ABSTRACT

Nurul Aini. DIGITAL STORYTELLING IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM TO IMPROVE LISTENING COMPREHENSION. (A pre-experimental study at the 10th grade in SMAN 1 Ciparay, Bandung).

Listening is the first skill that every student has in their unconscious early learning. Furthermore, it is important because it is placed in the context of a foreign language class. There are some problems in learning listening in one of the senior high school in Bandung. They are problems with sound, problems with the limited English vocabulary, problems of understanding the speaker who speaks too fast and students’ limited concentration span. Based on those problems above, an appropriate media is needed to solve the problems that can be used in teaching listening; it is digital storytelling.(Syafirizal, Hasanuddin Chaer, & Sutrisno Sadji Evenddy, 2017) assumed that one of the material or media that can increase students’ interest in the learning process is digital storytelling. Therefore, this study aims to explore the impact of existing digital storytelling to improve students’ understanding of listening in one of the senior high school in Bandung.

The method used in this study was a quantitative approach with pre-experimental research design which does not consist of control groups because this study is conducted in one group. The population of this study was the first grade of SMAN 1 Ciparay Bandung, which consisted of 11 classes. One class was taken as the sample of the research that is class X science 5 with 34 students. This study presents the result of research and analysis of data collected which were conducted through pre-test, four times treatments, and post-test in narrative text using digital storytelling. The instruments used in the research were the listening comprehension test using listening for specific detail; filling in the blanks, listing main points, and distinguishing morphological pairs.

The result of this study showed that the majority of students’ listening comprehension achievement was categorized as a good achievement. Furthermore, there is a significant effect of students’ listening comprehension after students were being taught by digital storytelling and this study showed that there is a significant increase as high level as 1.57 points. In paired t-Test, statistic of the significance (2-tailed) is 0.00 or it is same as 0.01 < 0.05. It can be interpreted that H₀ is rejected and Hₐ is accepted. It means that there is a significant improvement of students’ listening comprehension being taught by using digital storytelling.

The result of the research shows that the use of digital storytelling is successful in improving the students’ listening comprehension because there is a significant improvement of students’ listening comprehension. Therefore, it is recommended that the English teachers apply and explore more deeply the application of digital storytelling in improving the students’ listening comprehension.