

Article

Digital Story Telling to Enhance Students' Listening Skills

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Abstract: This study is to enhance the learning of listening comprehension for the seventh-grade students through digital storytelling. Action research was conducted to obtain the data. The findings indicated a notable improvement in students' listening comprehension learning, as evidenced by test results and assessment scores at each session. The mean score of students in the pre-test increased from 43.33 to 66.7 in the post-test, with a moderate N-gain score (N-gain = 0.31). Ultimately, digital storytelling proved effective in enhancing students' listening comprehension by serving as an engaging and enjoyable learning tool for students and a creative teaching resource for educators.

Keywords: *Digital Story Telling, Listening Skills*

Citation: Fakhruddin, M. U.; et.al.
Dangling Modifier on Students Final
Projects. *JLLANS Vol. 02 No. 03 December 2023*, p70-73.
<https://doi.org/10.56855/jllans.v2i03.842>

Academic Editor: Rismayani

Received: 02 November 2023

Accepted: 30 November 2023

Published: 18 December 2023



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1. Introduction

Acquiring proficiency in listening is crucial as it constitutes the initial phase in mastering language skills (Chen, 2020). Listening, being an active daily activity, plays a pivotal role in language development (Namaziandost, Neisi, Mahdavi-rad, & Nasri, 2019). According to Rost (2011), successfully mastering the skill of listening encourages learners to the subsequent stage of language proficiency, namely speaking. At this juncture, students gain the ability to engage in conversations, combining both listening and speaking skills. Nonetheless, effective communication hinges on the clear delivery of the message.

Nevertheless, challenges surfaced in the initial investigation at a junior high school in Cirebon. These issues were identified by means of an initial interview with the English teacher and a survey administered to the students. The objective was to glean insights from both teachers and students regarding challenges within the listening teaching and learning processes. The identified issues encompass: firstly, a lack of motivation among students, particularly in the realm of developing listening skills; secondly, inadequacies in the appropriateness of the listening comprehension teaching process; and thirdly, students grappling with a deficiency in facilities and technological know-how for effective online learning.

Enhancing listening skills at this stage can be achieved through providing comprehensible input via three channels: tactile, auditory, and visual (Krashen & Terrel, 1995; Linse & Nunan, 2005). The English teacher emphasizes the need for a visual and audio channel to improve students' listening comprehension, asserting that reliance

solely on audio can lead to boredom and make it challenging for students to grasp information. Consequently, storytelling is chosen as the technique to enhance listening comprehension, based on the preliminary interview and survey results with both teachers and students. The storytelling technique facilitates context inference through the integration of audio, tactile, and visual channels, providing an engaging approach to captivate students in the early production stages (Hemmati, Gholamrezapour, Hessamy, 2015; Male & Pardede, 2019).

Digital storytelling is an educational method that integrates storytelling with technology that includes personal narratives, historical documentaries, and practical stories. (Robin, 2008). The positive impact of digital storytelling on students' engagement and enjoyment in learning listening comprehension has been supported by studies conducted by Sandaran & Kia (2013).

This research extends beyond the storytelling technique, focusing on the incorporation of digital technology as the medium for applying the technique amid the educational shift from traditional or offline learning to online learning. Consequently, the primary objective of this research is to elevate the learning of listening comprehension among seventh-grade students at a private junior high school in Cirebon through the implementation of digital storytelling.

2. Materials and Methods

The study involved action research carried out at a private junior high school located in Cirebon, Yogyakarta. The research focused on 9 seventh-grade students chosen as participants due to the identification of prevalent issues within this grade during the preliminary research phase.

3. Results

3.1. The results of Pre-test and Post-test

The outcomes of the pre-test and post-test indicate advancements in students' listening comprehension. The table below illustrates the scores obtained in both the pre-test and post-test.

Table 1
The results of Pre-test and Post-test

No	Name	Pre-test	Post-test
1	Std 1	20	60
2	Std 2	70	80
3	Std 3	60	80
4	Std 4	20	60
5	Std 5	40	60
6	Std 6	20	60
7	Std 7	80	90
8	Std 8	20	50

9	Std 9	60	60
Mean		43.33	66,7
Highest Score		80	90
Lowest Score		20	50

The findings indicate that students demonstrated enhanced scores following the implementation of digital storytelling as a means of learning listening comprehension. The average pretest score stood at 43.33 and increased to 66.7 in the post-test. Since the students were already acquainted with the material through prior instruction by the collaborator, their progress became evident after the implementation of the action.

4. Conclusions

Action research was carried out at a junior high school in Cirebon. Initial investigations were undertaken to identify issues within the school, revealing that the primary area of concern was the difficulty students faced with their listening skills. The preliminary research findings also identified two issues, including the inadequacy of the listening comprehension teaching process and the students' lack of facility and technological knowledge for online learning.

From preliminary research, the implementation of digital storytelling as an instructional tool this media could show an enhancement in the listening comprehension skills of seventh-grade students at a junior high school in Cirebon. The pre-test mean score increased from 43.33 to 66.7 in the post-test.

Digital story telling was described as an enjoyable and engaging educational tool for students and a creative instructional resource for teachers. Finally, digital storytelling has proven effective in enhancing students' learning of listening comprehension.

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