CHAPTER I
INTRODUCTION

The chapter offers a brief description of the entire content of research. This chapter explains in detail the background of research, research questions, research objectives, research significances, rationale and previous study.

A. Background

Listening is the first skill to learn because people will listen first and try to understand what the meaning of the word is. It is important to learn listening skills because it helps people communicate with others. Dewi (2020) stated that English contains listening skill that must be mastered earlier by the learners. According to Santos (2018) listening is a very important language skill, not only for communication purposes but also in the process of learning a second language. In listening activities, students have a lot of activities, such as predicting or suggesting, clarifying, summarizing, and others. Ronald and Roskelly (1985) stated in their research that listening is an active process which is the same with reading and writing activities.

Despite its importance, a study found that most students have problem in listening skills. One of the problems is students find hard to understand teachers' instruction when the teacher delivered her class in English. According to Dewi (2020), students listen carefully to what have been said but they cannot get feedback and clearly understand because of lack of vocabulary. Furthermore, when the teacher asks the students to write what the teacher says, the student did not know what they wanted to write. It happened because sometimes in the class or a course, teachers and students focus only on learning about grammar and vocabulary, then it makes the mindset of students or teacher that listening is hard to learn. In another case, listening skill is less to practice at schools because the facility is not supported; for example, the availability of language laboratory, speaker, and computer.

Based on pre observation in listening class, one of the activities tha is commonly delivered is listening to song and writing the lyrics. As a result, students have problems with listening skills, that is, rewriting lyrics. Most the student did

not write half of the lyrics, and they made some grammatical errors and miswriting.

Figure 1. Student Sabrina Malakiano

From the task given, the student was only able to write less than half of the whole song. Moreover, from the total 24 words written by the student, there were only eight words which were correct grammatically and syntactically.

Thus, teacher must find more engaging activities during listening lesson. One of them is through digital story telling. According to Robin (2016), digital storytelling combines the art of storytelling with a variety of digital media, including text, picture, recorded narration, music and video. Mitsikopoulou (2014) stated there are many types of digital stories, personal narratives, historical documents and stories designed to inform or instruct.

Online learning, as defined by Kim (2020), is an educational process that takes place over the Internet as a sort of remote education. As a result of the COVID-19 epidemic in 2020, distance education has become commonplace. Finally, there are certain advantages and downsides for students and teachers during online teaching, particularly in the COVID-19 epidemic. Teachers and pupils, for example, are not compelled to gather in a single location, which is the school, and this might save money. The downsides, on the other hand, are that technical and dialogical support is not always consistent in the teaching learning process.

A research found by Köroğlu (2020) showed that digital short stories

provide satisfactory content, support vocabulary learning, improve the listening level of language learners, help participants familiarize themselves with complex grammatical structures, and make students more familiar with different cultures. Thus, digital storytelling is one of alternative to reduce the problem.

Second, Santos (2018) verified that storytelling has an advantage and help students to improve the listening skills of student using strategies in the classroom. The result suggests that children are more confident after completing the first two storytelling activity sheets, they realized there were strategies available for them to try and improve their listening skills. While previous research focuses on the strategies, design the material and result of digital storytelling in classroom, this research concerns on the students' activities while listening a digital storytelling and how they respond to the use of it.

With this issue, the research focuses on the implementation of digital storytelling for listening activities in online class. It was conducted at 11th grade of MA Al Imaroh West Cikarang Bekasi.

B. Research Questions

The problems in the background are formulated into the following questions:

1. How is the implementation of digital story telling activities in engaging students' listening skill?
2. What are the sudents' response in engaging their listening activities through digital story telling?

C. Research Objectives

The purposes in the background are formulated into the following purposes:

1. To find out the implementation of digital story telling activities in engaging students' listening skill
2. To find out the response of the students in listening skills through the use of digital storytelling.

D. Research Significances

This research is expected to give useful contributions practically and theoretically. Practically, this research is significant to the researcher, teacher, and students.

1. To future researchers

It hopes that this research can be used as a reference to conduct other researchers related to this study. This study will give more knowledge to teach students enjoyable and fun using storytelling

2. To teachers

The findings in this research can be used as an additional reference for the teacher in teaching English as foreign language.

3. To students

The proposed technique that is proven to improve student's listening skill can be applied to the students' listening activities.

Theoretically, this research is expected to be a reference for other researchers conducting related research to this research study.

E. Conceptual Framework

Listening is an important skill to learn, the listener focuses on what the speaker says to understand the communication. According to Santos (2018), listening is the selection and assignment of meaning to sound. When students listen, they attempt to give importance to what they recognize and what they want to hear. Then, they can gain listening comprehension only through both the bottom-up and top-down listening processes taking part together. However, if a student has a problem in listening, this problem will affect others' skills, such as speaking, reading, and writing. Students cannot speak or answer the question if the student cannot understand what the topic is talking about.

According to Rost (1994), the importance of listening in language classroom is as follows:

a. Listening is core of the language because it provides input for students, without understanding input correctly, any learning cannot be started.

b. Spoken language defines as a facility to interact with students who aim to get learning achievement.

c. Authentic spoken language is a practice for students to understand a language of native speakers.

d. Listening exercises presents by a teacher to make leaners know about a new language form, such as vocabulary, grammar and pattern.

Based on the researcher's experience, listening can be quite challenging, especially for young students. The student has difficulty when adapting to a new language, and it makes them take more time to learn and understand. A teacher should find a way to teach listening skills especially for young students. The ways of teaching students must be fun, enjoyable, and suitable for students. If the activity at the classroom is comfortable for students, then the learning process will take place effectively and the lesson will deliver to students well.

Storytelling is one of the media for teaching at the class, usually apply in reading class. These media were also interesting to be applied in listening class because students can practice getting the main idea from a story and implementation in having a life. Digital storytelling combines the art of storytelling with a variety of digital media, including text, picture, recorded narration, music and video Robin (2016). Robin (2008) stated that applying a digital storytelling is a good way to engage and motivate students in creating a story. Storytelling has a lot of activities, uses words, actions, such as vocalization, gesture, body movement. However, storytelling encourages the active imagination of the listeners.

Mitsikopoulou (2014) argued there are many types of digital stories, but it is possible to categorize the major types into the following three major groups:

a. personal narratives: the story based on personal experience which include with life's adventure and recovery

b. historical documentaries : the story can take from the history of picture, place or something and the readers or viewers can understand about the past

c. stories designed to inform or instruct: the story giving an information

or instruction to do or understand about the theory

Santos (2018) explained that students get new information and can consolidate what they already know through listening to stories told by teachers, if suitable to their language level. It is also important to bear in mind that storytelling is not a passive activity. In storytelling activity at the class, students try to express the whole of the story and observe a storyteller's performance.

Digital stroyteling used in health and teacher education to develop students' professional identity and as a tool for self reflection which students make and share digital storytelling to practice their experiences. In the practice, it will help to fosteer higher-order thinking skills, Ribeiro (2012) stated the aggregating element capable of turning our students into true 21st century learners. Then, this research will use stories designed to inform or instruct, this type used to convey instructional material in many sectors.

F. Previous Studies

There are several previous studies regarding students' activities in digital storytelling to improve listening skills. First, research by Tanrikulu (2020), the title is "The Effect Of L2 Listening Texts Adapted To The Digital Story On The Listening Lesson". It conducted to analyze the implementation of digital storytelling on listening lesson. The study applied two steps, the first step was applied on students studying at C1 level and the second step was applied on students studying at B1 level. The result of the research is the process of learning using a digital story is effective for student and increase students' motivation. In previous research, it focuses on applying digital storytelling to increase students' motivation, but this research concerns on the implementation of digital storytelling for listening activities in online class and how students' respond to the use of it.

Second, the previous study by Santos (2018) verified that storytelling has an advantage and help the student to improve the listening skill of student using strategies in the class. The study was conducted in Anatolian Fine Arts

High School during the spring semester of 2014-2015 academic year. The result suggest that children are more confident after the first two storytelling activity sheets after realizing there are strategies available for them to try and improve their listening skills. While the previous reserach focuses on storytelling activity sheets and the strategies in classroom, this research concerns on the implementation of digital storytelling for listening activities in online class and how students' respond to the use of it.

Then, the study was conducted by Tunç (2017) reveals that digital storytelling has interdisciplinary competence and it will be proper as media to the future studies in schools and fields. This research is similar to those previous studies above, however, it has differences in this research concerns on the implementation of digital storytelling for listening activities in online class and how students' respond to the use of it.

Last, the previous research by Fatih Mehmet Ciğerci (2017), the study was to determine the effect of digital stories on the Turkish (mother language) listening skills of fourth grade students. The study used a mixed methods and was conducted in a primary school in Eskisehir city, Turkey. A significant difference was found between the post-test listening comprehension scores for the experimental and control groups. The result of research showed that digital stories, listening activities based on the stories, and the creation of a more engaging and motivating classroom environment had positive effects on listening comprehension skills in the experimental group. While the previous research focuses on the effect of digital stories to students' mother tongue, this research concerns on the implementation of digital storytelling for listening activities in online class and how students' respond to the use of it.