THE USE OF DIGITAL STORY TELLING TO IMPROVE STUDENTS' LISTENING COMPREHENSION

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Abstract

Listening skill is one of the main skills in English which requires focus and full attention for the 8th grade students of MTs Ar-Raudloh in academic year of 2019/2020, because the students encounter some problems in learning listening comprehension. The students are lack of using fun and attractive media, so that they feel unmotivated in listening section. Furthermore, the distractions from the other class also make them difficult to listen. The students need an effective medium which is fun and attractive in improving their listening comprehension. The teacher should consider fun and attractive learning for the students. One of favorable learning is digital storytelling, which is considered as appropriate medium to stimulate motivation and interest for learning listening comprehension of 8 grade students in MTs Ar-Raudloh. This study was aimed to describe the implementation of digital storytelling and to analyze the effectiveness of digital storytelling to improve students' listening comprehension. The methodology employed in this research was classroom action research (CAR). This research applied two cycles of action research. Data was collected with qualitative and quantitative methods. The researcher obtained data for analysis using observation checklists, tests, questionnaires, and interview. The observation checklist were analyzed to describe the overall situation and condition during the learning process, the pre-test and post-test result were calculated to get the mean score, the questionnaire was calculated by using mean score formula, and the result of the interview was presented in form of description. Based on the observation checklist showed that the implementation of digital storytelling as a medium was running in accordance to the lesson plans. The use of digital storytelling was implemented differently in two different cycles. In cycle 1, group discussion was employed while number twenty game was promoted in cycle 2. The result of the students' tests showed that there was an improvement from 65.67 to 80.33. The result of the questionnaire provided the evidence that the students had a positive perception toward the implementation of digital storytelling as a medium to improve their listening comprehension. The mean score in cycle 1 to cycle 2 was 48.07 to 55.13. The result of the interview showed that the implementation of digital storytelling as a medium could motivate the students to learn and improve their' listening comprehension. In conclusion, the use of digital storytelling to improve students' listening comprehension did improve. The students could comprehend and retell the stories they had listened well. They became more active and motivated in the learning process, because the digital storytelling as a medium was presented in a fun and attractive way. Digital storytelling could be a powerful tool and effective medium to teach listening comprehension.

Keyword: digital storytelling, listening comprehension, classroom action research.

Abstrak

Keterampilan menyimak adalah salah satu keterampilan dalam bahasa Inggris yang membutuhkan fokus dan perhatian penuh bagi siswa kelas 8 MTs Ar-Raudloh tahun ajaran 2019/2020, karena siswa tersebut menghadapi beberapa masalah dalam mempelajari keterampilan menyimak. Para siswa kurang dalam menggunakan media yang menyenangkan dan menarik, sehingga mereka merasa tidak termotivasi pada sesi keterampilan menyimak. Selain itu, gangguan dari kelas lain juga membuat mereka sulit mendengarkan. Para siswa membutuhkan media efektif yang menyenangkan dan menarik dalam meningkatkan

keterampilan menyimak mereka. Guru harus memilih cara pembelajaran yang menyenangkan dan menarik bagi siswa. Salah satu media pembelajaran yang bermanfaat adalah mendongeng digital, yang diperkirakan bisa menjadi media yang tepat untuk merangsang motivasi dan minat untuk belajar keterampilan menyimak bagi siswa kelas 8 di MTs Ar-Raudloh. Penelitian ini bertujuan untuk mendeskripsikan implementasi mendongeng digital dan menganalisis efektivitas mendongeng digital dalam meningkatkan keterampilan menyimak siswa. Metodologi yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini menerapkan dua siklus. Data dikumpulkan dengan metode kualitatif dan kuantitatif. Peneliti memperoleh data untuk dianalisis dengan menggunakan daftar observasi, tes, kuesioner, dan wawancara. Daftar observasi dianalisis untuk menggambarkan situasi dan kondisi keseluruhan kelas selama proses pembelajaran, hasil pre-test dan post-test dihitung untuk mendapatkan skor rata-rata, kuesioner dihitung dengan menggunakan rumus skor rata-rata, dan hasil wawancara disajikan dalam bentuk deskripsi. Berdasarkan hasil observasi, daftar observasi menunjukkan bahwa penerapan mendongeng digital sebagai media pembelajaran berjalan sesuai dengan rencana pembelajaran. Penggunaan mendongeng digital dilaksanakan dengan cara yang berbeda dalam kedua siklus. Pada siklus 1, diterapkan diskusi kelompok, sedangkan pada siklus 2 ditambahkan permainan number twenty. Hasil tes siswa menunjukkan bahwa ada peningkatan skor nilai rata-rata dari 65,67 menjadi 80,33. Hasil kuesioner memberikan bukti bahwa siswa memiliki persepsi positif terhadap penerapan mendongeng digital sebagai media pembelajaran untuk meningkatkan keterampilan menyimak mereka. Nilai rata-rata pada siklus 1 hingga siklus 2 adalah dari 48,07 menjadi 55,13. Hasil wawancara menunjukkan bahwa penerapan mendongeng digital sebagai media pembelajaran dapat memotivasi siswa untuk belajar dan meningkatkan keterampilan menyimak mereka. Kesimpulannya, penggunaan mendongeng digital untuk meningkatkan keterampilan menyimak siswa meningkat. Para siswa dapat memahami dan menceritakan kembali cerita yang didengarnya dengan baik. Mereka menjadi lebih aktif dan termotivasi dalam proses pembelajaran, karena mendongeng digital sebagai media disajikan dengan cara yang menyenangkan dan menarik. Mendongeng digital bisa menjadi alat yang ampuh dan media yang efektif untuk mengajarkan keterampilan menyimak.

Kata kunci: mendongeng digital, keterampilan menyimak, penelitian tindakan kelas.

INTRODUCTION

As an international language, English plays an important role in all aspects of life. In Indonesia, the language has been a compulsory subject which is taught since in the elementary school to the university, and it is examined in the national examination to determine the students' graduation. There are four main skills in English, one of them is listening which is considered as receptive skill. Litening to a foreign language requires greater focus (Nanli, 2016, p.52).

Listening is a basic skill in language learning. Without effective listening skills, learners will never learn to communicate effectively. In fact, over 50% of the time that students spend functioning in a foreign language will be devoted to listening (Nunan, 1998, p.1). Assaf has conducted a study entitled "The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin". The aims of the study were to identify the difficulties students face in listening comprehension and to study the relationship of the difficulties encountered by EFL students. The finding of the study showed that disability of word recognition, lacking background information about the topic, noises around, poor quality listening equipment, and not enjoying the listening got high effect degree (Assaf, 2015, p.89).

According to the researcher's observation, the listening skill of the 8th grade students at MTs Ar-Raudloh was still low. They still had difficulties in

understanding the story in the video. It could be seen from the result of the listening pre-test. Based on the observation in the classroom and the interview with the teacher and the students, the researcher found that the teacher rarely gave the students listening exercise from the video. This was caused by the lack of material about listening using video.

Based on the problem, efforts had to be done to help the students be more enjoyable and got successful in developing their listening comprehension. Therefore the teacher needed an appropriate technique to stimulate the students' motivation and interest in learning listening comprehension.

From ancient times to the present, storytelling has served as a popular education tool, utilized to deliver knowledge from one generation to another. Over the past few years, drastic changes have been experienced in the processes used for creating stories, the variety of media used to convey the message. Storytelling is a powerful pedagogical approach for enhancing learning outcomes for general, as well as for scientific and technical education (Sharda, 2007, p.182).

Stories have been a tool of passing on traditions, heritage, and history to future generations. Even today people continue to tell stories through new digital media tools. A digital story can hence be seen as a merger between the old storytelling tradition and the use of new technology (Normann, 2011, p.1).

Technological advances, such as digital cameras, editing software, and authoring tools, have increased the use of technology in the classroom to help students in constructing their own knowledge and ideas to present and share them more effectively. As confirmed by Armstrong, computers, digital cameras, editing software, and other technologies are becoming more readily accessible in the classrooms, and provide learners and teachers with the tools to create digital stories more easily than ever before (Smeda et al, 2014, p.2).

Furthermore, digital storytelling helps students develop creativity and innovation skills needed to solve important problems in imaginative ways (Ohler, 2008, p.13). It is a pedagogical tool that enhances learners' motivation and provides learners with a learning environment conducive for story construction through collaboration, reflection, and interpersonal communication. Teachers can use multimedia software tools as well as other technological devices to create digital stories based on given educational issues.

Digital storytelling is used as an embodiment of multimedia production for educational purposes. Therefore, this is becoming a part of our lives and is on the threshold of becoming an important part of teaching and learning as well. All of this is being facilitated by ready access to hardware, such as digital cameras, a handphone, and some software.

Digital storytelling has become a modern incarnation of the traditional art of oral storytelling; it enables everyone to use hardware and software to create personal's own stories in the form of moving images, music, and sound, or combined with the author's creativity and innovation.

This research is intended to explore the impact of digital storytelling on student engagement and learning outcomes. It focuses on the implementation of digital storytelling, as an innovative teaching and learning approach, toward the students' listening comprehension. The research involves the students and the teacher of MTs Ar-Raudloh, an Islamic junior high school in Sidodadi Village. It explores the use of digital storytelling within the K13 curriculum implemented by the school.

The students had the opportunity to engage in innovative learning experiences based on digital storytelling. The researcher wants to investigate how digital storytelling is implemented to improve students' listening comprehension and to analyze the effectiveness of implementing digital storytelling to improve students' listening comprehension.

RESEARCH METHOD

This research used the principles of classroom action research (CAR). The researcher used the action research process

which had been developed by Stephen Kemmis. This research put ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching and learning. Stephen Kemmis described action research in a cyclic. In this study, there were two cycles applied. Each cycle has four phases: plan, action, observation, and reflection. The first was that the researcher and the English teacher collecting input of the weaknesses in English teaching and learning process related to students' listening skills. After getting the data, he carried out the actions. During the implementation of the actions, the researcher and the administration head observed the teaching and learning process. Then the researcher evaluated and reflected the actions implemented in the study. Finally he planned some other actions to improve the English teaching and learning process based on the result of the evaluation and the reflection.

This research was conducted at MTs Ar-Raudloh. The school is located at Sidodadi Village Main Street, Sukosewu District. The school is under Yayasan Al-Muslimin, which also handles Al-Is'af boarding school. The subjects of the research were the 8th grade students of MTs Ar-Raudloh. There were 15 students in the class, which were 9 male and 6 female students. They were chosen as the subjects of the research because the researcher had been the collaborator of the English teacher and he found out that the students had problem in their listening skills. Then he decided to have research on the 8th grade students.

This section only focuses on the instruments employed in this study. In order to gather the needed data of the study, the researcher obtained data for analysis using observation checklists, tests, questionnaires, and interviews. The data from observation checklists and interviews were meant to be analyzed in order to carry out the reflection. Meanwhile, the data from the tests and the questionnaires were meant to be analyzed in order to get the mean scores thoroughly. The aim of using a questionnaire in this research was to know the students' perception and attitude measurements in carrying out the reflection.

RESEARCH RESULT AND DISCUSSION

This chapter presents the overall research results and findings of action research. It provides the detailed information about the data gathered from the observation checklist, pre-test, post-test, questionnaire, interview and analysis of the data.

A. Research Findings in Preliminary Study

The classroom observation was twice conducted by using observation checklists, pre-test, and interview to gather the needed information.

The first classroom observation was on Tuesday, January 14th, 2020. The observation checklists showed that the students' action in preliminary study indicated that the students' engagement during the learning process was not good. The researcher recorded that some of the students were busy with their own things when the teacher explained the material in front of the class. The researcher concluded that the students were not accustomed to using spoken language.

The second observation was on Tuesday, January 21st, 2020. The observation checklists showed that the students' participation during the learning process was still low. Most of them were inactive when the teacher asked them some questions, the teacher had to call their names to answer the questions. Other evidence from the interview with four students showed that they did not really like listening section due to the listening activities were difficult for them. They said that the dialog was too fast. The researcher observed they could not focus on the listening section due to some problems. They felt unmotivated, drowsy, and reluctant and also the distractions from the other class made them difficult to listen to the audio because of the irrilevant material.

The researcher tried to access students' listening skill by conducting a pre- test on Wednesday, January 22nd,

2020. After the learning process was over, the teacher distributed the worksheets to the students and the researcher explained how to answer the question. Furthermore, the students started filling in the blanks while they were listening to the storytelling video which was played for three times. The pre-test was in form of filling in the blanks.

The pre-test result shows that only 2 (13.33 %) of 15 students were considered successful in listening comprehension. Meanwhile, 13 (86.67 %) of 15 students still needed improvement for their listening comprehension because their scores are less than the minimum criteria of mastery learning for English subject which is 73. Moreover, the mean score of the students' pre-test was 65.67.

B. Research Result and Discussion of the Implementation of Digital Storytelling.

The researcher used the cycles of CAR by Kemmis and Taggart's model as a guide to implement digital storytelling. This research consisted of two cycles and each cycle consisted of four steps. The cycles are explained below:

1. Cycle 1 Report

a. Planning

The researcher would try to make changes the classroom practice to improve the students' listening comprehension by using digital storytelling as a medium. The researcher had made a lesson plan before giving any treatment. The researcher and the teacher discussed the planning in cycle 1 in accordance with the lesson plans. In the cycle 1, there were two meetings in which the researcher conducted. The first meeting was on Tuesday, January 28th, 2020, in this research, the researcher used Audio Lingual Method (ALM) and Comunicative Language Teaching (CLT) approach to guide the English teacher in teaching listening using digital storytelling so that the goal of the learning process using the medium could be achieved.

The second meeting was on Tuesday, January 28th, 2020, the researcher implemented digital storytelling for teaching listening. In the learning process, the teacher asked the students to discuss with their groups about the story to answer the uncomplete sentence on the worksheet and retell the story they had discussed. Then the teacher checked every group performance.

b. Action

The lesson plan was applied by the researcher in accordance with the problems encountered in the preliminary study. First, the students had to record important information to answer the questions. Second, the students had to answer the questions and the last time, the students had to make a short script about the story they had heard.

The students were divided into five groups. Each group consisted of three students. Furthermore, the teacher displayed the story three times. The students were given 30 minutes to complete their worksheets and discuss their works and the storyline with their friends.

After completing the script about the story they had heard, the students must retell the story with their own version to their friends in their group. The other group could give comments and suggestions for their friends' performances. At the end of the course, the researcher gives a questionnaire to each student about their perception of the listening activity using digital storytelling during the meetings.

c. Observation

The observation was done by the researcher and the administration head using the observation checklists. From the observation checklists, we knew that the learning process ran well in accordance with the lesson plan. The observers recorded that the students seemed enthusiastic about enjoying the learning process because their teacher could manage the class well. The researcher presents the improvement of the students' listening comprehension from the result of post-test in cycle 1 conducted on Wednesday, January 29th, 2020. The result of the students' post-test in cycle 1 showed that there were 9 (60.00%) of 15 students who were considered successful in improving their listening comprehension

because they could exceed the minimum score. The mean score was increased from the pre-test, 65.67 to 72.33. It means that there was an improvement from the result of pre-test to post-test in cycle 1.

In this section, the researcher used a questionnaire to see the students' perception toward the implementation of digital storytelling as a medium in general. The result shows that the mean score was 48.07, that is higher than 42.5. It means that the implementation of digital storytelling as a medium brought positive perception for the students to improve their listening comprehension.

The goal of conducting digital storytelling was to improve the students' listening comprehension. The evidence can be seen from the item 17. There were 9 (60.00%) students who agreed and 4 (26.67%) students who strongly agreed with the statement: "The implementation of digital storytelling helps me to practice my listening skill in comprehending the meaning of the story I hear." This result showed that most of the students agreed that digital storytelling could help them to practice their listening skills in comprehending the meaning of the story they heard.

Other evidence showing that the students needed to practice more on their listening skills by memorizing new vocabulary. In this case, from the item 5 showed that there were 10 (66.67%) students agreed and 4 (26.67%) students disagreed with the statement: "I can comprehend the meaning of the words." It means that there were still some of the students who had difficulty to comprehend the spoken language.

Besides, the implementation of digital storytelling as a medium still needed improvement. It was due to the result of the questionnaire, especially item 8: "I have no problems in listening to the words." There were 4 (26.67%) students strongly disagreed and 7 (46.67%) students disagreed. This showed that most of the students still had problems with listening to spoken language. It means that the implementation of digital storytelling as a medium was not really successful yet

because 11 (73.33%) of 15 students who really do not optimally agreed with the statement.

Moreover, for the item 10, the students gave responses that were not really satisfying for the researcher. It was because there are 9 students (60.00%) disagreed that they could understand the overall meaning of the information they heard. Therefore, the researcher had to do a change in the next cycle to improve the students' listening comprehension through digital storytelling.

c. Reflection

The observation checklists filled up by the observers showed that the implementation of digital storytelling as a medium was running well. For the observation checklists, the observers mostly gave very good checklist notation toward teaching implementation about the clarity of instruction, the teacher's mastery of the material, the teacher's responses to the students, and the classroom management. It means that the teacher was successful in managing the class.

The observation also recorded that most students enjoyed and engaged in the class. The checklist notation showed 10 to 12 students did the teacher's instruction and they looked enthusiastic during the learning process. It means most of them had paid full attention to the teacher's explanation. Moreover, the students often asked about their difficulties to answer the questions.

The most important thing was the students could improve their listening comprehension after experiencing the implementation of digital storytelling as a medium in the class. The improvement of the students' listening comprehension could be seen from the post-test result in cycle 1 compared to the pre-test result in the preliminary study. As described in the previous discussion, the students achieved better scores, which were increased from 65.67 to 72.33. However, it still needed improvement because the students' scores were lower than 73 as the minimum criteria of mastery learning for English subject.

2. Cycle 2 Report

a. Planning

Concerning some problems encountered by the students in cycle 1, the researcher tried to do some changes. As stated in the general reflection in cycle 1, the implementation of digital storytelling as a medium was running well in accordance with the lesson plan. However, the classroom practice still needed to be changed to make the students more aware of the implementation of digital storytelling as a medium to improve their listening comprehension. The researcher tried to include a game in the action in order to create a fun and attractive situation in the learning process.

b. Action

In general, the topic in cycle 2 was the same as the topic in cycle 1. It was about recount text. The difference was the students' activity. Digital storytelling as the teaching medium was still employed in cycle 2 to improve the students' listening skills by including a game in the learning process. Since the students had experienced digital storytelling in the previous meeting, the researcher directly distributed the listening worksheets to the students. Before the listening began, the teacher reminded the instruction to the students. For the last part of the worksheets, the teacher instructed the students not to make a script yet. Then, the storytelling video was displayed only three times and after that, the students were given 10 minutes to complete the exercise.

After the students had finished all the worksheets, the teacher gave them 5 minutes to read their answers and scripts. This aimed to stimulate the students to have a description of the story they had heard before the game started. When the time for work was over, the teacher asked the students to submit their worksheets in front of the class.

The teacher gave the instruction to the students about a game called *Number Twenty*, that each student could choose to count one number or two numbers. After the students understand the rule, the teacher asked a student who was sitting in the front corner seats to start counting.

Who got number 20 had to answer the question related to the story. The game was running well and the students were really excited to answer the questions given by the teacher.

c. Observation

The observation checklists recorded that the classroom activity was running well because most students started to pay attention to the storytelling video when the teacher displayed the story to them. The students also did all the instructions. Besides, the students greatly enjoyed the learning activity using a game, therefore they listened to the teacher carefully. The observation checklists also recorded that the observers highly agreed that the learning process ran really well in accordance with the lesson plan. Furthermore, the observers agreed that the students seemed to enjoy the learning process. They also took part during the learning process. Some of them asked the teacher when they found difficulty. It indicated that the students listened to the story attentively and understood the content of the story.

The atmosphere inside the classroom was positive because all of the students participated during the learning process. They were not afraid of asking some questions to the English teacher when they had difficulties. Thus, the classroom practice was running well due to the teacher could build students' activeness during the learning process by including a game.

The students' post-test 2 reported that there were 13 (86.67%) of 15 students who considered successful in improving their listening comprehension. It was due to the students' scores were higher than 73 as the minimum criteria of mastery learning for English subject. The result of the students' post-test 2 really had improved significantly from the pre-test and post-test 1.

For students' pre-test in the preliminary study, only 2 (13.33 %) of 15 students were considered successful in listening comprehension. Meanwhile, for students' post-test in cycle 1, there was a slight improvement for 9 (60.00%) of 15

students who were considered successful in listening comprehension, then for post-test in cycle 2, there was a significant improvement for 13 (86.67%) of 15 students who were considered successful in improving their listening comprehension because they could achieve the minimum criteria of mastery learning.

Other evidence can be seen from the mean score from each test. The mean score of the pre-test resulted in 65.67 which increased in 72.33 of the post-test 1 and increased again in 80.33 of the post-test 2. In addition, the researcher presented the result of the questionnaire of the students' perception toward the implementation of digital storytelling as a medium to improve their listening comprehension, especially by including a game to stimulate their listening comprehension. The result of the questionnaire in cycle 2 showed that the mean score of the students' perception in cycle 2 was 55.13 that is higher than 42.5. It means that the implementation of digital storytelling as a medium brought positive perception for the students to improve their listening comprehension.

Briefly, there was a great improvement in the mean score of the questionnaire in cycle 2 compared to the mean score of the students' perception in cycle 1. In cycle 1, there were only 4 (26.67%) of 15 students strongly agreed that digital storytelling could help them to practice their listening skills. Meanwhile, in cycle 2 the percentage increased drastically to 11 (73.33%) of 15 students.

The students also got better in their listening skills in cycle 2. There were 4 (26.67%) of 15 students strongly disagreed that they did not have any problems in listening to English words in cycle 1 and 7 (44.12%) of 34 students disagreed, while in cycle 2, there was no student strongly disagreed and only 1 student disagreed, which mean that only 1 student who still have problems in listening.

The students' mean score increased was showed in item 14 in the questionnaire. Almost all students strongly admitted that the implementation of digital storytelling encourage them to practice listening to the stories very well, and there was only 1 (6.67%) of 15 students disagreed with that statement.

Other evidence showing that the students got better in listening using digital storytelling was the students' perception toward item 17. In cycle 1, there were 4 (26,67%) of the students who strongly agreed that digital storytelling helped them to practice their listening skills in comprehending the meaning of the stories. On the other hand, the improvement in cycle 2 had a higher percentage, there were 11 (73.33%) of 15 students who strongly agreed that the implementation of digital storytelling helped them to practice their listening skills in comprehending the meaning of the stories they heard.

d. Reflection

The implementation of digital storytelling as a medium in cycle 2 was running well in accordance with the modified lesson plan. It could be seen that the observer gave positive responses in every aspect in the observation checklists. It means that the classroom activities were manageable and as expected, the teacher could guide the students to achieve the learning goals.

In cycle 1, it is still needed to improve the implementation of digital storytelling as a medium, so that the researcher modified another form of the medium to create fun and attractive situation in the classroom by including a game to practice the students' listening comprehension and motivate the students to participate actively in the learning activity.

The researcher used the game in order to practice the students' minds to remember the storytelling they had heard. By including a game in the learning process, the students would be motivated to engage in the learning activity and the researcher could see the improvement of the students. From the questionnaire in cycle 1, there were only 4 students who thought that the implementation of digital storytelling as a medium really contributed to improve their listening comprehension.

As explained in research findings in cycle 2, the students did improve their listening comprehension. The

improvement was shown in the students' achievement in previous practices. The mean scores from the students' listening tests obviously showed the evidence that the students really made progress in improving their listening skills. At the end of the action, the students started to be aware of the implementation of digital storytelling as a medium that could improve their listening comprehension through game experience. The evidence can be seen in the questionnaire in cycle 2. None of the students disagreed or strongly disagreed with the statement in item 17, "The implementation of digital storytelling helps me to practice my listening skill in comprehending the meaning of the stories I hear". Moreover, the mean score of the questionnaire in cycle 2 showed that the students had an increase in positive perception toward the implementation of digital storytelling to improve their listening comprehension. The mean score in cycle 2 was higher than the mean score in cycle 1, it is from 48.07 became 55.13.

The result of the interview showed they admitted that the implementation of digital storytelling as a medium did improve their listening comprehension. The use of a game made the learning process became more fun and interesting for the students.

C. Lesson Learned after the Implementation of Digital Storytelling to Improve the Students' Listening Comprehension

Classroom action research is truly helpful for teachers to find out what the students need. Furthermore, it is a tool for them to identify what they need to improve their teaching skills.

The researcher introduced digital storytelling to the students as a new medium to improve their listening comprehension. Before the researcher implemented digital storytelling, the researcher conducted the classroom observation in a preliminary study. The classroom observation was conducted in order to find the problems encountered by the students and to make plans to implement storytelling in cycle 1.

The data from the observers were used by the researcher to provide evidence of the practice. The result of the reflection gave the researcher the guidance to conduct a new activity for improvement in the next cycle. Therefore, as a practitioner of classroom action research to improve classroom practice, the researcher used a new activity in implementing digital storytelling, which was a game used to access the students' listening comprehension.

The improvement of the students' listening using digital storytelling was proved by the students' achievement and instrument data. The mean score of the students' post-test showed improvement in every test. The observation checklists also recorded that the students really enjoyed the learning process and did the teacher's instruction.

All of the research findings showed that the researcher as a practitioner of this action research improved the researcher's classroom practice successfully. The implementation of digital storytelling as a new medium implemented in MTs Ar-Raudloh worked well and the goal of the learning process could be achieved.

CONCLUSIONS

The research results and analysis showed that the students did improve their listening skills after the implementation of digital storytelling as a medium. Moreover, the students were really engaged in listening to several personal recount texts. The students became more enthusiastic and motivational in participating during the learning process.

On the other hand, to answer the two research questions of this study, the researcher tried to analyze and interpret the data from the research instruments. The research instruments which were used included: observation checklists, tests, questionnaires, and interviews.

The researcher used observation checklists to answer the first research question. The finding and conclusion related to the first research question is digital storytelling did improve the students' listening comprehension,

gathered by testing the students to listen to the digital storytelling three times. Then, the students had to complete some comprehensive questions and then they had to make a short script about the story they had listened, then they had to retell the story in front of the other students.

Furthermore, the use of digital storytelling as a medium to teach listening comprehension also helped the students in participating and focusing to the storytelling displayed by the teacher. The students really paid great attention to the teacher's instructions and questions. They were engaged in asking for help from their friends, teacher, or the researcher, so that they could work on the listening task. In addition, they seemed to be ready when the teacher started to display the storytelling. Most of the time, they seemed to involve their feelings and expressions to the storytelling they watched and listened by smiling or laughing. The students became more active and motivated in the learning process using digital storytelling as a medium.

The finding and conclusion related to the second research question about the improvement of students' listening comprehension using digital storytelling as a medium show that the students could improve their listening comprehension. The researcher used pre-test and post-test to see the improvement of the students' listening comprehension. In the pre-test, the mean score was 65.67; however, the students could achieve 80.33 in the post-test. The result of the students' tests shows that the students greatly did improve their listening comprehension.

Other evidence of the students' improvement was gathered from the questionnaires. It was aimed to see the students' perception toward the implementation of digital storytelling as a medium to improve their listening skills. In this case, the researcher distributed the questionnaires to the students to be filled out. In cycle 1, the students did not fully agree with the implementation of digital storytelling as a medium could improve their listening comprehension and they still got difficult to understand the overall

meaning of the information they heard (40.00%). Nevertheless, in cycle 2, the students gave positive perception towards the implementation of digital storytelling as a medium could improve their listening comprehension after experiencing storytelling by including a game and most of them could comprehend the overall meaning of the information they heard (60.00%). The result of the interview the researcher had conducted also supported their perception.

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