during this activity also went well very carefully. Established in this statement, it can be said that the students pay attention to listening according to the Turkish Course Teaching Program.¹⁰The difference between the research with this research is the method approach used. The research is based on a mixed-methods approach, using both qualitative and quantitative methods, while this research only uses quantitative methods.

Sixth, reserach about digital storytelling technique was created by Juvrianto et al., (2017). Digital storytelling was applied in SMP Negeri 4 Parepare in listening skill by the title “The Use of Digital Storytelling in Teaching Listening Comprehension”. In here, the writers applied QUAN – Qual model or mixed method design with open-ended questions. The population was eighth-grade students. The sample was 50 students for the experimental group and control group. The

¹⁰Fatih Mehmet Çiğerci and Mehmet Gultekin, ‘Use of Digital Stories to Develop Listening Comprehension Skills’, *Issues in Educational Research*, 27.2 (2017), 252–68.

findings of this study revealed that students agree that learning English using digital stories is a good support medium. Teachers are expected to use digital storytelling as their media and also develop it by using their own creativity.¹¹

The similarity between the research conducted by Juvrianto et al., (2017) and this research lies in the purpose of the research to be carried out, namely to foster student interest during the process of understanding and learning listening with digital storytelling. While the difference lies in the research method carried out. In the research, the writers applies the QUAN –Qual model, where the writers tries to collaborate between quantitative data and qualitative data to determine the percentage of student understanding after using DST. Here the writer also proves the advantages and disadvantages of using digital storytelling. Different from this research, where this research aims to increase students' interest and ability in listening skills through digital storytelling.

¹¹Juvrianto Chrissunday Jakob, Haryanto Atmowardoyo, and Sukardi Weda, 'The Use of Digital Storytelling in Teaching Listening Comprehension', *ELT Worldwide: Journal of English Language Teaching*, 5.1 (2018), 1

B. Literature Review

1. Listening

a. Definition of Listening

Listening is one of the most important language skills. Listening is part of communication. By listening, we can share our thoughts with others. Listening is the most commonly used language skill in everyday life. Listening is an important part of verbal communication, or an interactive process in which a person plays the role of speaker and listener through verbal and non-verbal elements. Listening is the ability to identify and understand what a speaker is saying by understanding the speaker's accent, pronunciation, grammar, and vocabulary, and by understanding their meaning.

Rost insists on the fact that students must deploy all these sub skills to realize a successful process when he states "Successful listening involves an integration of these component skills .In this sense, listening is a coordination of the component skills, not the individual

skills themselves. This integration of these skills constitutes a person's listening ability".¹²

Russel in Hasyuni say that listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying.¹³ That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words. As mentioned in Nunan "Listening is an active, purposeful process of making sense of what we hear." Listening is an active skill, as this means that we need to interpret the meaning of what we hear.¹⁴ In other words, listening is the ability to recognize and

¹²Humiras Betty Marlina Sihombing, 'Improving Students' Listening Ability by Watching English Films', *Jurnal Littera*, 1 (2018), 47–56.

¹³Muh. Ikhlusal Amal and others, 'Using English Movie with Delay and Non Delay Subtitle to Improve Listening Skill', *LETS*, 1.1 (2019), 1–9.

¹⁴Muhammad Fajri Hamdy, 'The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension', *English and Arabic Language Teaching*, 8.2 (2017), 112–23.

understand what others are saying. This is also a complex activity, activating prior knowledge to help students understand what they are listening to. Listening is an active process. Listening is not just a matter of hearing, so listening involves many processes.¹⁵

b. Listening Problems

There are several problems in listening, including:

1) Lack of concentration and attention. Many pupils have difficulties following instructions owing to apparent deficits in attention and concentration. Such pupils may not be adapting well to the numerous distractions in a typical classroom”.

2) Lack of prior knowledge and proficiency

Lack of exposure to listening materials since students prefer to read than to listen foreign language . The acuity of hearing; students with some physical problems which prevent them from participating, are unable to hear what is said. They

¹⁵ Muh. Ikhlusal Amal and others, ‘Using English Movie with Delay and Non Delay Subtitle to Improve Listening Skill’, *LETS*, 1.1 (2019), 1–9.

can also be affected by environmental problems such as noise.¹⁶

a) Problems related to the message:

The relationship between the topic and the learner; on practice it is very important, students should be familiar with topics they use in their listening comprehension practices. The good familiarity with the topic reduces the level of difficulty.

b) Problems related to the speaker

Among the difficulties related to the speaker we notice that our learners who are familiar to conduct their learning in slowly and deliberately spoken English find a considerable difficulty in understanding native speakers talk and conversations, and they claim always that they are unable to comprehend this fast and spontaneous speech.

c) Problems related to physical setting.

Difficulties related to this factor can be found in the classroom or the laboratory noises whether

¹⁶Darti dan Andi Asmawati, 'Analyzing Students' Difficulties Toward Listening Comprehension', *English Teaching Learning and Research*, 3.2 (2017), 206–20.

noises on the recording or environmental ones.
This may prevent the learner to listen well.

c. Difficulties in Listening Skill

Listening is feel difficult for many students. Because listening include many process. Students should be understand about the sounds, word and give interpreting the meaning from whassst they hear.

According to Brown, there are eight factors making listening difficult as follows:

- 1) Clustering
- 2) Redundancy
- 3) Reduced form
- 4) Performance variables
- 5) Colloquial language
- 6) Rate of delivery
- 7) Stress, rhythm, and intonation
- 8) Interaction¹⁷

d. Listening Material

According to A. Anderson a recent survey of the preferences for particular published listening materials

¹⁷Noor Maulidyah, 'The Students' Problems in Listening Comprehension', *Tarbiyah and Teachers Training*, 2013.

among EFL teachers working in Britain, Europe, and Japan suggests that the following are among the reasons for teachers' satisfaction with particular listening materials:

- 1) Good for starting discussions
- 2) Can be used for self-access learning
- 3) Can be used for self-access learnings
- 4) Contains a variety of tasks
- 5) Entertaining and amusing
- 6) Easy to use
- 7) Practices guessing from context
- 8) Uses authentic material
- 9) Integrates different skills¹⁸

2. Digital Storytelling

a. Concept of Digital Storytelling

Digital Storytelling is a flexible and adaptable tool which can fit most purposes and can be used in almost all the subjects being taught.¹⁹ Digital stories may be utilized for topics as diverse as demonstrating how to

¹⁸Lamara Kadagidze, 'Different Types of Listening Materials', *IBSU Scientific Journal*, 1.1 (2006), 148–54.

¹⁹M. F. Hamdi, 'The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension', *Journal of English and Arabic Language Teaching*, 8 (2017), 112–23.

construct a pinhole camera, to recounting events from history, to the telling of a personal life event. In terms of student involvement, groups may collaborate to produce a single digital story, but this form of storytelling is very well-suited to individuals.

Digital storytelling Association describes digital storytelling as giving new expression to old forms of storytelling in a modern way.²⁰ In traditional storytelling, the storyteller controls all elements of the story, such as narration, movements, sound effects etc, and the story itself might differ in terms of length and originality depending on the memory of the story teller. In comparison, digital stories might include animation, moving pictures, graphic etc. That are combined with soundtrack, audio and images that bring the story alive. Therefore, both traditional storytelling and digital storytelling are important in teaching and learning. Digital Storytelling has more potential to facilitate teaching and learning process.

²⁰ Alaa Sadik, 'Digital Storytelling: A Meaningful Technology-Integrated Approach for Engaged Student Learning', *Education Tech Research*, 2018, 487–506.

b. The Advantages of Digital Storytelling

The StoryCenter website indicates that “digital storytelling can be an incredibly powerful way to foster creativity, engage the community, transform perspectives, and encourage reflection upon learning and life processes”.

Robin sees the benefits of using Digital Storytelling in classroom from both perspectives between the educator and the students. He stated that Digital Storytelling can be an effective instructional tool by educators and an effective learning tool for the students. Teachers can use a multimedia with digital story at the beginning of class to serve as an anticipatory set in order to know the students’ attention and interest in the class.

Language learning can also be promoted with digital storytelling, pointed out that digital storytelling has great potential to help students learn language because of the interplay between writing, speaking, and listening.²¹

²¹Naoko Kasami, ‘Advantages and Disadvantages of Digital Storytelling Assignments in EFL Education in Terms of Learning Motivation’, in *Future-Proof CALL: Language Learning as*

c. The Disadvantages of Digital Storytelling

There is no perfect method of teaching English to students because students are very different from others. Some students will react differently when the teacher applied a method that is new for them. Aside from the advantages that digital storytelling offers, it still has some disadvantages.

Adapted from Naoki, there are several disadvantages of introducing digital storytelling in EFL courses. Including the following;

1) Narration Difficulties

The most frequently occurring problems related to recording narration with a microphone. The balance of narration and selecting appropriate background music, must be effective.

2) Shortage of Time

In this case, the students who experienced difficulties with writing scenarios in English and who spent longer periods writing fell behind schedule, make them there is not enough time to make digital story

1) PC Problems

Some of students have computer literacy skills and experienced difficulty with using computers.

2) Copyright

Since this format is digital, it is very important to consider how to deal with digital information, so basic information ethics become very significant.²²

d. The Elements of Digital Storytelling

Lambert identifies seven elements of Digital Storytelling that are being critical components to effective digital stories which are often cited as a useful time to start working by using digital stories, that is

- 1) Point of view
- 2) A dramatic question
- 3) Emotional content
- 4) The Gift of Your Voice
- 5) The power of the soundtrack

²²Naoko Kasami, 'Advantages and Disadvantages of Digital Storytelling Assignments in EFL Education in Terms of Learning Motivation', in *Future-Proof CALL: Language Learning as Exploration and Encounters – Short Papers from EUROCALL 2018*, 2018, pp. 130–36

- 6) Economy of the Story Detail
- 7) Pacing.

Aside from that there are comprehensive five part definitions of digital stories as follow

- 1) Include a compelling narration of a story
- 2) Provide a meaningful context for understanding the story which is being told
- 3) Use images to capture the emotions which is found in the narrative
- 4) Employ music and other sound effects to reinforce the ideas; Invite thoughtful reflection from the audience.²³

e. Text Structure

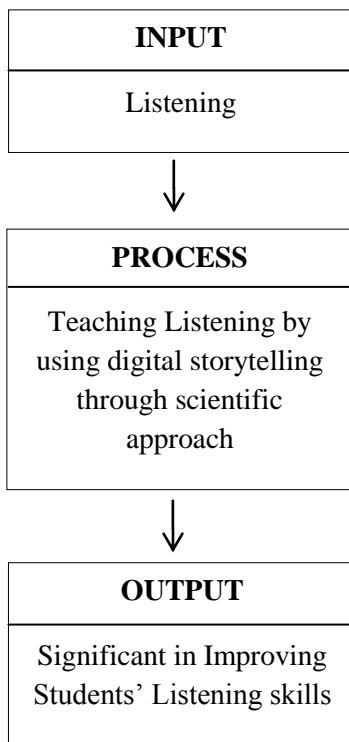
Text structure refers to how the information within a written text is organized. This strategy helps students understand that a text might present a main idea and details; a cause and then its effects; and/or different views of a topic. Teaching students to recognize common text structures can help students monitor their comprehension. Types of structure text are as follows:

²³Dkk Tenh Hock Kuan, 'Core Elements of Digital Storytelling from Experts' Perspective', *School of Multimedia Technology and Communication*, 2012, 397–402.

- a) Setting (character; place; time)
- b) Problem and solution
- c) Compare and contrast
- d) Cause and effect
- e) Sequence (tells the steps of the story, time signals:
first, second, then, before, finally, etc.)²⁴

²⁴ Azizeh Chalak and Nasim Nasr Eshfahani, 'The Effects of Text-Structure Awareness on Reading Comprehension of Iranian EFL Learners', *Language, Culture, and Translation*, 1.2 (2012), 35–48.

3. Conceptual Framework



Learning to listen has an important role in communication, as listening is the process of acquiring information and understanding the language, based on the above conceptual framework. In this study, researchers had several steps to do the study by teaching them to listen to know the results of this study. First, researchers taught listening by providing students with explanations and

knowledge of digital storytelling. Here, researchers use scientific approach in their listening lessons. Researchers used digital storytelling by displaying stories to students during the research process. The researchers then applied digital storytelling and then conducted listening tests to learn the results of the study.

C. Hypothesis

The hypothesis is a temporary answer to the formulation of the research problem. A hypothesis will be accepted if the data collected supports the statement.²⁵

There are kind of hypothesis:

1. Ha : There is differences of students listening skill before and after being taught using digital storytelling through scientific approach
2. Ho : There is no differences of students listening skill before and after being taught using digital storytelling through scientific approach.

²⁵ Sugiyono, 2018. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta

CHAPTER III

RESEARCH METHOD

This chapter discusses the research design, variable and indicators of the research, participants of the research, data collection technique, and data analysis technique.

A. Research Design

This study used Quantitative research. The writers used pre-experimental Research which consisted of pre-test and post test. In here the researcher wants to know the differences of students' listening skills before and after applying digital storytelling through scientific approach, by comparing pre-test and post test score. The researcher

This design involves one group which is pre-test (X_1), exposed to a treatment (X), and post test (X_2) The design was presented as follows:²⁶

Table 3.1.

Pattern of one group pre-test post test

Pre Test	Treatment	Post Test
X_1	T	X_2

²⁶Gay L.R.E. Mills, 2006

Description:

X_1 : Pre-test

T : Treatment

X_2 : Post test

1. X_1 = Pre test

Here the researcher gives tests to students to find out how far the previous students' achievements in listening skills especially fable stories

2. T = Treatment

The researcher applied the use of digital storytelling through scientific approach in listening skill

The procedures of using digital storytelling in teaching were :

a) In the first meeting

The researcher introduced and explained about digital storytelling to students as a media that is used to teach the material narrative text. In here, the researcher explains about how to identify a narrative text. The researcher provides material related to the social function and structure of the text in the narrative text.

b) In the second meeting

The researcher explains about how to identify a narrative text. In here the researcher explains and provide material related to the language features in the narrative text.

c) In the third meeting

The researcher reviewed the material about narrative by using digital storytelling and gave an example of a text to be analyzed together. Then the researcher gave the evaluation to the students

3. X2 = Post test

After the treatment, the researcher gave a post test to find out whether or not there was progress in the students' listening skills.

B. Variable and Indicators

Variable in this research was divided into two. These were independent variable (X) and dependent variable (Y) as follows:

1. The independent variable (x) : The use of digital storytelling in teaching listening.

Indicator :

Some material and practice questions related to the material

2. The dependent variable (y) : students' listening skills.

Indicator :

Students participate actively during the listening learning process by identifying and finding out about text structure and language features of the story.

C. Participants of Research

1. Population

The population of this research was the ninth-grade students of SMP N 18 Semarang. There are eight classes namely IX A – IX H.

2. Samples

The sampling technique of this research was purposive sampling. The researcher applied this technique because they fulfilled the characteristic which had low score and lack in listening based on the observation. Beside that, this class was suggested by the teacher to be researched. The class selected as a sample was IX D which consists of 32 students.

D. Procedure of Collecting Data

1. Pre-test

In the first meeting, The researcher gave pre-test at the first meeting before giving treatment to the students to measure the students' listening skill

2. The treatment

The researcher gave the treatment at the second meeting, to make the students understand the material. There will be three meetings for treatment by using digital storytelling as media in teaching listening

3. Post test

The researcher gave post test to the students in last meeting. In this test was given to know the scores of the students after they were given treatment. The post test was in the form of a storytelling using digital video. The aim of this post test was to find out and to know the result of treatments have an significant progress or not to the students' listening skill

E. Research Instrument

To know the difference before and after teaching listening using digital storytelling, the researcher used a video containing a story accompanied by narration, animation, and sound. The researcher gives students' listening tests by giving the test with filling-in-the-blank which consists of 10 questions and essays with short answers.

The pre-test and post test was given to find out, and to measure and to know the students' listening skills before implementing digital storytelling. Then, post test was given to

know and find out the students' listening skills after implementing digital storytelling

F. Technique of Data Analysis

This part presents and discusses the results of both pre-test and post-tests. The data was collected and analyzed as follows :

1. Scoring the students' correct answer pre-test and post-tests

$$\text{Score} = \frac{\text{Students correct answer}}{\text{total number of items}} \times 100$$

(Gay, 2012)

2. The researcher used listening rubric assessment to assess the students' test and classify the students' score.

Table 3.2
Listening Rubric Assessment

Criteria	Description
Excellent (100-90)	- Excellent at identifying the setting, problem and solution, theme, and moral of the story.

	<ul style="list-style-type: none"> - All words are spelled correctly.
Very Good (89-80)	<ul style="list-style-type: none"> - Very good at identifying the setting, problem and solution, theme, and moral of the story. - Almost all words are spelled correctly.
Good (79-70)	<ul style="list-style-type: none"> - Good at identifying the setting, problem and solution, theme, and moral of the story. - Some spelling errors occur, but not impede understanding.
Fair (69-60)	<ul style="list-style-type: none"> - Still able to identify the setting, problem and solution, theme, and moral of the story. - Spelling errors impede understanding.
Poor (59-0)	<ul style="list-style-type: none"> - Unable to identify the setting, problem

	<p>and solution, theme, and moral of the story.</p> <ul style="list-style-type: none"> - Numerous spelling errors prevent understanding.
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(McGraw-Hill, 2007)

3. Calculating the collection data from the students in answering the test, the researcher use formula to get the mean score of the students as follows:

$$\bar{X} = \frac{\sum x}{N}$$

Where

\bar{X} = Mean score

$\sum X$ = The sum of all scores

N = The total number of samples

Gay (2012)

4. To find the students' improvement the formula as follows:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where

% = the students' improving

X1 = the mean score of pre-test

X2 = the mean score of post-test

(Gay, 2012)

5. Finding out the the significant difference between the score of the pre-test and post-test by using the formula

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\frac{\sum D}{N})^2}{N(N-1)}}$$

ΣD : The sum of all scores

\bar{D} : Mean Score

N : The total number of students

T : Test of significance

(Gay, 2012)

CHAPTER IV

RESEACRH FINDING AND DISCUSSION

This finding of this research presents the result of data collection and data analysis to get the answer to the research problems. It includes the research finding and discussion. The research analyzed the data obtained from the students. The data consisted of the result of pre-test and post-test. The further explanations of data analysis are given below.

A. Profile of School

SMP Negeri 18 Semarang is located at Jalan Purwoyoso I, Ngaliyan, Semarang. This school has been built since 1977. The school consists of 24 classrooms, laboratories, a library, mosque, and others. The school has 42 teachers and 14 staff. There are 766 students

SMP Negeri 18 Semarang has enough media to use in the teaching learning process. Also SMP Negeri 18 Semarang also has many extracurriculars to support the interests and talents of the students

B. Research Finding

1. The data Presentation of the Students' Listening Skill

a. Students' Pre-Test Listening Score

The following are the scores from the students' pre-test results before the application of digital storytelling media

Table 4.1
The value of Pre-Test

No	Code	Pre-test
1	D1	50
2	D2	50
3	D3	40
4	D4	50
5	D5	90
6	D6	70
7	D7	100
8	D8	50
9	D9	80
10	D10	20
11	D11	30
12	D12	60
13	D13	70
14	D14	60
15	D15	90
16	D16	80

17	D17	60
18	D18	70
19	D19	50
20	D20	50
21	D21	90
22	D22	70
23	D23	40
24	D24	40
25	D25	50
26	D26	80
27	D27	50
28	D28	30
29	D29	60
30	D30	40
31	D31	70
32	D32	20

The description of students' listening score in the pre-test can be seen in the following distribution frequency below:

Table 4.2
The distribution Frequency of Students' Pre-Test
Listening Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	6.3	6.3	6.3
	30	2	6.3	6.3	12.5
	40	4	12.5	12.5	25.0
	50	8	25.0	25.0	50.0
	60	4	12.5	12.5	62.5
	70	5	15.6	15.6	78.1
	80	3	9.4	9.4	87.5
	90	3	9.4	9.4	96.9
	100	1	3.1	3.1	100
	Total	32	100.0	100.0	

Based on the table above, it was found that the lowest score was 20, and the highest score was 100. while for the highest frequency of students' listening skills, there were 8 children with a score of 50 (25%).

b. Students' Post-test Listening Score

The following are the scores from the students' post-test results after the application of digital storytelling media

Table 4.3
The value of Post test

No	Code	Post-test
1	D1	70
2	D2	90
3	D3	80
4	D4	80
5	D5	100
6	D6	80
7	D7	100
8	D8	50
9	D9	90
10	D10	20
11	D11	60
12	D12	70
13	D13	100
14	D14	80
15	D15	100
16	D16	90
17	D17	100
18	D18	100
19	D19	100
20	D20	50

21	D21	90
22	D22	90
23	D23	50
24	D24	70
25	D25	50
26	D26	90
27	D27	100
28	D28	60
29	D29	90
30	D30	80
31	D31	100
32	D32	30

The description of students' listening score in the pre-test can be seen in the following distribution frequency below:

Table 4.4
The Distribution Frequency of Students' Post Test
Listening Score

	Freque ncy	Percen t	Valid Percen t	Cumulativ e Percent
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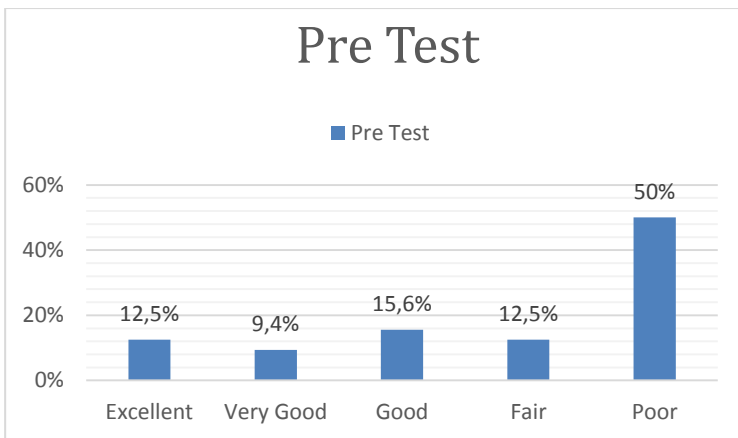
Val id	20	1	3.1	3.1	3.1
	30	1	3.1	3.1	6.3
	50	4	12.5	12.5	18.8
	60	2	6.3	6.3	25.0
	70	3	9.4	9.4	34.4
	80	5	15.6	15.6	50.0
	90	7	21.9	21.9	71.9
	100	9	28.1	28.1	100.0
	Total	32	100.0	100.0	

Based on the table above, it was found that the lowest score was 20, and the highest score was 100. While for the highest frequency of students' listening skills, there were 9 children with a score of 100 (28.1%).

Here the researchers categorize their skill based on the listening rubric assessment presented in chapter 3 which can be seen in the following chart:

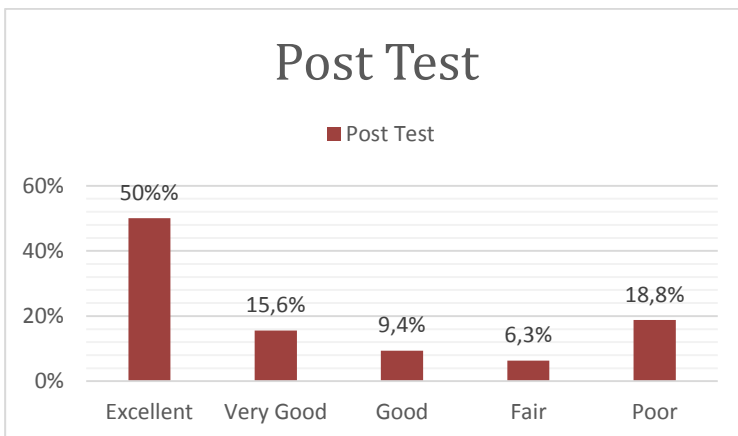
Chart 4.1

The Percentage of Students' Pre-test and Post test



The chart above shows that students' listening skills are still low. Where 50% of students have poor abilities, and 9.4% of the students have very good abilities in listening.

Chart 4.2
The Percentage of Students' Post test



The chart above shows that students' listening skills have improved compared to the pre-test. Where 50% of students have excellent abilities, and 6.3% of the students have fair abilities in listening.

c. Students' Pre-Test and Post-Test Listening Score

The researcher provides a table that describes the difference in listening scores from the pre-test and post-test which is presented as follows

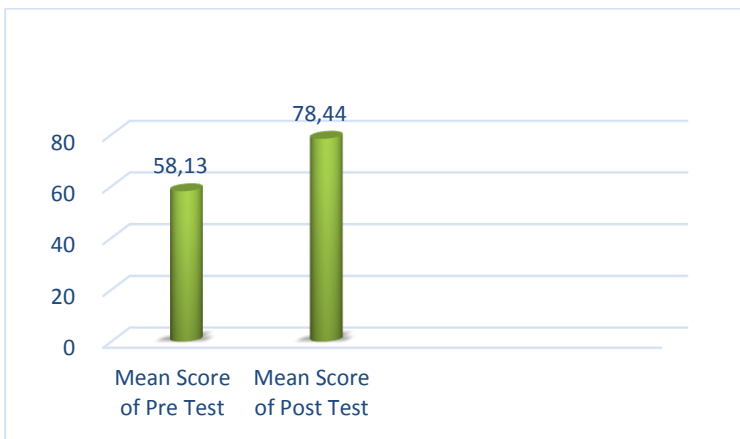
Table 4.5
Statistical Description of Pre-Test and Post-Test

	Pre-Test Score	Post-Test Score
Valid N	32	32
Range	80	80
Minimum	20	20
Maximum	100	100
Sum	1860	2510
Mean	58.13	78.44
Median	55	85
Std. Derivation	20.703	22.013

The statistical description above shows the mean score, median, standard derivation, also minimum and maximum score for pre-test and post-test score. The mean score of the post test was higher than the score of the pre-test. The writer also provided a chart of students' listening score to show the differences between them

Chart 4.3

Students' Pre-test and Post-test Listening Mean Score



The chart above shows that the means score for the post-test was higher than the score for pre-test. The means score of the pre-test was different between the means score in pre-test. The students' score in pre-test (58.13) was different from the post test (78.44).

The students score in post test is greater than the students' score in pre-test. Based on the result above, there is an improvement (34.94%) of students' listening ability.

- d. The significant effect of students listening skill though digital Storytelling

The four formulations of this research were to find a significant effect in using digital storytelling on students' listening skills in the third year at SMP N 18 Semarang. The researcher analyze the data by using non-independent T-test formula through SPSS. The following table shows the mean score of each test.

Table 4.6
Statistical Description of Students' Pre-test and Post-Test
Listening Score

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre- Test	58.13	32	20.703	3.660
	Post	78.44	32	22.013	3.891

	-				
	Test				

Based on the table above, the score for the post-test was 58.13 in which the standard deviation score was 20.703, and mean score for post-test was 78.44 in which the standard deviation score was 22.013.

e. Test of Significance (t-test)

After conducting the students' pre-test and post-test in pre-experimental, the writer used the t-test for hypothesis test. By using SPSS significant differences will be easier to analyze. The t-test was to measure whether or not there is a significant difference between the results of the mean pre test and post test.

In this research, the Null hypothesis (H_0) stated that implementation of digitalstorytelling does not have a significant effect on students' listening skills at nine grade of SMPN 18 Semarang in the academic year 2022/2023. While the Alternative hypothesis (H_a) stated that implementation of digitalstorytelling has a significant effect on students' listening skills at nine grade of SMPN 18 Semarang in the academic year 2022/2023. If the value of significance 2 or

sig.(2.tailed) lower than 0.05, Ha is accepted and Ho is rejected.

Table 4.7
Non Independent Sample T-Test
Paired Sample Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Devi ation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Post-test	- 20.313	15.551	2.749	- 25.919	- 14.706	- 7.389	31	.000

From the table 4.5, it can be seen that the students' listening skill score between pre-test and post-test are significantly different. The Alternative hypothesis (Ha) is accepted whereas null hypothesis (Ho) is rejected with showing the Sig. (2-tailed) is 0.000 which is smaller than $\alpha = 0.05$

C. Discussion

In this part, the researcher presents the discussion with the interpretation of the research findings derived from

the result of the data analysis presented in the previous section.

The description of the data collected from students' listening in the previous section showed that the students' listening abilities had improved. It was supported by the mean score and percentage of the students' result in pre-test and post-test. It was also proved by the mean score of the students' listening in post-test (78.44) was greater than pre-test (58.13) with the percentage of improvement (34.94%). It can be concluded that by the use of digital storytelling could improve the students' listening skill.

Based on the findings above, the use of digital storytelling is proven to affect students' listening, it can be seen from the results of their increasing mean scores. On the pre-test, most of the students get poor score because they were confused when they listened the audio and spent much time to think about the vocabularies. After giving pre-test, the researcher give the treatment by using digital storytelling. The researcher taught by using digital storytelling. At the beginning the researcher showed video containing audio and story illustrations. After that, the researcher give some questions (fill in the blank) about the video. In here, students listened and watched carefully the video shown and answered the question based on what they had heard and understood.

After giving the treatment, the students' listening had improved. It could be seen in the chart 4.1 and table 4.3 and the explanation, from the mean score percentage of pre test and post test. As the result, the students' listening scores in the pre-test consisted 50% of students and in the post test 18.8% of students have poor abilities. It can be seen that the students showed the significant effect. The students became active and enjoyed in listening activity. They were minimized the time to think for a long time to difficult vocabulary and produce words. Not only are they able to capture vocabulary, but they are able to analyze the structure of the text in the narrative videos presented during the treatment.

After using digital story telling, The researcher found that this method could be one of the methods for teaching listening. During the applications process of treatment, the researcher saw the students were more intrested in learning the material presented. Therefore, the application of digital storytelling makes students enjoy and not easily bored in following lessons. The students not only listen to audio, but also can see story illustrations, so students can get an idea of the storyline presented.

In addition, Ohler in Hamdy (2017) describes Digital Storytelling as the use of personal technology in order to integrate a number of media into a coherent narrative. So, it is

a good way to engage students in learning process .From those results, it can be concluded that Digital Storytelling is effectively in teaching listening students‘ at the Ninth Grade of SMPN 18 Semarang in Academic Year 2022/2023.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation of the data analysis in the previous chapter, the researcher takes conclusions as follows:

1. The use of Digital Storytelling can increase the students listening skill at the third grade of SMPN 18 Semarang. It is proven by the students mean score in post test (78.44) is greater than their mean score in pre test (58.13). The improvement of the students in listening skill is (34.94%).
2. Based on the result, the researcher found that there was a significant difference before and after the application of digital storytelling. It is proved by the Sig. (2-tailed) (0.000) which is lower than $\alpha = 0.05$. It means that the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. So, it can be concluded that there is a significant effect of using Digital Storytelling at the ninth grade of SMPN 18 Semarang.

B. Suggestion

Based on the conclusion, the researcher gives some suggestions for the teacher, the students and for the next researcher, as follows:

1. For the teachers

It is suggested to the English teachers at the ninth grade of SMPN 18 Semarang. The use Digital Storytelling can be used as an alternative way of teaching and presenting material because it can help the students' listening skill. The teacher should continuously create various strategies in giving assignment for the students.

2. For the students

It is suggested to students at the ninth grade of SMPN 18 Semarang. After this, the students are expected to improve their intensity in speaking skill through scientific instruction. The students also can practice their listening not only in the class but also in their daily life.

3. For the next researcher

It is suggested the next researchers who has similar research to this research to conduct more perfect research with different frameworks and contexts. Hopefully, the result of this research can be used as an additional reference for further research and gives contribution to developing the process of teaching and learning English

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APPENDIX I

Listening Pre-test

A. Listen to the story and fill in the blank

The Crow and the Peacock

There was a crow that really hated his black feathers. “Why? Why me? Why are all of my feathers so black? Putting on makeup doesn’t even help.” One day, crow came across some gorgeous peacock feathers on the ground. He quickly picked them up and checked around. Then, he began to stick the colorful feathers on his body. “Yes! This is it! These gorgeous feathers will make me beautiful!”

“Hey guys! Can I join you? I’m a peacock from a neighboring country.” You? A peacock? What about those black feathers?”. “Putting on peacock feathers doesn’t make you a peacock.”. “Oh! And, they look like they’re about to fall off.” After being humiliated by his attempt, Crow decided to fly back and join his crow friends. “Hey guys! Can I join you?” said the crow. Then his friend said, “Weren’t you the one who was ashamed of being a crow? Didn’t you want to be a peacock? Just go! Get lost! Just go! Get lost!”. Although crow regretted what he had done, it was too late.

APPENDIX II

Listening Post-test

A. Listen to the story and fill in the blank

The Goose That Laid Golden Eggs

One day a poor farmer suddenly got a goose. It was a special goose that laid one golden egg everyday. “My heavens! This is unbelievable”. “The egg is gold! Ha ha ha!”. The poor farmer decided to sell the eggs. And soon after, he became rich. “That’s a good goose!”. “Keep laying those golden eggs!”. The farmer became very greedy. He was now already rich. But, he wanted to become even richer.

“How come the goose lays only one egg a day?”. “There’s no way I’m going to become really rich like this”. “There must be a way to collect a bunch of golden eggs at one time”. The farmer became so greedy that all he thought about was getting richer. “Ooh! I bet there are a bunch of golden eggs inside the goose’s belly”. “I bet if I cut open its belly, I could get them all out at once!”. So, the greedy farmer cut open the goose’s belly. But, there were no golden eggs inside. In fact, there was nothing inside. “Oh, how could I have been so foolish?”. “My greed has caused me to lose everything

now!. At that moment, the farmer understood what he had done. But, it was too late. Because the goose was now dead and there were no more golden eggs. “Oh... my poor eggs...”

APPENDIX III

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 18 Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ Genap
Materi	: Narrative Text
Alokasi Waktu	: 6 JP (3 Pertemuan)

A. Kompetensi Inti

- KI -1** : Menghargai dan menghayati ajaran 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 dalam jangkauan pergaulan dan keberadaannya.
- KI -3** : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI -4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya.	<p>3.14.1 Menjelaskan fungsi sosial dari video naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>3.14.2 Menjelaskan unsur kebahasaan dari video naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p>

	3.14.3 Menjelaskan struktur teks dari video naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
4.18 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya.	4.18.1 Menggali informasi rinci dari video naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat menjelaskan fungsi sosial dari dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Siswa dapat menjelaskan unsur kebahasaan dari dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya

3. Siswa dapat menjelaskan struktur teks dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
4. Siswa dapat menggali informasi rinci dari teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

D. Materi Pembelajaran

Teks naratif, berbentuk fabel pendek dan sederhana

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang

Pengertian

Narrative Text

A narrative text is an imaginative story to entertain people.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientation).
2. Memaparkan krisis yang terjadi terhadap tokoh utama (Complication)
3. Memaparkan akhir cerita, di mana krisis berakhir (Resolution) dengan bahagia atau sedih

4. Memberikan alasan atau komentar umum (Reorientation), opsional.

Unsur Kebahasaan

1. Tata bahasa : Menggunakan Simple past tense
2. Menggunakan Kalimat langsung dan tidak langsung
3. Menggunakan Adverb of time : Once upon a time, today, one day, will, yesterday, later
4. Menggunakan Time conjunction: When, then, suddenly, before, after, until, as soon as
5. Menggunakan Specific character, penggunaan karakter cerita yang spesifik, bukan umum : Cinderella, Alibaba, Putri Salju, Tangled, Ariel
6. Menggunakan Action verbs : Killed, walked, wrote, stayed, dug, etc
7. Menggunakan Saying and thinking verb, Kata kerja yang menunjukkan ujaran atau pelaporan : Said, told, thought, etc
8. Ucapan, tekanan kata, intonasi
9. Ejaan dan tanda baca
10. Tulisan tangan

Topik

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

The Lion and the Mouse



One sunny day, a lion was resting after eating a wonderful meal. When, all of a sudden, a busy mouse that was running around accidentally bumped into him. “How dare you carelessly wake me up like that!” The lion got up and caught the mouse. He was just about to eat him. But, the scared, little mouse begged the lion for mercy. “Oh, great lion, please spare me. I know that one day you will need my help.” The lion said, “Exactly what can a little mouse like you do the help a big lion like me?, anyway, I’m already full so I will let you go.”

The lion laughed loudly and set the mouse down. A few day later, the lion got caught in a hunter’s trap. He hung there helplessly. “Help- help, please somebody help me!”. The lion was stuck in the net an couldn’t move at all. Just then, the little mouse heard the lion’s cries. So, he went to see what was going on. “Mr. Lion, hang tight, I will save you”. The mouse started to gnaw on one piece of the net, and then

another. Until finally, the lion was free. Then, the lion said, "My little friend, thank you for saving me. I will never underestimate you or your size again." The lion apologized to his new little friend. "Thank you so much, Mouse, you truly saved me". "You're welcome, my big friend!"

E. Metode Pembelajaran

Scientific approach

F. Media, Alat dan Sumber Pembelajaran

1. Media : Digital storytelling
2. Alat dan bahan : Whiteboard, board marker, laptop, sound speaker, video
3. Sumber : Buku teks, internet

G. Langkah-langkah Pembelajaran

1. Pertemuan Pertama : 2 JP (2 x 40 menit)

Kegiatan	Deskripsi Kegiatan
Pendahuluan (10 menit)	<ul style="list-style-type: none"> - Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa Inggris. - Guru mengabsen siswa. - Guru memberi motivasi dan apersepsi. - Guru menyampaikan tujuan pembelajaran

<p>Inti (60 menit)</p>	<p>1. Mengamati</p> <ul style="list-style-type: none"> - Peserta didik menonton dan memperhatikan video berbentuk fabel pendek dan sederhana <p>2. Menanyakan</p> <ul style="list-style-type: none"> - Peserta didik menanyakan beberapa pertanyaan kepada guru terkait contoh teks naratif berbentuk fabel yang telah disajikan dalam video <p>3. Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik mencari dan mengumpulkan informasi terkait dengan fungsi sosial dan struktur teks naratif berbentuk fabel yang telah diberikan - Peserta didik mengidentifikasi fungsi sosial dan struktur teks naratif yang terdapat dalam fabel tersebut <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> - Peserta didik secara individu menonton dan memperhatikan kembali video lain berbentuk fabel pendek dan sederhana - Peserta didik melengkapi teks rumpang berdasarkan informasi yang mereka dengar
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	5. Mengomunikasikan <ul style="list-style-type: none"> - Peserta didik dan guru membahas dan menyimpulkan temuan atau jawaban dari peserta didik
Penutup (10 menit)	<ul style="list-style-type: none"> - Guru beserta siswa membuat rangkuman atau simpulan pelajaran - Guru memberikan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan - Guru menyampaikan rencana pembelajaran untuk pertemuan yang akan datang

2. Pertemuan Kedua: 2 JP (2 x 40 Menit)

Kegiatan	Deskripsi Kegiatan
Pendahuluan (10 menit)	<ul style="list-style-type: none"> - Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris. - Guru mengabsen siswa. - Guru member motivasi dan apersepsi. - Guru menyampaikan tujuan pembelajaran
Inti (60 menit)	1. Mengamati <ul style="list-style-type: none"> - Peserta didik menonton dan memperhatikan video berbentuk fabel pendek dan sederhana

	<p>2. Menanyakan</p> <ul style="list-style-type: none"> - Peserta didik menanyakan beberapa pertanyaan kepada guru terkait contoh teks naratif berbentuk fabel yang telah disajikan dalam video <p>3. Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik mencari dan mengumpulkan informasi terkait dengan unsur kebahasaan teks naratif berbentuk fabel yang telah diberikan - Peserta didik mengidentifikasi unsur kebahasaan teks naratif yang terdapat dalam fabel tersebut <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> - Peserta didik secara individu menonton dan memperhatikan kembali video lain berbentuk fabel pendek dan sederhana - Peserta didik melengkapi teks rumpang berdasarkan informasi yang mereka dengar <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> - Peserta didik dan guru membahas dan menyimpulkan temuan atau jawaban dari peserta didik
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Penutup (10 menit)	<ul style="list-style-type: none"> - Guru beserta siswa membuat rangkuman atau simpulan pelajaran - Guru memberikan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan - Guru menyampaikan rencana pembelajaran untuk pertemuan yang akan datang
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3. Pertemuan Ketiga: 2 JP (2 x 40 Menit)

Kegiatan	Deskripsi Kegiatan
Pendahuluan (10 menit)	<ul style="list-style-type: none"> - Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris. - Guru mengabsen siswa. - Guru member motifasi dan apersepsi. - Guru menyampaikan tujuan pembelajaran
Inti (60 menit)	<p>1. Mengamati</p> <ul style="list-style-type: none"> - Peserta didik menonton dan memperhatikan video berbentuk fabel pendek dan sederhana <p>2. Menanyakan</p> <ul style="list-style-type: none"> - Peserta didik menanyakan beberapa pertanyaan kepada guru terkait contoh

	<p>video fabel pendek yang telah disajikan</p> <p>3. Mengeksplorasi</p> <ul style="list-style-type: none"> - Peserta didik mencari dan mengumpulkan informasi terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif berbentuk fabel yang telah diberikan - Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif yang terdapat dalam fabel tersebut <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> - Peserta didik secara individu menonton dan memperhatikan kembali video lain berbentuk fabel pendek dan sederhana - Peserta didik melengkapi teks rangkuman berdasarkan informasi yang mereka dengar <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> - Peserta didik dan guru membahas dan menyimpulkan temuan atau jawaban dari peserta didik
<p>Penutup (10 menit)</p>	<ul style="list-style-type: none"> - Guru beserta siswa membuat rangkuman atau simpulan pelajaran - Guru memberikan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan

	- Guru menyampaikan rencana pembelajaran untuk pertemuan yang akan datang
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H. Penilaian

1. Kompetensi Sikap

- Teknik Penilaian : Observasi dan Penilaian Diri
- Bentuk Instrumen: Lembar observasi dan Lembar Penilaian Diri
- Rubik penilaian

$$\text{Score} : \frac{\text{Jumlah keseluruhan skor}}{15} \times 100$$

$$\text{Contoh} : \frac{15}{15} \times 100 = 100$$

No	Butir Sikap	Deskripsi	Perolehan skor
1	Sungguh-sungguh	5: selalu sungguh-sungguh 4: sering sungguh-sungguh 3: kadang-kadang sungguh-sungguh 2: jarang sungguh-sungguh 1: tidak pernah sungguh-sungguh	

2	Peduli	5: selalu peduli 4: sering peduli 3: kadang-kadang peduli 2: jarang peduli 1: tidak pernah peduli	
3	Santun	5: selalu santun 4: sering santun 3: kadang-kadang santun 2: jarang santun 1: tidak pernah santun	
	JUMLAH		

2. Kompetensi Pengetahuan

- a. Teknik Penilaian: Tes Tertulis
- b. Bentuk Instrumen: Teks rumpang, uraian
- c. Rubik Penilaian :

- Setiap nomor mendapatkan 1 poin
- Untuk skoring, jumlah keseluruhan poin dikalikan 10.

Contoh, $10 \times 10 = 100$

Listen to the story and fill in the blank!

The Lion and the Mouse

One sunny day, a lion was resting after eating a(1) meal. When, all of a sudden, a busy mouse that was(2) around accidentally bumped into him. "How dare you carelessly wake me up like that!" The lion got up and caught the mouse. He was just about to eat him. But, the.....(3), little mouse begged the lion for mercy. "Oh, great lion, please spare me. I know that one day you will need my help." The lion said, ".....(4) what can a little mouse like you do the help a big lion like me?, anyway, I'm already full so I will let you go."

The lion laughed(5) and set the mouse down. A few day later, the lion got(6) in a hunter's trap. He hung there helplessly. "Help- help, please somebody help me!". The lion was(7) in the net an couldn't move at all. Just then, the little mouse heard the lion's cries. So, he went to see what was going on. "Mr. Lion, hang tight, I will save you". The mouse started to(8) on one piece of the net, and then another. Until finnaly, the lion was free. Then, the lion said, "My little friend, thank your for saving me. I will never(9) you or your size again." The lion apalogized to his new little friend. "Thank you so much, Mouse, you(10) saved me". "You're welcome, my big friend!"

Semarang, 25 Juli 2022

The Writer



Amalia Fariza

1803046033

APPENDIX IV

Scoring Classification of the students' listening skill

The number of students'	Pre-test	Classification	Post-test	Classification
1	50	Poor	70	Good
2	50	Poor	90	Excellent
3	40	Poor	80	Very Good
4	50	Poor	80	Very Good
5	90	Excellent	100	Excellent
6	70	Good	80	Very Good
7	100	Excellent	100	Excellent
8	50	Poor	50	Poor
9	80	Very Good	90	Excellent
10	20	Poor	20	Poor
11	30	Poor	60	Fair
12	60	Fair	70	Good
13	70	Good	100	Excellent
14	60	Fair	80	Very Good
15	90	Excellent	100	Excellent
16	80	Very Good	90	Excellent

17	60	Fair	100	Excellent
18	70	Good	100	Excellent
19	50	Poor	100	Excellent
20	50	Poor	50	Poor
21	90	Excellent	90	Excellent
22	70	Good	90	Excellent
23	40	Poor	50	Poor
24	40	Poor	70	Good
25	50	Poor	50	Poor
26	80	Very Good	90	Excellent
27	50	Poor	100	Excellent
28	30	Poor	60	Fair
29	60	Fair	90	Excellent
30	40	Poor	80	Very Good
31	70	Good	100	Excellent
32	20	Poor	30	Poor

APPENDIX V

Students' Pre-Test Worksheet

Name : Chesya Auratia Ramadhani
Absen number : Sebelas (11)

A. Listen to the story and fill in the blank

The Crow and the Peacock

There was a crow that really hated his black feathers (1) "Why? Why me? Why are all of my feathers so black? Putting on makeup doesn't even help." One day, crow came across some peacock feathers on the ground. He picked them up and checked around. Then, he began to stick the feathers (4) on his body. "Yes! This is it! These gorgeous feathers will make me (5)!"

"Hey guys! Can I join you? I'm a peacock from a (6) country." "You? A peacock? What about those black feathers?" "Oh! And, they look like they're about to fall off." After being (8) by his attempt, Crow decided to fly back and join his crow friends. "Hey guys! Can I join you?" said the crow. Then his friend said, "Weren't you the one who was (9) of being a crow? Didn't you want to be a peacock? Just go! Get lost! Just go! Get lost!". Although crow (10) what he had done, it was too late.

Name : agny shamsi P
Absen number : 05

A. Listen to the story and fill in the blank

The Crow and the Peacock

There was a crow that really hated his black feathers (1) "Why? Why me? Why are all of my feathers so black? Putting on makeup doesn't even help." One day, crow came across some peacock feathers on the ground. He picked them up and checked around. Then, he began to stick the feathers (4) on his body. "Yes! This is it! These gorgeous feathers will make me (5)!"

"Hey guys! Can I join you? I'm a peacock from a (6) country." "You? A peacock? What about those black feathers?" "Oh! And, they look like they're about to fall off." After being (8) by his attempt, Crow decided to fly back and join his crow friends. "Hey guys! Can I join you?" said the crow. Then his friend said, "Weren't you the one who was (9) of being a crow? Didn't you want to be a peacock? Just go! Get lost! Just go! Get lost!". Although crow (10) what he had done, it was too late.

Name : Mohammed Lwaly
Absen number : 23

A. Listen to the story and fill in the blank

The Crow and the Peacock

There was a crow that really hated his black ^{feathers} (1) "Why? Why me? Why are all of my feathers so black? Putting on makeup doesn't even help." One day, crow came across some ^{gorgeous} (2) peacock feathers on the ground. He ^{picked} (3) them up and checked around. Then, he began to stick the ^{body} (4) feathers on his body. "Yes! This is it! These gorgeous feathers will make me ^{beautiful} (5)!"

"Hey guys! Can I join you? I'm a peacock from a ^{beautiful} (6) country." "You? A peacock? What about those black feathers?" "Oh! And, they look like they're about to fall off." After being ^{amused} (8) by his attempt, Crow decided to fly back and join his crow friends. "Hey guys! Can I join you?" said the crow. Then his friend said, "Weren't you the one who was ^{ashamed} (9) of being a crow? Didn't you want to be a peacock? Just go! Get lost! Just go! Get lost!". Although crow ^{regretted} (10) what he had done, it was too late.

S=6

Name : Daffa Ghnaf. A
Absen number : 13

A. Listen to the story and fill in the blank

The Crow and the Peacock

There was a crow that really hated his black ^{feathers} (1) "Why? Why me? Why are all of my feathers so black? Putting on makeup doesn't even help." One day, crow came across some ^{gorgeous} (2) peacock feathers on the ground. He ^{quickly} (3) picked them up and checked around. Then, he began to stick the ^{colorful} (4) feathers on his body. "Yes! This is it! These gorgeous feathers will make me ^{beautiful} (5)!"

"Hey guys! Can I join you? I'm a peacock from a ^{beautiful} (6) country." "You? A peacock? What about those black feathers?" "Oh! And, they look like they're about to fall off." After being ^{amused} (8) by his attempt, Crow decided to fly back and join his crow friends. "Hey guys! Can I join you?" said the crow. Then his friend said, "Weren't you the one who was ^{ashamed} (9) of being a crow? Didn't you want to be a peacock? Just go! Get lost! Just go! Get lost!". Although crow ^{regretted} (10) what he had done, it was too late.

S=3

Students Post-test worksheet

Name : M. Fathi A.

Absen number : 22

The Goose That Laid Golden Eggs

One day a ^{poor} (1) farmer suddenly got a goose. It was a special goose that laid one golden egg every day. "My heavens! This is ^{unbelievable} (2)". "The egg is gold! Ha ha ha!". The poor farmer decided to sell the eggs. And soon after, he became rich. "That's a good goose!". "Keep ^{laying} (3) those golden eggs!". The farmer became very ^{greedy} (4). He was now already rich. But, he wanted to become even richer.

"How come the goose lays only one egg a day?". "There's no way I'm going to become really rich like this". "There must be a way to ^{collect} (5) a bunch of golden eggs at one time". The farmer became so greedy that all he thought about was getting richer. "Ooh! I bet there are a bunch of golden eggs ^{inside} (6) the goose's belly". "I bet if I cut open its belly, I could get them all out at ^{once} (7)!". So, the greedy farmer cut open the goose's belly. But, there were no golden eggs inside. In fact, there was nothing inside. "Oh, how could I have been so ^{foolish} (8)?" "My greed has caused me to ^{lose} (9) everything now!". At that moment, the farmer understood what he had done. But, it was too late. Because the goose was now ^{dead} (10) and there were no more golden eggs. "Oh... my poor eggs..."

Name : Nafisa Tsolata H.

Absen number : 16

The Goose That Laid Golden Eggs

One day a ^{poor} (1) farmer suddenly got a goose. It was a special goose that laid one golden egg every day. "My heavens! This is ^{unbelievable} (2)". "The egg is gold! Ha ha ha!". The poor farmer decided to sell the eggs. And soon after, he became rich. "That's a good goose!". "Keep ^{laid} (3) those golden eggs!". The farmer became very ^{greedy} (4). He was now already rich. But, he wanted to become even richer.

"How come the goose lays only one egg a day?". "There's no way I'm going to become really rich like this". "There must be a way to ^{collect} (5) a bunch of golden eggs at one time". The farmer became so greedy that all he thought about was getting richer. "Ooh! I bet there are a bunch of golden eggs ^{inside} (6) the goose's belly". "I bet if I cut open its belly, I could get them all out at ^{once} (7)!". So, the greedy farmer cut open the goose's belly. But, there were no golden eggs inside. In fact, there was nothing inside. "Oh, how could I have been so ^{foolish} (8)?" "My greed has caused me to ^{lose} (9) everything now!". At that moment, the farmer understood what he had done. But, it was too late. Because the goose was now ^{dead} (10) and there were no more golden eggs. "Oh... my poor eggs..."

Name : Amelha Mufidah

Absen number : 05

The Goose That Laid Golden Eggs

One day a ^{poor} (1) farmer suddenly got a goose. It was a special goose that laid one golden egg every day. "My heavens! This is ^{unbelievable} (2)". "The egg is gold! Ha ha ha!". The poor farmer decided to sell the eggs. And soon after, he became rich. "That's a good goose!". "Keep ^{laying} (3) those golden eggs!". The farmer became very ^{greedy} (4). He was now already rich. But, he wanted to become even richer.

"How come the goose lays only one egg a day?". "There's no way I'm going to become really rich like this". "There must be a way to ^{collect} (5) a bunch of golden eggs at one time". The farmer became so greedy that all he thought about was getting richer. "Ooh! I bet there are a bunch of golden eggs ^{inside} (6) the goose's belly". "I bet if I cut open its belly, I could get them all out at ^{once} (7)!" So, the greedy farmer cut open the goose's belly. But, there were no golden eggs inside. In fact, there was nothing inside. "Oh, how could I have been so ^{foolish} (8)?" "My greed has caused me to ^{lose} (9) everything now!. At that moment, the farmer understood what he had done. But, it was too late. Because the goose was now ^{dead} (10) and there were no more golden eggs. "Oh... my poor eggs..."

Name : Fathma Nur D.

Absen number : 17

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APPENDIX VI

Documentation

Pre- Test



Treatment

In here the researcher gave the treatment to the students of IX-D using digital storytelling in teaching listening



Post Test



CURRICULUM VITAE

A. PERSONALITY IDENTITY

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SMA : SMA N 1 Godong
University : UIN Walisongo Semarang

Semarang, 5 September 2022

The writer,



Amalia Fariza

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