

THE USE OF DIGITAL STORYTELLING TO STIMULATE LEARNERS' LISTENING COMPREHENSION

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Abstract: This study was conducted to investigate the teacher's ways of teaching digital storytelling to improve learners' listening comprehension and find out learners' responses to the use of digital storytelling to stimulate their listening comprehension. The research method employed in this study was a qualitative method with a case study approach. An English teacher and eleventh-grade students at one of the senior high schools in Ciamis took part as the participants. The data were obtained from classroom observation, structured interviews, and questionnaires. The validity data was proceeded by the triangulation method. The finding revealed that the teacher in fact used top-down and bottom-up strategy in teaching listening using digital storytelling. In addition, in teaching and learning process of listening, the teacher used digital storytelling media as an activity that enables students understand what the speaker' speech from the video, develops student motivation, and improves students' listening skills. This strategy gave students better understanding of a certain topic of listening. Furthermore, the students considered the teaching-learning process of listening through digital storytelling as an activity that makes students understand the speaker speech about in the video. Thus, the use of digital storytelling in learning makes learning joyful because of the ease of use and availability of facilities. The researcher recommended free and easily accessible digital media such as interesting digital storytelling to be practiced in classroom learning.

Keywords: *Digital Storytelling, Listening Comprehension, Teaching Listening*

INTRODUCTION

Recently, the language learning process is not limited to books. Rather, technology is used to improve the quality of education and foreign language learning. The emergence and spread of new technologies (ICT) are how teachers teach today and how students process information. Digital Storytelling is a convenient approach to motivating teachers and students by providing systematic educational practices, user-friendly software, and objective assessments. Moreover, it combines visuals, music, and sound through computers. The application of digital storytelling

(DST) in education proved to be a very useful tool for classroom use and was later a central topic in language education and learning research. According to Robin (2008, p.1), Digital Storytelling moves around the notion of mixing the art of storytelling with kinds of digital multimedia such as images, audio, and video.

To master a foreign language, as well as the first language, all basic language skills like speaking, listening, reading, and writing, should be acquired by EFL learners. Asemota (2015) found that listening is a basic skill for a person to master the real language. Meanwhile, Mohamed (2018) asserts that students' listening is essential for learning because listening to an audio process is a skill that allows students to communicate effectively and achieve high academically. In addition, listening is highly to learn because it is one of the basic skills that can support other English language skills such as speaking and reading (Latif, 2017). Listening comprehension is about listeners' ability to get as much information as possible and how to build information in the brain by listening. In reality, listening learning is not paid much attention to because this learning is considered trivial and less important to learn. The teachers only use listening teaching materials that come from student textbooks. In addition, the majority of teachers stated that their listening activity was carried out in this way because of the scarcity of audio media or audiovisual media available in schools. Listening is also one of the subjects that becomes difficult in the teaching and learning process. Students have low comprehension of the target language. The next reason is the lack of variation of media in listening subject activities.

There were several studies conducted about the use of teaching media in the form of digital stories in learning English (Akhdiyati, 2017; Ahmed, 2021; Akgün & Akgün, 2020; Smeda, Dakich, & Sharda, 2014; Rong & Noor, 2019; Syafryadin*, Haryani, Salniwati, & Putri, 2019). However, the use of digital story media in learning listening comprehension was remain unexplored. Thus, this study discussed about the use of digital storytelling to stimulate learners' listening comprehension skills. According to a previous study, the issue of using media in the form of digital stories in learning English is still explained in terms of general use. However, there is still a need for discussion about using digital storytelling for the more specific issue of students' listening comprehension. Consequently, the researchers compare that the difference or gap that exists here is the use of digital story media in listening learning. The researcher is interested in discussing the use of digital storytelling to stimulate learners' listening comprehension skills. For the reasons in the mentioned previously, in this case, the researcher tackles the problem, where the researcher conducts research using digital storytelling to stimulate students' listening comprehension and connect them entitled "The use of Digital Stories to Stimulate Learners' Listening Comprehension."

METHOD

This study was conducted with a qualitative case study research design since the researcher focused to find out the process and the activities of teachers' strategies in teaching listening using digital storytelling. In addition, the researcher also focused on the phenomenon in the classroom activities in which the researcher investigated learners' responses to the use of digital storytelling to stimulate their listening comprehension. In addition, the researcher employed an English teacher and eleventh-grade students at one of the senior high schools in Ciamis as research participants. Next, the researcher used three main instruments as a tool to gather the data namely classroom observation, a structured interview, and a questionnaire. Moreover, to analyze the data, the researcher prepared and organized the data. Then, the researcher was

involved in the initial exploration of the data through the coding process. After that, the researcher presented the findings through narrative. In this study, the researcher described the findings in paragraphs. The last stages were interpreting the findings and implementing strategies to validate the accuracy of the findings as suggested by Creswell (2012, p. 237). Finally, the researcher also analyzed these findings to a conclusion by conducting a triangulation data analysis technique.

RESULTS AND DISCUSSION

The research findings provide an overview of the results of data collection carried out by a researcher who focuses on analyzing how the teacher's strategy of using digital storytelling to stimulate learners' listening comprehension and learners' responses to the use of digital storytelling to stimulate their listening comprehension. The results will be elaborated in the following sections:

Teacher's strategies used in digital storytelling to stimulate learners' listening comprehension.

The researcher conducted three times classroom observation and a structured interview to determine the conclusion of the first research question. In collecting data through observation, the researcher conducted two class observations of the participants. Furthermore, in conducting observations, researchers used video recorder notes to obtain valid data. The main focus of this observation was to see classroom interactions, including the learning process involved in one of the eleventh graders in one of the senior high schools in Ciamis. After the data was collected, the researcher transcribed the results of the observation which were then analyzed by the researcher. Consisting of 13 female students and 5 male students. More specially, the researcher observed that the teacher did some steps in implementing digital storytelling in the classroom.

Based on the classroom observation and structured interview, the teacher elaborates strategies for the use of digital storytelling in teaching listening. In this case, firstly, the teacher checks the material in the syllabus and looks for related material on the internet source from YouTube in the form of videos. Videos must be without captions or scripts. After that, students were asked to see and listen to the contents of the video. In choosing a storytelling video, the teacher also considers and ensures that the story presented and the way the teacher conveys the story to students can make students receive it, relax, and enjoy it. In this case, the teacher applies top-down and bottom-up activities. This activity helped students to a better understanding on a particular topic of listening. Overall, bottom-up and top-down strategies cannot be independent and may vary depending on the learning material and students' conditions.

Learners' responses to the use of digital storytelling to stimulate their listening comprehension

The questionnaire was administrated to the learners to investigate learners' responses to the use of digital storytelling in teaching and learning listening. In addition, the researcher also related the result of the questionnaire with the data from classroom observation in which teachers used digital storytelling in the teaching-learning process of listening.

The questionnaire data showed that almost all students were interested in learning using digital storytelling media. The students watched the teaching-learning process of listening through digital storytelling which enables students to comprehend the speaker's talks in the video and digital storytelling makes learning activities joyful because of the ease of use and availability of facilities.

Discussion

There are some points to be discussed concerning the issue in this study, especially the point of the use of digital storytelling in teaching listening. This study has two major research findings based on the research question related to the teacher's strategies in using digital storytelling to stimulate learners' listening comprehension and learners' responses to the use of digital storytelling to stimulate their listening comprehension. The results were taken from the data of classroom observation, interviews, and questionnaires. The research analysis carried out to fulfill the discussion concerning the teacher's strategies used in digital storytelling to stimulate learners' listening comprehension and learners' responses to the use of digital storytelling to stimulate their listening comprehension.

In this case, firstly, the teacher gave a digital storytelling video to the students and explained it. After that, the teacher gave instructions to the rest to open students' android or gadgets and watch the video. The subsequent activity carried out by the teacher was encouraging the students to do the assignments given by the teacher related to the digital story video. Finally, after the students finished their work, the teacher gave some questions to the students about the assignments they had done. In this case, the teacher tends to use top-down and bottom-up activities. This activity helped students better understand a particular topic of listening. Bottom-up and top-down strategies cannot be independent and may vary depending on the learning material and students' conditions. Besides, the second finding of this study revealed that students considered digital storytelling media in learning as an activity that enable students to understand the speaker's talk from the video, to increase student motivation, and to improve students' listening ability.

The result of this research has different from the previous studies. Several previous studies had analyzed the use of digital stories in learning and the use of media in listening activities. However, the researcher tried to analyze the data for other purposes and identify the data in the previous studies. The first previous study was conducted by Akhdiyati (2017), Akgün & Akgün (2020); Smeda, et al. (2014); Rong & Noor (2019; Syafryadin*et al. (2019). This previous study has similarities with the present study which observed students' listening activities in class using media and the results showed that students were interested and enjoyed the process and their listening skills improved.

CONCLUSIONS

It is revealed that in practice, the teacher used top-down and bottom-up strategies including teacher made good preparations before starting learning. In preparing digital storytelling, teachers use digital learning tools that are familiar, easily accessible, and free, such as Youtube. Stories and digital storytelling materials that are suitable for students. It also greatly affect the attractiveness of students in learning. As previously explained, the teacher has prepared digital story criteria that are relevant with the student's character and conditions.

In addition, the learning experience is felt to be more fun and interesting for both students and teachers. Problems are also encountered when teaching using digital storytelling. The main problem faced by teachers is classroom management with a lack of student motivation from outside such as socializing with friends, family conditions, and the environment where they live which is not supported in that direction. In addition, many students consider English a difficult subject. However, the teacher also provides a solution to the problem. By trying to make students comprehend the material and give motivation to students. The goal is that learning can be

successful and effective as well as good teaching preparation with several alternative plans that have been prepared by the teacher to be the main solution to these problems.

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