

**STUDENTS' AND TEACHERS' VOICES TOWARDS THE USE
OF DIGITAL STORYTELLING IN TEACHING LISTENING
FOR THE NINTH GRADE OF MTSN 4 JEMBRANA**

THESIS



By:

Minatul Azmi

NIM. 17180012

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,
MALANG
June, 2021



**STUDENTS' AND TEACHERS' VOICES TOWARDS THE USE
OF DIGITAL STORYTELLING IN TEACHING LISTENING
FOR THE NINTH GRADE OF MTSN 4 JEMBRANA**

THESIS



By:

Minatul Azmi

NIM. 17180012

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,
MALANG
June, 2021

**STUDENTS' AND TEACHERS' VOICES TOWARDS THE USE
OF DIGITAL STORYTELLING IN TEACHING LISTENING
FOR THE NINTH GRADE OF MTSN 4 JEMBRANA**

THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Bachelor Degree of Education (S.Pd.) in the English
Education Department



By:

Minatul Azmi

NIM. 17180012

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,
MALANG
June, 2021

APPROVAL SHEET
STUDENTS' AND TEACHERS' VOICES TOWARDS THE USE OF
DIGITAL STORYTELLING IN TEACHING LISTENING FOR THE
NINTH GRADE OF MTSN 4 JEMBRANA

THESIS
by:

Minatul Azmi
NIM. 17180012

Has been approved by the advisor for further approval by the board of examiners

Advisor,



Dr. H. Langgeng Budianto, M.Pd.
NIP.197110142003121001

Acknowledged by
Head of English Education Department,



Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

LEGITIMATION SHEET

STUDENTS' AND TEACHERS' VOICES TOWARDS THE USE OF DIGITAL STORYTELLING IN TEACHING LISTENING FOR THE NINTH GRADE OF MTSN 4 JEMBRANA

THESIS
by:

Minatul Azmi (17180012)

Has been defended in front of the board of examiners at the date of June 21st 2021
and declared PASS

Accepted as the requirement for the Degree of English Language Teaching (S.Pd.)
in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners

Signatures

1. Ima Mutholliatil Badriyah, M.Pd
NIP. 19831217201802012155

Chairman



2. Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

Secretary/Advisor

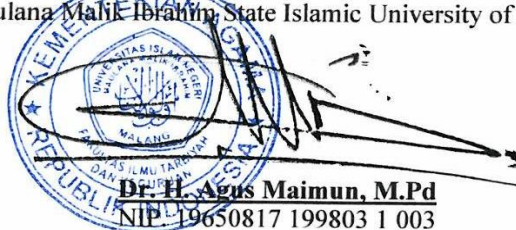


3. Dr. Alam Aji Putera, M.Pd
NIP. 19890421 20150201 1 153

Main Examiner



Approved by
The Dean of Faculty Of Education And Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang



Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

DEDICATION

This thesis is proudly dedicated to My beloved parents (Muflihin & Nur Hafifah)

My beloved sister and brother (Nur Laili Dzul Fitrah & Ilman Naufan)

My family, and all of my best friends. Thank you and love you.

MOTTO

وَاللّٰهُ اَخْرَجَكُم مِّنْ بُطُونِ اُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ
السَّمْعَ وَالْاَبْصَارَ وَالْاَفْئِدَةَ ۚ لَعَلَّكُمْ تَشْكُرُونَ

*God brought you forth from the wombs of your mothers when you knew nothing,
and (in order that you might be perfected through learning) endowed you with
hearing and eyes and hearts, that you may give thanks (from the heart and in
speech, and in action by fulfilling His commandments)*

(An-Nahl: 78)

Dr. H. Langgeng Budianto, M.Pd
Lecturer of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang

THE OFFICIAL ADVISORS' NOTE

Malang, May 27th, 2021

Hal. : Thesis of Minatul Azmi
Lamp : 3 (Three) Copies

The Honorable,
To the Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
Malang

Assalamu 'alaikum Wr.Wb

After conducting several times of guidance in terms of content, language, writing techniques, and after reading the students' thesis as follow: :

Name	: Minatul Azmi
Student ID Number	: 17180012
Department	: English Education
Skripsi	: Students' and Teachers' Voices towards the Use of Digital Storytelling in Teaching Listening for the Ninth Grade of MTsN 4 Jembrana

therefore, the thesis of Minatul Azmi has been approved by the advisors for further approval by the board of examiners.

Wassalamu 'alaikum Wr.Wb

Advisor,



Dr. H. Langgeng Budianto, M.Pd.
NIP.197110142003121001

APPROVAL

This is to certify that the thesis of Minatul Azmi has been approved by the advisors for further approval by the board of examiners.

Malang, May 27th, 2021

Advisor,



Dr. H. Langgeng Budianto, M.Pd.

NIP.197110142003121001

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith, I:

Name : Minatul Azmi

NIM : 17180012

Department : English Education.

Address : Gunung Agung Street Gg XII/5, Jembrana, Bali.

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Malang, May 27, 2021



Minatul Azmi
NIM 17180012

ACKNOWLEDGEMENT

In the name of Allah, the Most Beneficent, the Most Merciful.

All praise be to Allah, the almighty God, for the strength, health, and determination to complete this thesis as her final study assignment. Peace and salutations to the Prophet Muhammad, the rescuer of humanity, who has brought light to the world and transformed it into the right path.

This thesis is written as one of the requirements for getting the S.Pd. in English Education degree. During the writing of this thesis, many people have been beneficial and supportive. Therefore, the writer would like to express her gratitude to them at this point, for her loving mother Nur Hafifah for her amazing love and kindness, her father Muflihin for his affection and continuous encouragement, and her siblings Nur Laili Dzul Fitrah and Ilman Naufan for their prayers and support.

Following that, the writer wishes to express her gratitude, indebtedness, and appreciation to her advisors, Dr. H. Langgeng Budianto, M. Pd, for patiently guiding her with the most valuable lesson and advice in writing this thesis.

The writer would like to express her sincere gratitude and appreciation to:

1. Prof. Dr. Abd. Haris, M. Ag, as the Rector of Maulana Malik Ibrahim State Islamic University of Malang
2. Dr. H. Agus Maimun M. Pd, as the Dean of Faculty of Education and Teacher Training
3. Dr. H. Langgeng Budianto, M.Pd., as the Head of the Department of English Education, and Dr. Alam Aji Putera, M. Pd., as the Secretary of the Department of English Education.
4. Dr. H. Abdul Basith, M. Si., as her academic advisor.
5. All of the lecturers in the Department of English Education, for all of their valuable knowledge and wonderful inspiration they have shared.
6. Nurdiana Wahyuni, M. Pd one of the English teachers at ninth grade of MTsN 4 Jembrana.
7. The principle, teachers, staffs, and the students of MTsN 4 Jembrana.

8. Her dear friends from the Department of English Education for their continuous friendship, love, knowledge, support, and time.
9. Her dear friends Abib, Fitri, Isni, Liana, Fira, Dyta, and Luluk for always being there for her, praying for her, and becoming the best listener with an excellent relationship.
10. Everyone who has assisted the writer, not only in the writing of this thesis, but also throughout his academic career. She is unable to name them one by one; May Allah blesses them all.

Finally, the writer recognizes that this thesis is still far from ideal. Despite the assistance provided by the enumerated people, there are mistakes in this thesis that are the writers' responsibility. As a result, she accepts any suggestions for improving her writing.

Malang, May 27, 2021

Minatul Azmi

TRANSLITERATION GUIDELINES

Arab-Latin transliteration writing in this thesis uses transliteration guidelines based on the decision with the Indonesian Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543 b / u / 1987 which in an outlines can be described as follows:

Alphabet

ا	=	A	س	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	و	=	M
ج	=	J	ض	=	Dl	ُ	=	N
ح	=	<u>H</u>	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	‘	ء	=	,
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

A. Long Vowel

Long Vowel (a) = â

Long Vowel (i) = î

Long Vowel (u) = û

B. Diphthong Vowel

أو = Aw

أي = Ay

أو = û

إي = î

LIST OF TABLE

Table 1.1 Tabulation Data From the Questionnaire.....	30
---	----

LIST OF APPENDICES

Appendix I Teachers' Lesson Plan	64
Appendix II Observation Sheet	68
Appendix III Questionnaire.....	74
Appendix IV <i>Lembar Validasi Instrumen Kuisisioner Penggunaan Digital</i> <i>Storytelling untuk pembelajaran menyimak.</i>	76
Appendix V Result of the questionnaire	78
Appendix VI Interview guideline.....	80
Appendix VII Result of the interviews	82
Appendix VIII Result of observation	93
Appendix IX <i>Surat keterangan penelitian</i>	101
Appendix X Documentation	102
Appendix XI Students' Personal Identity	103

LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
MTsN	: Madrasah Tsanawiyah Negeri
ELLO	: English Listening Lesson Library Online
SA	: Strongly Agree
A	: Agree
N	: Neutral
DA	: Disagree
SDA	: Strongly Disagree
P	: Percentage
F	: Frequency
N	: The Number of Sample

TABLE OF CONTENTS

COVER	ii
APPROVAL SHEET	ii
DEDICATION.....	iv
MOTTO	v
APPROVAL	vii
DECLARATION OF AUTHORSHIP	vii
ACKNOWLEDGEMENT.....	ix
TRANSLITERATION GUIDELINES	x
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
LIST OF ABBREVIATIONS	xiv
TABLE OF CONTENTS.....	xv
ABSTRACT	xvii
ملخص البحث	xviii
ABSTRAK	xix
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Questions	6
1.3 Research Objectives	7
1.4 Significance of the Study	7
1.5 Limitation of the Study	8
1.6 Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	9
2.1 Definition of Listening Comprehension.....	9
2.2 Teaching Listening	10
2.3 Media for Teaching Listening	11
2.3.1 Definition of Media	11
2.3.2 Selecting Teaching Media	12
2.3.3 The Use of Technology in Teaching Listening	13

2.4 Digital Storytelling for Teaching Listening Skill.....	15
2.4.1 Definition of Digital Storytelling.....	15
2.4.2 Types of Digital Storytelling	16
2.4.3 The Advantages of Using Digital Storytelling in Teaching Listening	17
2.5 Previous Study.....	20
CHAPTER III RESEARCH METHOD	23
3.1 Research Design	23
3.2 Subject of the Study	24
3.3 Research Instrument	25
3.4 Data Collection.....	25
3.4.1 Observation.....	26
3.4.2 Questionnaire	26
3.4.3 Interview	27
3.5 Data Analysis	27
3.5.1 Observation.....	28
3.5.2 Interview	28
3.5.3 Questionnaire	28
3.6 Triangulation	29
CHAPTER IV RESEARCH FINDINGS	30
4.1 Research Findings	30
4.1.1 Students' Voices on the Use of Digital Storytelling in Teaching Listening	30
4.1.2 Teachers' Voices towards the Use of Digital Storytelling in Teaching Listening	42
4.1.3 The Use of Digital Storytelling in Teaching Listening	44
4.2 Discussion	48
CHAPTER V CONCLUSION AND RECOMMENDATION.....	56
5.1 Conclusion.....	56
5.2 Recommendation.....	57
REFERENCE	59

ABSTRACT

Azmi, Minatul. 2021. Students' and Teachers' Voices towards the Use of Digital Storytelling in Teaching Listening for the Ninth Grade of MTsN 4 Jembrana. Thesis of English Education Departement at the Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor, Dr. H. Langgeng Budianto, M. Pd.

Keywords: Digital Storytelling, Students' and Teachers' Voices, Listening.

This study aimed at identifying the students' and teachers' voices toward the use of Digital Storytelling and describing to what extent Digital Storytelling applies in teaching listening comprehension at the ninth grade of MTsN 4 Jembrana. The subjects of this research were the students and English teacher of the ninth grade. A qualitative approach and a case-study research design were used in this study. The data was collected using observation, questionnaires, and interviews. The data was then qualitatively analyzed; data reduction, data display, and drawing conclusions. The results of this study showed that (1) The students perceived that Digital Storytelling is interesting, motivating, and improving their listening skills. Further, the teacher claimed that Digital Storytelling helps the teacher expand students' engagement in the class. There are two purposes of the teacher to use Digital Storytelling; to test students' listening skills; and increase students' learning motivation. (2) When implementing Digital Storytelling, the teachers apply the discovery approach with five steps: stimulation, questioning, elaboration, association, communication. The implementation of Digital Storytelling into teaching listening is actualized in the association step. In conclusion, the use of Digital Storytelling in teaching listening narrative text received positive voices from students and teachers, and it also assisted students and teachers in English language teaching and learning at MTsN 4 Jembrana.

ملخص البحث

منتة العزم، 2021. تطبيق رواية القصص الرقمية للاستماع التعلم في الفصل التاسع من المدرسة الثانوية الحكومية 4 جيمبرانا، البحث الجامعي، قسم تدريس اللغة الإنجليزية، كلية التربية وتدريب المعلمين، بجامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج، المشرف : الدكتور الحاج لانغغ بودياننتو الماجستير.

الكلمات المفتاحية: رواية القصص الرقمية، أصوات الطلاب والمعلمين، الاستماع.

الغرض من هذه الدراسة هو تحديد استجابة الطلاب والمعلمين لاستخدام رواية القصص الرقمية ووصف مدى تطبيق رواية القصص الرقمية في الاستماع إلى التعلم الفهم في الفصل التاسع من المدرسة الثانوية الحكومية 4 جيمبرانا. وكانت المواد في هذه الدراسة الطلاب ومدرسي اللغة الإنجليزية في الصف التاسع. يستخدم هذا البحث نهجا نوعيا ويستخدم تصميم دراسة الحالة. تقنيات جمع البيانات في هذه الدراسة باستخدام الملاحظات والاستبيانات والمقابلات. ثم يتم تحليل البيانات نوعيا؛ الترميز، والحد من البيانات، وعرض البيانات، واستخلاص الاستنتاجات وتظهر نتائج هذه الدراسة، (1) يشعر الطلاب أن رواية القصص الرقمية تجذب وتحفز وتحسن مهارات الاستماع. يشعر المعلمون أن رواية القصص الرقمية تساعد المعلمين على توسيع مشاركة الطلاب في الفصول الدراسية وهناك هدفان للمعلمين باستخدام رواية القصص الرقمية. لاختبار مهارات الاستماع للطلاب، وزيادة تحفيز الطلاب على التعلم. (2) عند تنفيذ رواية القصص الرقمية، يطبق المعلمون نهج الاكتشاف مع 5 خطوات من عملية التدريس: التحفيز، الاستجواب، التفصيل، الارتباط، التواصل. يتم تطبيق رواية القصص الرقمية في تعليم الاستماع في خطوات الجمعية. لذلك يمكن أن نخلص إلى أن استخدام رواية القصص الرقمية في تعلم الاستماع إلى النصوص السردية تلقى استجابة إيجابية من الطلاب والمعلمين وساعد الطلاب والمعلمين في عملية تعلم تدريس اللغة الإنجليزية في الفصل التاسع من المدرسة الثانوية الحكومية 4 جيمبرانا.

ABSTRAK

Azmi, Minatul. 2021. Pendapat Siswa dan Guru terhadap Penggunaan Storytelling Digital dalam Pembelajaran Menyimak untuk Kelas Sembilan di MTsN 4 Jembrana. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. H. Langgeng Budianto, M. Pd.

Kata Kunci: Digital Storytelling, Suara Siswa dan Guru, Mendengarkan.

Tujuan dari penelitian ini adalah untuk mengidentifikasi respon siswa dan guru terhadap penggunaan Digital Storytelling dan untuk mendeskripsikan sejauh mana penerapan Digital Storytelling dalam pembelajaran pemahaman menyimak di kelas sembilan MTsN 4 Jembrana. Subjek pada penelitian ini adalah siswa dan guru bahasa Inggris di kelas sembilan. Penelitian ini menggunakan pendekatan kualitatif dan menggunakan desain studi kasus. Teknik pengumpulan data pada penelitian ini menggunakan observasi, angket, dan wawancara. Kemudian data dianalisis secara kualitatif; pengkodean, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan; (1) Siswa merasa bahwa Digital Storytelling menarik, memotivasi, dan meningkatkan keterampilan menyimak. Guru merasa bahwa Digital Storytelling membantu guru memperluas keterlibatan siswa di kelas dan terdapat dua tujuan guru menggunakan Digital Storytelling; untuk menguji keterampilan mendengarkan siswa, dan untuk meningkatkan motivasi belajar siswa. (2) Saat menerapkan Digital Storytelling, guru menerapkan pendekatan *discovery* dengan 5 langkah proses pengajaran: stimulasi, tanya jawab, elaborasi, asosiasi, komunikasi. Penerapan Digital Storytelling ke dalam pengajaran menyimak diaktualisasikan dalam langkah asosiasi. Sehingga dapat disimpulkan bahwa penggunaan Digital Storytelling dalam pembelajaran menyimak teks naratif mendapat respon positif dari siswa dan guru serta membantu siswa dan guru dalam proses belajar mengajar bahasa Inggris di kelas sembilan MTsN 4 Jembrana.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, research objectives, the significance of the study, the limitation of the study, and the definition of key terms.

1.1 Background of the Study

Listening is the ability of humans to listen and understand what the speaker means by using their sense of hearing. Also, listening is a significant skill in daily life and in education life (Cigerci & Gultekin, 2017). Listening skills are essential because their usage can potentially build a good personal relationship. Saville (2006) affirms that listening belongs to interpersonal competence as it must be applied in face-to-face communication. Thus, in the teaching and learning process of English as a Foreign Language (EFL), listening becomes one of the important skills that the students need to master.

Further, the call for infusing character education in the teaching and learning process, especially in Indonesia, is due to the challenges Indonesia now faces in preparing good characters to be enhanced within to build up good habits. We now face the technology and media-driven world, with unprecedented access to information, rapid advancements in technological tools, and the ability to cooperate and make individual contributions. Therefore, Cox (2014) mentions that the aims of education are now shifting from traditional and single focus to develop interpersonal, intrapersonal, and cognitive skills. Moreover, it was in line

with the Islamic point of view of education. In the letter of Al-Mujadalah: 11, it is said:

O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do. (QS. AlMujadalah:11)

It is implied that successful and expected education involves the transmission of information and the transmission of value. As a result of the transmission of information and good values, human beings may become intelligent minds and intelligent morality (Hai, 2017).

Referring to the previous demands, it is important to utilize the teaching techniques, materials, and tools that cover linguistic ability and cover values that relate themselves to the world so that they sharpen their relation toward and interpretation of the world. Digital Storytelling is an alternative media for teaching listening skills. According to Ducey (2007), stories are an excellent medium for teaching and encouraging the learning process in a fun way. Students can grasp the message and moral values of the stories by understanding characterization, storyline, and the use of magical words that stimulate creativity. Furthermore, it is well recognized that most students are more likely to listen when they are told a story. Thus, if students listen to something entertaining like stories, they are likely to attend and get the full benefit from the listening experience.

Accordingly, teaching through stories is quite dominant in the Qur'an. It can be seen that the word "story" enshrined in a letter that is *Al-Qashas* which means "stories". The basic principle of the Storytelling method is mentioned in the word of Allah QS. Yusuf verses 2-3: *Indeed, We have sent it down as an Arabic Qur'an that you might understand. We relate to you, [O Muhammad], the best of stories in what We have revealed to you of this Qur'an although you were, before it, among the unaware (QS. Yusuf: 2-3).*

Since the time of Prophet Muhammad SAW, the technique of teaching in Islamic Education has been known. Instead of using other approaches, he also used the story technique, which is the re-elaboration of stories to provide teaching material. However, the integration of technology in the learning process as Heather Lotherington (2014) stated, brought with its various requirements. Technology, influencing the role of storytelling as one of the traditional genres in the learning environment, created a new appearance called Digital Storytelling (Bozdogan, 2012). Digital Storytelling has become one of the multimedia technologies that develop listening skills. In this context, Digital Storytelling can be used as an alternative application in teaching listening (Ramirez & Alonso, 2007). As Sadik (2008) stated, Digital Storytelling is the modern appearance of storytelling that using computers as a medium to tell stories and has taken many different forms, such as audio-visual (video) and audio recording. The growth of technology has become a factor that makes the teacher become more creative in engaging their teaching activities. It was proved by Juvrianto (2018) which found

that the use of digital media (ELLLO) has helped students understand more about the listening materials and makes them engaged in learning listening skills.

In an education setting, Digital Storytelling has a number of potential advantages, including enhanced students' motivation (Sadik, 2008). Based on the study conducted by (Jenkins & Lonsdale, 2007) on higher institution students' community, Digital Storytelling is capable to encourage deep and reflective learning. Lowenthal in Harryizman & Norshuhada (2009) enlists a couple of benefits of Digital Storytelling. Firstly, he states that teachers can expand students' engagement in class by including multimedia in storytelling. Secondly, students' digital stories will reach the local classroom and the global audience with the available online technology.

There are some researches on students' and teachers' voices towards the use of Digital Storytelling. Dalim (2018) investigated pre-service teachers' perception towards Digital Storytelling for 21st-century learning. To collect the data, questionnaires were distributed to 150 trainee teachers from the Faculty of Education in one of a public university in Malaysia. The finding revealed that the pre-service teachers perceived positively towards the use of Digital Storytelling in the classroom. Also, Leong et al (2019) researched learners' perception of the impact of using Digital Storytelling on vocabulary learning. To gain the result, the researcher conducted a qualitative case study. The result revealed that the learners were more motivated in learning vocabulary using Digital Storytelling.

Eventually, Bhakti (2020) highlighted students' perception on the use of Digital Storytelling in developing narrative writing skills. This study conducted

with 48 participants in Civil Engineering Department in Politeknik Negeri Samarinda. Also, questionnaires were used to collect the data. This research found that the students perceived that Digital Storytelling helped them in the learning process and made them enjoy in writing the narrative. The studies above indicated that theoretically Digital Storytelling has a positive response in teaching and learning process. Especially in teaching vocabulary and writing. Besides, the students' and teacher's voices towards the use of Digital Storytelling in other language skills are also need to be conducted.

Therefore, the researcher is interested in analyzing the use of Digital Storytelling as instructional media in learning English. The researcher obtained information about the use of Digital Storytelling as instructional media at an Islamic public school in Jembrana. In this Islamic junior high school, some students did not have basic listening in elementary school yet. Thus, the teacher should have strategies to make the listening activity is entertaining and the students enthusiastic with English to comprehend the listening context taught in the classroom. At the time, the researcher did preliminary research in MTsN 4 Jembrana. In the interview, the English teacher stated that she has used Digital Storytelling to teach listening comprehension. Digital Storytelling has been applied in the ninth-grade students in 2020/2021 academic year in teaching listening for the narrative text. It was in line with one of the missions of MTsN 4 Jembrana, which emphasizes developing digital technology and communication in the learning process and administration. Therefore, some English teachers in

MTsN 4 Jembrana have already integrated technology into the teaching and learning process.

Based on this issue, the writer is interested in examining MTsN 4 Jembrana that focuses on the use of Digital Storytelling and students' and teachers' voices on the use of Digital Storytelling in teaching listening. This is an important area to examine because (1) Digital Storytelling media in teaching English listening skills has an important role for educators or facilitators in dealing with Junior High School students, (2) the Digital Storytelling media in teaching listening skill provide the reflective learning in teaching the listening skill, (3) the research that focuses on the students' and teachers' voices on the use of Digital Storytelling for teaching English listening skills for Junior High School is still insufficient.

1.2 Research Questions

Based on the background of this research, the researcher formulates the research questions as follows:

1. What are the students' voices towards the use of Digital Storytelling in teaching listening comprehension at the ninth grade of MTsN 4 Jembrana?
2. What are the teachers' voices towards the use of Digital Storytelling in teaching listening comprehension at the ninth grade of MTsN 4 Jembrana?
3. How was the implementation of Digital Storytelling in teaching listening comprehension at the ninth grade of MTsN 4 Jembrana?

1.3 Research Objectives

Based on the research questions above, the objectives of the study are as follows:

1. To identify the students' voices on the use of Digital Storytelling in teaching listening comprehension at the ninth grade of MTsN 4 Jembrana.
2. To identify the teachers' voices on the use of Digital Storytelling in teaching listening comprehension at the ninth grade of MTsN 4 Jembrana.
3. To describe the implementation of Digital Storytelling in teaching listening comprehension at the ninth grade of MTsN 4 Jembrana.

1.4 Significance of the Study

The purpose of this research is to deliver theoretical, practical, and professional advantages. For theoretical advantage, this research will assist the researcher in uncovering crucial areas in the educational process that few researchers have not been able to discover. Then the research findings can improve theories in English teaching, particularly in the media, and become a valuable reference for further study related to the use of digital storytelling in listening teaching listening skills. For the practical advantage, this study can be useful, and the results will show how the use of Digital Storytelling in MTsN 4 Jembrana and the students' and teachers' voices of using Digital Storytelling. For the students, they will be able to enhance their listening comprehension and improve their motivation to learn the listening skill. Also, for professional

advantages, teachers will obtain significant advantages from the findings of the study.

1.5 Limitation of the Study

The writer focuses the study on the use of Digital Storytelling in teaching listening and students' and teachers' voices on the use of Digital Storytelling in teaching listening skills, especially in the form of narrative text. In this case, narrative text for the third-year students of MTsN 4 Jembrana. The writer chose MTsN 4 Jembrana because the English teacher in MTsN 4 Jembrana recently has applied Digital Storytelling in the teaching and learning process. Also, MTsN 4 Jembrana is well-known and has a mission that emphasizes developing students' and teachers' proficiency in technology.

1.6 Definition of Key Terms

To avoid misconception of terms used in the study, the following definitions are provided:

1. Teaching refers to the activity which shares knowledge or skills and experience.
2. Listening is defined as the ability to receive sounds and interpret messages of incoming sounds in the communication process.
3. Digital Storytelling is the modern appearance of storytelling by using the computer as a tool to tell stories and has taken many different forms, such as audio-visual (video) and audio recording (Sadik, 2008).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the related theory that will be used to answer the research questions. Such as the concept of listening comprehension, the concept of teaching listening, the concept of Digital Storytelling, and the previous studies.

2.1 Definition of Listening Comprehension

According to Asemota (2015), listening is a fundamental skill that a person authentically acquires in a language. Also, Mohamed (2018) claimed that listening is essential to learning since hearing a sound process is a skill that allows students to communicate effectively and attain high academic accomplishment. Therefore, in other words, listening is an ability that helps humans to listen and comprehend what the speaker means by using their sense of hearing to achieve effective communication.

Furthermore, Anderson (1985) stated three phases of listening comprehension: perceptual processing, parsing, and utilization. First, the listener identifies the meaningful units in the flow by using their previous linguistic knowledge. Second, the listeners place this unit in short-term memory and finally match the units with their existing to achieve comprehension. However, in reality, beginners will pay more attention to linguistic details, while listeners with more excellent language skills will put more effort into understanding the meaning.

Also, there are two types of listening processing: bottom-up processing and top-down processing. The processing and sequencing of linguistic elements such as sounds, words, sentences, and text to arrive at the overall meaning of the input is referred to as bottom-up processing. As a result, to achieve optimum comprehension, students should pay close attention to each input aspect. The message's meaning is constructed from the bottom to the top (Morley, 2002). Besides, the top-down listening processing relates to the role of background knowledge in promoting understanding. As a result, to grasp the information, listeners should be able to carry their previous expertise and incorporate real-world knowledge. These two processes of listening will help teachers discover which link the students fail to comprehend.

2.2 Teaching Listening

As Brown (2000) pointed out, teaching demonstrates or makes others learn how to do something, offering instructions, directing something to be learned, providing information, allowing them to know or understand. Moreover, listening is now becoming a subject that is being considered at school. Thus, in teaching listening, the teachers need some principles to achieve the learning objectives. Brown (2001: 258) proposes six principles. They are the following: (1) in an interactive, four-skill curriculum, make sure that teachers do not overlook the importance of strategies that enhance listening comprehension, (2) using methods that intrinsically motivate students, (3) using authentic meaning and context, (4) Consider carefully the sort of responses from listeners, (5) encourage the

development of techniques for listening, (6) both bottoms-up and top-down listening strategies are used.

Also, successful teaching listening skills are influenced by the use of appropriate techniques in the teaching process. There are some strategies to teach listening, according to Harmer, taken by Machakova (2009). They are (1) to use textbooks, which directs students and teaches them how to use their textbooks, and (2) to use computers. (2) Using a communicative approach, the teacher tries to persuade students not to use their native tongue. (3) After reading for the gist, the teacher explains and illustrates how to deal with the text to their student. (4) dealing with unfamiliar words, teachers are intended to have the appropriate context for their learners, (5) utilize dictionaries, teachers should explain how to get the best out of them.

2.3 Media for Teaching Listening

2.3.1 Definition of Media

The word media comes from the Latin word "medium," which means carrier or escort, which carries information to a receiver from a source. Furthermore, Asnawir and Usman Basyiruddin (2002) stated that media is something used to send messages from the senders to recipients, so it can arouse the learners' thinking, feeling, and interest in equipping the learners to learn. According to Sanjaya (2014: 57-58), media serves as an intermediary between the source of knowledge and the receiver of that information, such as film, television, and computers. This implies that any medium that initially contains educational messages includes learning media as well. According to the above description,

media is an important thing in teaching and learning which can set the interest level of students with a lesson.

The learning media cannot be denied in the learning process as a factor influencing the teaching outcome. Thus, it demands the educator to be creative and find new media to solve the problem when found student's difficult to understand their explanation and improve their motivation to learn. As Arsyad (2006:15) noted in the use of the media in teaching and learning activities, teaching was replaced by terms such as hearing instruments, teaching materials, hearing communication of views, viewing teaching aids, educational technology, teaching aids, and explanatory media. As a result, the aim of using media is to make communication and learning more accessible. In other words, media are items that can be used to transmit a message from a sender to a recipient to activate students' senses, minds, attention, and interest in teaching and learning processes.

2.3.2 Selecting Teaching Media

The instructional media must be appropriately selected before they are used in the classroom. Therefore, the ability to recognize media characteristics is necessary and serves as the foundation for media selection. When it comes to the learning situation, Sadiman in Mahadi & Ana (2018) stated that what media attributes are required for a specific learning circumstance becomes the foundation for media selection.

Before going through the media options, the instructor should consider a few factors. Teachers should examine the following factors when selecting aids or

media for their lesson plans, according to Morgan and Bowen (1982: 3). (1) The purpose of the lessons is to teach the syllabus and the scheme of work. (2) The lesson's specific goal. (3) Characteristics of the class members (age, sex, educational background, and the reason for learning the language). (4) The structure of the learnings. (5) Communication problems that could affect the lesson (hesitation for withdrawal caused by shyness, anxiety, or difficulty in relationship within the group). (6) Available resources.

2.3.3 The Use of Technology in Teaching Listening

For students, technology is a helpful tool. Teachers should demonstrate to pupils how to use technology to support the curriculum so that they can use it to develop their language skills (Costley, 2014). Bennett, Culp, Honey, Tally, and Spielvogel (2000) argued that computer technology contributes to improving the learning process in the classrooms. Using computer technology assist teachers in achieving the educational needs of their learners. Also, Bransford, Brown, and Cocking (2000) stated that computer technology allows teachers and students to form local and global communities that connect them and expand their learning opportunities. They also said that technology's positive impact is contingent on how educators use it in their language classrooms.

The implementation of technology has modified English teaching methods considerably. It provides many options for making teaching more engaging and beneficial in terms of advancement. (Patel, 2013). With the advancement of technology, the use of interactive texts in the classroom helps students learn new vocabulary and understand language structures. Print texts, movies, and the

internet are all used to apply multimedia to improve learners' linguistic skills. Learners can obtain knowledge and equip themselves with diverse materials for both language and context analysis and interpretation by using print, film, and the internet (Arifah, 2014).

According to Pourhosein Gilakjani (2014), the use of technology can create a learning environment that focuses on the learner rather than the teacher, creating positive changes in turn. They emphasized that with computer technology, the language classroom becomes a lively environment with meaningful assignments where the students are responsible for their learning. According to Drayton, Falk, Stroud, Hobbs, and Hammerman (2010), the integration of computer technology demonstrates a meaningful learning experience that increases learners' responsibility. Technology motivates students to study and develop appropriate behavior on their own. Learners have self-direction when they use technology independently. Furthermore, because today's students are digital natives, educators must use technology to "hook" them into being enthusiastic about their studies (Foelske, 2014)

According to Arifah (2014), internet usage increases the motivation of learners. In teaching, the use of movies helps students to understand the subject with enthusiasm and develop their knowledge. Learners can learn a lot when technology is utilized in the learning process, such as computers and the internet. When students learn with software, they can acquire higher-order thinking skills. It may be stated that a proper combination of multimedia and teaching approach is essential for attracting learners' attention to English language acquisition.

2.4 Digital Storytelling for Teaching Listening Skill

2.4.1 Definition of Digital Storytelling

The term “Digital Storytelling” is a form from the word “digital” and “storytelling”. In this research, the term digital refers to electronic or mechanical devices. In other words, digital media can be interpreted as an electronic or mechanical tool that can be used to store or distribute data and information. According to Syafriza et al. (2015), storytelling is the art of directly revealing components and visuals of a story to a specific participant through language, vocalization, and physical motions and gestures. Storytelling is the most effective instructional device ever tested and utilizes the skill that almost everyone has (Ducey, 2007). Storytelling was described by Behmer (2005) as the sharing of the ideas and experiences of our or others through words and actions to transfer meaning. Also, Behmer emphasizes that the key element of storytelling is the transfer of meaning. Thus, it can be concluded that storytelling is an effective educational tool that employs language, vocalizations, and physical movement and gesture to reveal the elements and images of a story to a specific participant, allowing the meaning to be transferred directly.

However, today, a new generation of storytelling begins with digital storytelling, which combines images, music, and audio through a computer (Yama & Ulusoy, 2016). According to the Digital Storytelling Association (2002), Digital Storytelling refers to the modern appearance of the traditional art of storytelling that uses digital media. In traditional storytelling, the storyteller

controls all elements of the story, such as narration, movements, sound effects, etc., and can vary in terms of the length and originality of the story based on the memory of the storyteller. In comparison, Digital Storytelling can include animation, moving images, graphics, etc., which combine soundtrack, audio, and images. Thus, it can be concluded that Digital Storytelling is the modern expression of storytelling using electronic devices that combines images, music, animation, and the soundtrack to make the story alive.

2.4.2 Types of Digital Storytelling

There are three types of digital storytelling that can be used in the classroom. They are (1) personal narratives, (2) historical documentaries, and (3) instructional stories (Robin, 2014).

A personal narrative is the story of students' daily life. It has the ability to retell their life events. Many stories can be told using digital storytelling, such as how students succeed in learning difficult lessons, how they deal with their complicated lives on a daily basis, how they make friends, and so on. Besides, the students can also tell about the place, the person they have known, the challenges they must face, and many more. Robin (2014) suggested that creating a personal narrative is one reasons for creating digital storytelling.

While many personal narratives can include historical details to add meaning to the story, Robin (2014) stated that different types of digital stories could be generated from historical material that students can explore in the classroom. Indonesia is rich in cultures, such as a kingdom's history or a historical film like Pangeran Diponegoro's battle against the Dutch military. Digital

storytelling that tells or instructs is known as instructional stories. This category of content is about the instruction or the material that is used as a teaching medium. The teachers used it to introduce a new lesson. Therefore, the abstract definition should be clarified in a way that makes it more understandable.

2.4.3 The Advantages of Using Digital Storytelling in Teaching Listening

According to Sadik (2008), Digital Storytelling helps students boost their learning motivation. Lobello (2015) also emphasizes the use of digital storytelling to boost learner motivation. The technology is utilized to engages students in the learning process and keeps their attention. This is due to the fact that technology is now a habit for students. They expand and grow due to this development, which may motivate them to provide their concentration. The software and the media used to design the narratives capture their attention on the screen. Not only that, Lobello (2015) also emphasizes the use of technology by teachers, which allows them to show students the actual situation or descriptions. It enhances their imagination by allowing them to recognize the significance and incorporate it into their studies. Sadik (2008) and Robin (2009) also supported this outcome, who believe that encouraging students to apply this novel method increases their engagement.

According to Robin (2006:3), digital stories can also promote discussion about the issues given in a tale and make abstract or conceptual content more understandable. As a result, using digital stories as a medium will aid in the student's comprehension of the content. Also, Robin (2008) stated that digital

storytelling is a medium for teachers and students to connect and collaborate in the classroom.

Furthermore, many senses are included in the technique of digital storytelling. Hands, eyes, and ears are all involved. It makes teaching enjoyable and pleasant because it matches the needs of the students. Students can learn best from their preferred approach when several learning senses are combined (Gils, 2005). Digital storytelling not only benefits students, but it also aids teachers in accommodating the particular learning preferences of some kids. Photos, films, and audio are all examples of this. These elements in the material help learners learn more effectively, especially those with musical, verbal-linguistic, and visual-spatial intelligence (Gardner, 2010). Learners with musical intelligence are better equipped to comprehend tales because they can make sense of and build connections between sounds and feelings. Meanwhile, they can interpret the written or spoken language in the film for verbal-linguistic learners, allowing them to understand the meaning of the stories being told. The narratives can be understood by visual-spatial learners because to the graphic graphics in the video. Not only that, but students can associate the events they watch with the stories' contents.

Based on the study conducted by Jenkins and Lonsdale (2007) on higher institution students' community, Digital Storytelling is capable of inspiring deep and reflective learning. Constructing digital stories acts as a platform for students to connect with others' thought process by giving and receiving critiques. The critiques received and given would stimulate the possibility of occurrences of

reflective learning among peers. Through the critiques on the stories, students' understanding is no longer implicit and they can reflect selves and others' understanding better. Moreover, Digital Storytelling providing students with the ability to achieve 21st -century skills (Kajder, 2004). Digital storytelling projects, according to Park (2014), can be used to improve students' higher-order thought skills and comprehension, thus developing collaborative learning. It offers a learning atmosphere for students to practice communication skills, collaborate, and think critically while discussing content and technology standards.

Also, Juvrianto et al (2018), Digital storytelling improves students' listening comprehension. They claimed that digital storytelling is a fun and engaging learning medium that includes a wide range of stories and beautiful images in each scene. Since the stories are so meaningful, so the students are easy to figure them out. Lowenthal in bin Harun (2009) enlist a couple of benefits of Digital Storytelling in education which some of them are redundant with Robin's, Jenkin's, and Lonsdale's. Firstly, he states that teachers can expand students engagement in class by including multimedia in storytelling. Students in the twenty-first-century generation are exposed to technology and digital media. Therefore, it is an excellent way to engage students in the learning process using Digital Storytelling. Secondly, students' digital stories will reach the local classroom and the global audience with the available online technology. This is one of the strengths of Digital Storytelling. It can be accessed wherever and whenever they are.

2.5 Previous Study

There are some researches on the implementation of Digital Storytelling for teaching listening skills. First, Juvrianto et al (2018) researched the use of Digital Storytelling in teaching listening comprehension. The aim of this study is to find out if using Digital Storytelling (DST) improves students' listening comprehension and to know about their interest in using DST. To gain the result, the researcher takes 25 students of VIII grade as an experimental group and 25 students of VII grade as a control group. This is qualitative-quantitative research which uses a listening comprehension test and open-ended questions as data collection methods. This research revealed that the student experimental group's post-test results were significantly higher than the control group's post-test results. Moreover, because it has been used for about four weeks in the learning process, it shows that students comply that learning English through digital stories is a good support medium.

Second, Nurjanah (2019) began a study entitled "Using Digital Storytelling to Improve Students' Listening Ability". The purpose of this research is to improve students listening ability at the Eighth Grade of MTs Syekh Yusuf Sungguminasa using Digital Storytelling. This is pre-experimental research where the data collected from the listening test. The sample was chosen by using the purposive sampling technique. There were 27 students of 79 students. This research revealed that the students' listening ability before and after using digital storytelling was significantly different. Thus, it can be concluded that Digital

Storytelling was effective in improving students' listening ability at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019.

This research is different from the previous studies. Two of previous studies above aimed to find out if using Digital Storytelling (DST) improves students' listening comprehension. However, in this study, the writers want to know the students' and teachers' voices towards the use of Digital Storytelling in teaching listening and to identify to what extent does Digital Storytelling applied. Also, the subject of the research above is students of VII and VIII grade, while the subject of this research is the IX grade students. Then, the first study above used qualitative-quantitative research and the second study used pre-experimental research, while this research used qualitative research method.

Third, Ahmad & Yamat (2020) researched the students' attitudes of learning English through conventional and Digital Storytelling. This study was conducted to find out how students perceive both approaches to storytelling in the classroom. A survey was conducted on selected fourth graders at one of the schools in the Sentul District of Kuala Lumpur. The results showed that when these two storytelling methods were introduced, students showed great interest in learning a second language. They also preferred Digital Storytelling to the other because it enabled them to understand the story better.

From the research above, the writer finds some differences with the writer study. The differences are on the objective and the subjects. The objective of the study above is to find out how the students' attitudes of learning English through conventional and Digital Storytelling, while this research aimed to identify

students' and teachers' voices towards the use of Digital Storytelling and to know to what extent does Digital Storytelling applied in teaching listening. Then, the subject of the research above is fourth graders at one of the schools in the Sentul District of Kuala Lumpur, while in this research the subject are ninth graders and English teacher of MTsN 4 Jembrana.

CHAPTER III

RESEARCH METHOD

This part presents the research design, subject of the study, research instrument, data collection, and data analysis.

3.1 Research Design

This research applied a qualitative research method. Lodico et al. (2010) stated that qualitative research focused on social phenomena obtained from individuals' views to acquire a deep understanding of the topic being studied. The type of this research is a case study research method. According to Ary (2006), A case study is an ethnographic research study that focuses on a single unit, such as a person, a community, an institution, or a program. Compounding with the definition, this study conducted to describe the implementation of Digital Storytelling for listening activities. Thus, the researcher assumes the descriptive qualitative method is appropriate to investigate the data to obtain a deep understanding of this topic.

Also, Cohen et al (2007) added that qualitative research emphasizes individuals and their reactions in particular circumstances to obtain an in-depth understanding. In this case, this study investigates the students' and teachers' voices of employing Digital Storytelling as a medium in teaching listening activity. Thus, it is a suitable research design because this research deals with individuals' voices.

Qualitative research is interpretative research. The researcher is frequently associated with a long-term and intense interaction with the subjects (Cresswell, 2014). In this research, the researcher became the primary instrument for collecting and analyzing the data. The researcher interacts with the research subjects that is an English teacher and the IX A grade students in MTsN 4 Jembrana to collect data needed for the research.

3.2 Subject of the Study

The subjects of the study were the English teacher for the IX grade and the IX A students in MTsN 4 Jembrana in the academic year of 2020 / 2021. The average number of students in each class is about 30 students. They are from different social backgrounds. Some are from Jembrana itself, and some others are from different places. The reasons for choosing the IX grade students of MTsN 4 Jembrana as the subject of the study are: (1) MTsN 4 Jembrana has a mission that emphasizes developing teachers and students proficiency in the field of technology and digital. (2) The English teacher of MTsN 4 Jembrana recently has applied Digital Storytelling for the IX grade students in teaching listening comprehension. (3) The researcher wanted to know the Digital Storytelling to be implemented in teaching listening in the form of narrative text for the IX grade students.

The IX A grade was chosen as purposive sampling to gain some specific purposes, in which the researcher as the investigator asked the teacher to select a sample that could represent the population. Then, the IX A was chosen because

the students had multiple diverse in English achievement. Also, it was chosen based on their proficiency and their relevancy with the objective of the study.

3.3 Research Instrument

In collecting the data, three main instruments were used in this study. The observation checklist is a list of statements that is an observer used to observe the 'live' situation. It is used to facilitate observation for gaining insight into a situation (Fortune, 2000). The researcher employed an observation checklist to ensure that the implementation was running well under the teachers' lesson plan and the learning objectives. Thus, the observation checklist consisted of the learning activity observation checklist and students' activity observation checklist.

Also, the researcher administered a questionnaire to identify the students' voices on the use of Digital Storytelling in listening comprehension. According to Sugiyono (2007:199), a questionnaire is one of the techniques of data analysis done by giving a group of written questions or statements to the respondents to be answered. To avoid misunderstandings from respondents, the questionnaire was written in *Bahasa*. In the step of gaining the main data or in-depth information related to the research topic, the researcher used an interview. The interview is used to support the questionnaire and observation because there are many factors that can affect the students' and teachers' voices of the Digital Storytelling used in teaching listening.

3.4 Data Collection

Data collection is a method of gathering and measuring information from a range of sources in order to obtain a complete and detailed analysis of a subject

area. Data collection is the most strategic phase in the study, according to Sugiyono (2013:224), since the main objective of this study is to get the data. Therefore, observations, questionnaires, and interviews are the data used in this study.

3.4.1 Observation

Observation is a basic method that is frequently employed by the researcher in collecting qualitative research. Scot and Morrison (2006) stated that observation is a core part of the qualitative study; enclosing particular behaviors to be studied (Gillham, 2000). The use of observation in this research aimed to find out the data related to the implementation of Digital Storytelling in teaching listening. The observation was done with an English teacher who has implemented Digital Storytelling in teaching listening for the ninth grade students of MTsN 4 Jembrana. Following that, the researcher constructed several learners' behaviors to be intensively observed on learning activity.

3.4.2 Questionnaire

Questionnaire is another instrument used to collect the data. The questionnaire is a series of comprehensively organized questions used by a researcher to elicit the required information from respondents (Hary, 2009). The researcher acquired information through questioners to know the opinion of the respondents as to whether or not Digital Storytelling is engaging, motivating, and meets the learning objectives. In addition, the researcher could recognize the views of students relevant to the listening learning process through the questionnaire. Also, the questionnaires used closed-ended statements. The

questionnaires were originally designed, using a Likert scale containing five scales of range, namely 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree), and 5 (strongly disagree).

3.4.3 Interview

In the step of gaining the main data or in-depth information related to the research topic, the researcher used the interview technique. The interview was given to six students and the English teacher to gain deep knowledge relevant to the research questions. In this analysis, a semi-structured interview was used to allow the interviewee to express themselves openly and honestly and describe the related issue from their viewpoints, not just from the researchers' viewpoint. Furthermore, it enables the researcher to obtain rich and customized data (Hancock & Algozzin: 2006). The interview was conducted in *Bahasa* to make it easier for participants to provide their voices related to the use of Digital Storytelling in their listening activity. Also, the questions designed for the interview in this study focus on the general attitudes, relevant experiences, and perceived barriers to the implementation.

3.5 Data Analysis

The researcher examined the data from observation, interviews, and questionnaires when the data achieved to be obtained. The data analyzed qualitatively, as Ary (2006) stated that there four stages of data analysis: coding, data reduction, data display, drawing the conclusion, or interpretation. Thus, the analysis of each instrument is provided in the form of descriptive analysis.

3.5.1 Observation

To analyze the data from observation, video-recording, and field notes were used to evaluate the observational evidence to help and deeply understand the implementation of Digital Storytelling in listening practices. The researcher subsequently observed it several times to classify the habits of learners and correlated it with the data collected from the field notes. These data were then translated into some categories to answer the research questions and to explain them. Finally, the results of the study were further illustrated with the related theories.

3.5.2 Interview

The information from the interview was transcribed and then analyzed to be divided into various categories. Upon completing the coding process, the information was translated into some significant themes based on the two previously listed research problems.

3.5.3 Questionnaire

The questionnaires would be analyzed by using the following formula as stated by Anas (2002):

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency

N: The number of samples

3.6 Triangulation

In research, the validity of the study is highly significant. Therefore, the researcher employed triangulation to assess the trustworthiness and validity of the data. Sugiyono (2011:241) stated that triangulation means that the researcher used several different methods to obtain data from different sources. The purpose of triangulation is to verify the credibility of the data. Moreover, Denzin in (Lexy 2008:330) stated that there are four kinds of triangulation techniques: (1) Source Triangulation, (2) Methodology Triangulation (3) Investigator Triangulation, and (4) Theoretical Triangulation. In this research, the researcher employed methodology triangulation to check the data's credibility by using diverse methodologies. The data from the research questions about the implementation of Digital Storytelling and the students' and teachers' voices of the use of Digital Storytelling collected by using more than one method.

CHAPTER IV

RESEARCH FINDINGS

This chapter provides the collected data of the study as well as the discussions. The data are collected from the results of the observations, questionnaires, and interviews. There are two sections presented to answer the research problems. The first is the research findings, and the second is the discussion.

4.1 Research Findings

4.1.1 Students' Voices on the Use of Digital Storytelling in Teaching Listening

Data presented in this research is data from a questionnaire spreading to students at the ninth A grade about students' voices of using Digital Storytelling in teaching the narrative text. The questionnaire contains 20 multiple choice questions that students have to answer it by choosing to the answer that closes to their feeling. (See table 4.1).

Table 4.1

Tabulation Data from the Questionnaire

No	Statement	Alternative Answer					Total
		SA	A	N	DA	SDA	
1	I feel that learning English through Digital Storytelling is fun	33.3%	53.3%	13.3%	0%	0%	100%

2	Digital Storytelling activities help me to understand the content better.	30%	56.7%	13,3%	0%	0%	100%
3	The implementation of Digital Storytelling helps me to practice my listening skills in comprehending the meaning of the story I heard.	40%	56.7%	0%	3.3%	0%	100%
4	I feel that my listening skill improve after listening to Digital Storytelling.	36.7%	50%	10%	3.3%	0%	100%
5	Using Digital Storytelling enhance my motivation in learning English	26.7%	63.3%	6.7%	3.3%	0%	100%
6	I can develop my imagination through Digital Storytelling	20%	60%	16.7%	3.3%	0%	100%

7	I could imagine the characters, time, places and/or activities taking place.	36.7%	56.7%	3.3%	3.3%	0%	100%
8	I enjoy learning English through Digital Storytelling	20%	63.3%	16.7%	0%	0%	100%
9	Digital Storytelling's duration is appropriate for us to concentrate on listening	33.3%	56.7%	3.3%	6.7%	3.3%	100%
10	I would like to participate in future Digital Storytelling activities.	23.3%	46.7%	26.7%	3.3%	0%	100%
11	I can understand the moral values of the story in the Digital Storytelling video presented by the teacher.	33.3%	50%	13.3%	3.3%	0%	100%
12	I apply the moral values of the story in my daily life.	33.3%	43.3%	23.3%	0%	0%	100%
13	I recommend teacher to use Digital Storytelling in	23.3%	40%	33.3%	3.3%	0%	100%

	teaching listening						
14	Digital Storytelling shown is not attractive	3.3%	16.7%	6.7%	46.7%	26.7%	100%
15	Digital Storytelling video has no suitable contrasting colors, so I feel hard in understanding the story from the video	10%	13.3%	33.3%	30%	13.3%	100%
16	I find a difficulty to understand what the speaker says	13.3%	36.7%	26.7%	16.7%	6.7%	100%
17	I felt bored when the teacher used Digital Storytelling.	10%	16.7%	30%	23.3%	30%	100%
18	I didn't feel helped in understanding narrative story by using Digital Storytelling.	10%	20%	16.7%	23.3%	30%	100%
19	Digital Storytelling didn't help me enhance my listening skill.	10%	16.7%	13.3%	33.3%	26.7%	100%
20	Digital Storytelling is not	6.7%	13.3%	36.7%	26.7%	16.7%	100%

	effective in terms of time						
--	----------------------------	--	--	--	--	--	--

Annotation:

SA: Strongly Agree

DA: Disagree

A: Agree

SDA: Strongly Disagree

N: Neutral

The table above showed the percentage of the answer frequency by the students. The first statement showed that 33.3% of the students strongly agreed, and 53,3% of the students agreed that learning English through Digital Storytelling is fun. In comparison, the other small part stated neutral (13.3%), and none of the students disagreed and strongly disagreed with this statement. So it indicated that they agreed that learning English through Digital Storytelling is fun.

The second statement was, *“Digital Storytelling activities help me to understand the content better.”* It showed a positive response that containing 30% of the students chose SA (strongly agree), over half of the students (56.7%) decided A (agree). While most other small (13.3%) states N (neutral), and no one expressed disagreement and strongly disagreed (0%). It implied that the students agreed that Digital Storytelling activities assisted them in understanding the content better.

Then, statement number 3 also showed the positive response to the written statement *“The implementation of Digital Storytelling helps me to practice my listening skills in comprehending the meaning of the story I heard.”* The result showed there were nearly half of the students (40%) said chose (SA) strongly

agree and 56.7% said agreed, while other small stated disagree (3.3%), and there was no student stated neutral and strongly disagree. This result clearly showed if they agreed that Digital Storytelling's implementation helped them practice their listening skills in comprehending the meaning of the story they heard.

Furthermore, statement number 4 focused on the students' voices on the use of Digital Storytelling to improve their listening skills. 36.7% of the students who said strongly agreed, and half of the students said agreed (50%) that their listening skills improve after listening to Digital Storytelling. While there were only 10% of the students chose neutral, and 3.3% disagreed, and no one expressed strongly disagreed (0%). It was really obvious that most of the students showed a positive voice that Digital Storytelling improved students' listening skills.

Further, statement number five related to the students' motivation in their learning by using Digital Storytelling. The result showed that 26.7% of the students said they strongly agreed, and 63.3% of the students claimed agreement that using Digital Storytelling enhanced their motivation to learn English. While there were only 6.7% of the students stated neutral, disagree (3.3%), and no one expressed strongly disagreed (0%). Thus it indicated if they agreed that using Digital Storytelling enhances their motivation in learning English.

Then, point 6 showed that 20% of the students said they strongly agreed and 60% of the students strongly agreed that they could develop their imagination through Digital Storytelling video. While there were only 16.7% of the students stated neutral, 3.3% disagreed, and no one chose strongly disagreed (0%). Thus it

indicated if they agreed that they could develop their imagination through Digital Storytelling.

Furthermore, the finding in point 6 was reinforced by the findings from point 7 showed that 36.7% of the students said strongly agree that they could imagine the characters, time, places, and/or activities taking place in the story that shown by the teacher and 56.7% of the students said agree There were other small stated neutral (3.3%), disagree (3.3%), and none of the students expressed strongly disagrees (0%). Thus it proved that they could imagine the characters, time, places, and/or activities taking place in the story shown by the teacher.

Then the statement number eight concerned with the students' voices, either they enjoy or not in the implementation of Digital Storytelling in their learning activity. It is specified "*I enjoy learning English through Digital Storytelling*".

Based on the data examined in findings, mostly, the students were enjoyed learning English through Digital Storytelling. The result showed there were 20% of the students said strongly agree and 63.3% said agree. Then, there were small part states neutral (16.7%), disagree (0%), strongly disagree (0%). This percentage clearly showed if they enjoy learning English through Digital Storytelling.

The ninth statement focused on the voices of students toward the duration of Digital Storytelling for their listening activity. It itemized "*Digital Storytelling's duration is appropriate for us to concentrate on listening*" The result showed that 33.3% of the students chose strongly agree (SA) and 56.7% the students chose agree (A). While there were only 3.3% chose neutral (N) and 6.7%

chose to disagree (DA) and 0% chose strongly disagree (SDA). Thus it indicated that Digital Storytelling's duration was appropriate for them to concentrate on listening.

The next statement focused on students' interest toward the use of Digital Storytelling. It indicated that 23.3% of the students chose strongly agree (SA) and 46.7% chose to agree (A). On the other hand, there was a small part (26.7%) chose neutral (N), and disagree (3.3%), and none of the students expressed strongly disagrees (0%). Thus it indicated that the students claimed that they would like to participate in future Digital Storytelling activities.

Then point 11 indicated that 33.3% of the students agreed that they could understand the moral values of the story in the Digital Storytelling video presented by the teacher. Half of the students said agree (50%) and neutral (13.3%). While other small part stated disagree (3.3%) no one chose strongly disagree (0%). So it implied that the students agreed that they could understand the moral values of the story in the Digital Storytelling video presented by the teacher.

Further, the finding in point 11 was strengthened by the findings from point 12 shows that 33.3% chose (SA) strongly agree that they apply the moral values of the story in their daily life and nearly half of the students chose (A) agree (43.3%) and (N) neutral (23.3%). While no one chose (D) disagree (0%) and (SDA) strongly disagree (0%). So it implied that the students agree that they applied the moral values of the story in their daily life.

Next is point 13. It indicated that 23.3% of the students strongly agreed that

they recommend that the teacher use Digital Storytelling in teaching listening and nearly half of the students said agree (40%) and neutral (33.3%). While some small part of the students said disagree (3.3%) and 0% strongly disagree. Thus, it indicated that the students agreed that they recommend using Digital Storytelling in teaching listening.

However, point 14 indicated that only 3.3% strongly agreed and 16.7% agreed that the Digital Storytelling showed is not attractive. While 6.7% said neutral, nearly half stated disagree (46.7%), and 26.7% stated strongly disagree. So it was undeniable that the students disagreed that the Digital Storytelling shown is not attractive.

Then the finding in point 14 was also reinforced by the findings from point 15 indicated that 15% of the students strongly agreed and 13.3% agreed that the Digital Storytelling video has no suitable contrasting colors, so they felt hard in understanding the story from the video. Besides, 33.3% chose neutral, 30% stated disagree, and 13.3% stated strongly disagree. Therefore, based on the result, it indicated that most of the students disagreed that Digital Storytelling video has no suitable contrasting colors, so they felt hard to understand the story from the video.

However, when the statement focused on students' voice either they find a difficult or not in the implementation of Digital Storytelling in their listening activity as it is specified *"I find a difficulty to understand what the speaker says"*, the students respond differently among others. It showed that 13.3% of the students said they strongly agree, 36.7% stated agree, and hesitated (26.7%).

While 16.7% of the students disagreed and there were 6.7% strongly disagreed. This percentage clearly showed that the students found it difficult to understand what the speaker says.

The statement in point 17 is written, *“I felt bored when the teacher used Digital Storytelling.”* The result indicated that a small part of the student (10%) chose strongly agree (SA), 16.7% of them chose agree (A), and 30% stated neutral (N). However, there were 23.3% of students chose to disagree (DA) and 20% chose strongly disagree (SDA). Therefore, it implied that the students disagreed that they were bored when the teacher utilized Digital Storytelling in their learning.

The next is statement number 18. It showed that only 10% of the students strongly agreed and 20% agreed with the statement *“I didn’t feel helped in understanding narrative story by using Digital Storytelling.”* Besides, there were 16.7% stated neutral, 23.3% stated disagree, and 30% of them stated strongly disagree. So it can be said that the students disagreed that they didn't feel helped in understanding the narrative text by using Digital Storytelling.

Furthermore, the finding in point 18 was strengthened by the findings from point 19 showed there were 10% of the students who stated strongly agree that Digital Storytelling didn’t help them enhance their listening skills, 16.7% of students said agree and 13.3% of students said neutral. Besides, over one-third of the students claimed to disagree (33.3%) and strongly disagree (26.7%). So it clearly showed that the students disagreed that Digital Storytelling didn’t assist them enhance their listening skills.

The last statement focused on students' voices either the use of Digital Storytelling effective or not for their listening activity as it itemized "*Digital Storytelling is not effective in terms of time*". The result indicated that 6.7% of the students who stated strongly agree, 13.3% of students said agree, and another small part stated neutral (36.7%). However, nearly one-third of the students stated disagree (26.7%) and strongly disagree (16.7%). Thus, it clearly showed that the students disagreed that Digital Storytelling didn't help them enhance their listening skills

The responses to the 20 statements in table 1 implied that most of the students have positive voices towards the use of Digital Storytelling in teaching listening. Even always the students stated that they found a difficult to understand what the speaker says when the teacher uses Digital Storytelling. However, because the majority of the participant perceived positively, it can be implied that students' voices on the use of Digital Storytelling in teaching listening comprehension of narrative text were positive.

Also, the students' interview was conducted to support the answer from the questionnaire to know students' voices about the use of Digital Storytelling in learning listening narrative text. The interview consisted of 5 questions. The students perceived that the use of Digital Storytelling in learning listening comprehension of narrative text could create an engaging, unborring, fun, and enjoyable class. They were happy when learning narrative text by the use of Digital Storytelling. One of them expressed her happiness, she said: "*Yes sis, it's fun because it's added to it using voice and there is also animation so it looks*

more real. (Interviewee 2), ...using digital storytelling is more fun and not boring (Interviewee 4). It's fun because there is animation, then there is background sound so the story becomes more real, so the message from the story easily touches us (Interviewee 5). It indicated that the students perceived that the use of animation in Digital Storytelling make them interested.

In addition, the students feel that Digital Storytelling could increase their motivation to learn. One of them said: *Yes sis, it's fun because it's added to it using some sound (sound background) and there is also animation so it looks more real, it is very motivating so that my English will be better in the future"* (Interviewee 2). The other students have the same opinion, she said: *"of course, it's motivating. In there, we listen to the native speaker, so I am more motivated to understand the voices of native English speakers".* (Interviewee 5). It demonstrated that the students were motivated to learn listening by using Digital Storytelling. They were motivated because the Digital Storytelling video was provided using sound background, animation, and native speaker storyteller.

Further, the Digital Storytelling video could also assist them in improving their listening skills. They argued that Digital Storytelling makes them familiar with the native speakers' voice. When the researcher asked whether Digital Storytelling improving their Digital Storytelling, one of them said: *"Alhamdulillah it increased. ... I became more familiar with hearing English vocabulary".* (Interviewee 2). The other student also has the same opinion, she said: *"...it increased, I became more interested in the English"* (Interviewee 3). Based on the

interview, they perceived that their listening skills improved after the teacher use Digital Storytelling.

However, the students also faced some difficulties in using Digital Storytelling in teaching listening. One of them stated:” *The difficulty is the internet connection. When studying online, sometimes the video connection is interrupted in the middle. Also, sometimes the storyteller in the video is too fast. There also some vocabulary that is difficult to understand.*” (Interviewee 5). The other student also added: “*The video continues, it can't be repeated. For example, if there is something I don't understand, it can't be repeated*” (Interviewee 4). This statement implied that the student found difficulties in vocabulary, the speed of the video, and internet connection.

4.1.2 Teachers’ Voices towards the Use of Digital Storytelling in Teaching Listening

This section draws the obtained data toward the teachers’ voices on the use of Digital Storytelling in listening class. The researcher conducted an interview with Mrs. NW on the 1st of March 2021; the researcher asked some questions to Mrs. NW. First, the researcher asked the teacher, the purpose of using Digital Storytelling, then she said: “*The first is to test whether the students can understand what they hear. As we know that we have 4 competencies in language learning. Listening, speaking, reading, and writing. So here I hope that students can understand by listening to native speakers by listening to stories, not just reading the text.....*” She also added: “*From there, the students try to listen. After that, we ask them to understand the story. Then we ask some questions*

related to the content of the story.” Also, she said: *“Second, of course, to increase motivation. Maybe with variations like that, it will increase their motivation”* Based on these statements, the researcher found that there are two purposes of teachers to use Digital Storytelling. First, there are as the assessments, and second to increase students’ learning motivation.

Second, the researcher asked about her opinion toward the use of Digital Storytelling in teaching listening. She said: *“...it’s fun. Because they play IT there, they like it and they will not be bored if films or videos are shown to increase their motivation to learn.”* Then, the researcher asked her opinion, whether Digital Storytelling increases the enhancement of students’ collaboration. Then she said: *Yes, by listening to Digital Storytelling we give a video, then they listen, then we ask them questions. Maybe with that, we form a group. Now with their groups, they then share how the results of the answers from each group can then be presented in class, or if online today maybe we can use zoom, then we divide the group, try group A how the answer to number 1 is the same as group B.* Also, the researcher asked whether Digital Storytelling developed the awareness of autonomy for their English learning, she said: *“Yes, because with digital storytelling without a teacher, they can also play it over and over again. Heard then understood. If they don't understand, they can contact me. So, with Education using Digital Storytelling, it means that we encourage children to learn independently.*

The researcher found that the teacher perceived that teaching listening skills by using Digital Storytelling is fun for her and the students. They are well

motivated with the use of Digital Storytelling when learning with film or video. Learning through film or video attracts the students' motivation, collaboration, and developing awareness of autonomy for their English learning.

4.1.3 The Use of Digital Storytelling in Teaching Listening

The researcher observed the teaching and learning process in the ninth A grade. The observation was intended to see the learning process by using Digital Storytelling. The teacher applied discovery learning with the scientific approach based on the 2013 curriculum. Therefore, below is the observation on the use of the scientific method in implementing curriculum 2013 for junior high school.

Before the learning process started, the students were ready to start the class. The students joined the zoom meeting 15 minutes before the class would be started. The teacher checked the students' readiness to learn and told the students the learning objectives that would be achieved. The first step was stimulation. The teachers' role in this step was to give an example to the students by giving them a picture about *Bawang Merah and Bawang Putih* so that students could get more prior knowledge about the narrative text. Also, the teacher asked some questions to the students. Such as *When you were a child, did your parents tell you stories? What story did you like most? What was the last story you read?*. Then, the students actively answer the teachers' questions.

Then, the second step was questioning. In this step, the teacher guided the students to formulate some questions related to the picture given. The students were actively asked during this step and the teacher could control the learning process, conveyed the material, and facilitated interaction between students.

Therefore, in this step, the students were able to identify the social function and the structure of a narrative text. Next, the third step was an elaboration or collecting information. The teachers' role in this step was to ask the students to do a matching activity. The teacher provided some words related to the narrative text material, and the teacher asked the students to match those words with suitable ones, and the students could answer well. Also, the teacher gave the students a video about *Bawang Merah and Bawang Putih*, they were asked to listen and comprehend the video.

The fourth step was the association. After watching the video, the teacher gave some questions related to the video. This activity could stimulate the students to be more active. The students could answer the teachers' questions together and seem enthusiastic. In the last step or communication step, the teacher asked the students to mention social function, structure, and moral value as the reflection for the student, then the teacher and students together concluded the learning material that had been given. Before closing the class, the teacher gave the students an assignment and explained the instruction to do the assignment.

During the explanation of the material, the delivery of lesson materials done by the teacher was appropriate with the lesson plan prepared, and the students paid attention to the teachers' explanation. Also, the teacher could control the learning process, convey the material, and facilitates interaction between students. The students participated actively during the learning process. However, some of them were not confident with their English so the teacher gives some motivation to the students. Above all, the students were looked enthusiastic

during the learning process.

The rest of the learning process applied by the teacher was carrying out active learning. The teacher facilitated interaction between student-teacher and student-subject by providing opportunities to students to ask questions and provide responses to questions. However, not all students gave their opinion in the given opportunity. Most of the students only participated by giving some questions. Some of the students were giving their opinion after the teacher gave them some motivation to actively participated in the learning process.

Regarding the utilization of learning media and learning resources, the teacher was able to use the learning media properly and it was suitable with the material and strategy. In this class, the teacher integrated the use of Zoom Meeting and Digital Storytelling. Also, the teacher not only used the learning resources from English textbooks but also used learning material from the internet. As a result, students were interested in the material presented with the instructional media and the learning media involved the students' participation. Moreover, the learning media created positive attitudes towards the students.

The use of language during the learning process was appropriate for the students' language development. The teacher usually used English, then translated it to *Bahasa*, and explained the information in detail in *Bahasa*. Also, the teacher paid attention to the rules of those languages, in grammar, and also vocabulary. However, the students were hard to express their opinion in English, so the teacher needed to give them some motivation to be confident in speaking English. When they asked the question and gave their opinion, they usually used

Bahasa, then the teacher guided them on how to speak it in English.

Moreover, to get in-depth information towards the use of Digital Storytelling in teaching listening, the researcher conducted an interview with Mrs. NW on the 1st of March 2021; Mrs. NW stated: “... *Yes, we used Digital Storytelling several times in listening class.*” She also added: “... *Not only in listening but also I gave Digital Storytelling in reading lessons ...*” The interview above confirmed that Mrs. NW implemented Digital Storytelling in teaching listening skills several times. Also, she not only used it for listening comprehension but also integrated it with other skills.

When questioned about the way the teacher teaches listening using Digital Storytelling, She said: “..... *using Digital Storytelling in listening, we give a Digital Storytelling video, then they listen, then we give them questions.*”. In detail, She also added: “...*Sometimes with that, we make a group. Now with their groups, they shared the results of the answers from each group, then be presented in the class, or if online we can use zoom, then we divide the group...*” Also, she added: “*in there, they try to understand and enrich their vocabulary, they can understand a story and how they can also learn pronunciation to say words they have never heard before.*” From the interview above, the researcher found that Mrs. NW implemented Digital Storytelling into teaching listening as the main media in the learning process. Here, the students were listening and comprehended the video then the teacher asks them some questions related to the story given. Moreover, the teacher used Digital Storytelling as a medium for discussion in the group.

Regarding the use of Digital Storytelling in teaching listening, she said: *“...using discovery learning methods. Because there we ask children to find something from the material we provide”*. The researcher found that the teacher used discovery learning in teaching listening narrative text when using Digital Storytelling.

Also, the researcher asked wheater the school has appropriate facilities for teaching listening by using Digital Storytelling. The teacher said: *“Alhamdulillah, the school has provided it because we have a computer laboratory and other facilities to support learning using IT media. Also, the schools’ IT experts create links for learning (E-Learning).”* It implied that the school has an appropriate facility for teachers in applying Digital Storytelling in teaching listening, it is also supported by the IT expert team of MTsN 4 Jembrana to help the teacher in preparing the meeting on the online platform.

4.2 Discussion

In this part, the researcher discussed the result of research that has been done in MTsN 4 Jembrana. The discussion explains the problem of research that has been stated in chapter I. Students' voices on the subject and how the teacher delivered the lesson are highly significant in the teaching and learning process since teachers, lecturers, and instructors must consider students' preferences when developing teaching materials and lessons. If the students have a positive voice they will have positive thoughts and they will accept the lesson easily and vice versa.

In terms of interest, the result showed that a majority of the participants viewed Digital Storytelling as an interesting medium for learning skills. Therefore, based on the result of the questionnaire and interview above it can be concluded that most of the students have a positive voice of the use of Digital Storytelling in teaching listening narrative text. The result of this study is supported by the result of other studies. A study of Juvrianto et al (2018) on a group of Eight grade students of MTsN 4 Pare-Pare indicated that digital Storytelling is a fun and interesting learning medium that contains various stories and beautiful pictures in each scene. So the students are easy to figure them out. Also, the majority of the participant of Ahmad and Yamat (2020) perceived that they feel enjoy the class because it meets their current learning needs. This factor also makes students perceive indirectly that learning English is fun.

The students also perceived that Digital Storytelling might help them enhance their learning motivation. This result was supported by the data finding of Kia (2013) who conducted a study of the effects of digital stories on listening comprehension skills with 9 year-old third grade students in a Malaysian primary school which used instruction in Chinese. The study revealed that students showed a positive attitude towards the use of Digital Stories. They were highly motivated, stayed attentive while listening, and had the better concentration for a longer period of time. This is because Digital Storytelling combines images, music, animation, and the soundtrack to make the story alive.

Moreover, it was also supported by the findings of the result of Anggriyashati (2020) that applied a quasi-experimental group of Indonesian EFL

learners. The result showed that the experimental class showed a slightly higher level of motivation than the control class. Therefore, it can be said that Digital Storytelling seemed to have a positive voice in terms of motivation. Also, the other researchers emphasized that Digital Storytelling can increase students learning motivation and involvement in English learning (Foelske, 2014; Sadik, 2008; Lobello, 2015).

The researcher revealed that the students also perceived that digital storytelling enables them to understand the story's content better and improve their listening skills. This result was in line with the study conducted by Juvrianto et al (2018) who employed the quan-qual model, the study revealed that the students' result of post-test for the experimental group was higher than the students' result in post-test for the control group. The difference in the students' scores was statistically significant. Also, it was supported by Robin (2008) stated that digital storytelling is a new way to make abstract or conceptual content more understandable

This can happen because the students receive the video and audio when they listen to the story. These videos and audio help scaffold the students' understanding by watching the story as well, instead of just listening to it, to make sense of the meaning of the unfamiliar vocabulary used. Therefore, the students able to develop their imagination through Digital Storytelling. This could have to do with the use of various learning senses. In digital storytelling, there are different senses are involved in this technique. There are hands, eyes, and ears involved. As stated by Gils (2005), the integration of different learning senses,

allows students to learn best from their preferred approach. Not only that, they can imagine the stuff they see with the significance of the tales and relate them. Therefore, the learner enables to learn better in comprehend the narratives.

Based on the observation and interview, the researcher found two purposes for the teacher to use Digital Storytelling. There are to test students' listening skills and increase students' learning motivation. Shal (2016) pointed out that retelling a story is the most straightforward assessment. It is often used as an assessment tool. The use of Digital Storytelling as an assessment tool was in line with (Progosh, 1996) who stated that based on the result of his study, using video in listening comprehension is a good idea. Nevertheless, the purpose and the use of the test must be kept in mind. In this case, because the syllabus and materials incorporated video for listening comprehension, it followed that video should be used for assessing learners' achievement.

Moreover, since technology is now the standard for students. They develop and grow as a result of this development, which may motivate them to provide their attention. The software and the media used to design the narratives capture their attention on the screen. It was in line with Sadik (2008) stated Digital storytelling helps students boost their learning motivation and Lobello (2015) emphasizes in his research the increase in the motivation of learners by using digital storytelling.

It has been known that teachers today need to move forward with technology and use it to enhance their classrooms. Today's students are digital natives and teachers must use the technology that motivates them to "hook" these

students to become excited about their learning (Foelske, 2014). Digital Storytelling providing students with the ability to achieve 21st-century skills (Kajder, 2004; Robin, 2008; Ware, 2006).

According to the result of this research, the researcher found that Digital Storytelling was able to help teachers expand students' engagement in the class. Especially in enhancing students' collaboration and developing the awareness of autonomy for their English learning. It was in line with Lowenthal in bin Harun (2009) who stated that one of the benefits of Digital Storytelling in education, teachers can expand students' engagement in class. Moreover, students in the twenty-first-century generation are exposed to technology and digital media. Specifically, the researcher was found that the teacher utilized Digital Storytelling to provide students' collaboration. After watching the video, the students are discussing some questions related to the video. This result was in line with Reyeyes (2012) stated that discussion served as a final reflection on the educational benefits of Digital Storytelling and how it had contributed to their English Learning. Also Supported by Sadik (2008) indicated that learners were encouraged to systematize and express their opinion individually and meaningfully. Thus, it implied that Digital Storytelling has the potential to promote learner autonomy from a cognitive point of view. Therefore, it is an appropriate way to engage students in the learning process using Digital Storytelling.

In implementing Digital Storytelling into teaching listening narrative text, the teacher in MTsN 4 Jembrana applied discovery learning with the scientific

approach of the 2013 curriculum with the following steps. The first step is stimulation. The teachers' role in this step was to give an example to the students by giving them a picture about *Bawang Merah and Bawang Putih* so that students can get more prior knowledge about the narrative text. Also, the teacher asks some questions to the students. Then, the students actively answer the teachers' questions. The learning activity in this step was in line with Roel (2010:5) who stated that in pre-teaching the teacher should give an introduction about the video, so the students would have clue about the video and would not be confusing the students. Also, it was in line with Kusumarasdyati (2006) who claimed that in the beginning stage, the teacher spends a sufficient amount of time to help the students build an appropriate schemata to facilitate comprehension so they can relate to their prior knowledge.

Then, the second step is questioning. In this step, the teacher guides the students to formulate some questions related to the picture given. The students were actively asked during this step and the teacher can control the learning process, convey the material, and facilitating interaction between students. Therefore, in this step, the students were able to identify the social function and the structure of a narrative text. Elaboration or collecting information was another step applied. The teachers' role in this step was to ask the students to do a matching activity. The teachers provided some words related to narrative text material and the teacher asks the students to match those words with suitable ones and the students can answer well. Also, the teacher provided a video about *Bawang Merah and Bawang Putih*, they were asked to listen and comprehend the

video. This step was in line with Kusumarasdyati (2004) stated that in while-viewing, learners listen by doing some comprehension questions.

In addition to the third step, the association became the fourth step applied. After watching the video, the teacher asked some questions related to the video. This activity can stimulate the students to be more active. The students can answer the teachers' questions together and seem enthusiastic. Communication step was the last step used in the learning activity, the teacher asked the students to mention social function, structure, and moral value as the reflection for the student, then the teacher and students together concluded the learning material that has been given. Before close the class, the teacher gives an assignment to the students and she explains the instruction to do the assignment. The last step was also in line with Kusumarasdyati (2004) who named the last step as a post-viewing step, in this step the activities focus on what the learners have done in watching the film or video.

Based on the result, it can be implied that most of the classroom activities when integrating Digital Storytelling were done by implement a discovery learning model. According to Permendikbud (Ministry of Education and Culture Regulation) No. 65 on 2013 about the standard process, to realize the skill which will be taught, a learning model which applies the discovery or inquiry learning model is needed (2013:9). The finding was in line with research conducted by *Badan Pengembangan Sumber Daya Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan* (2013) has integrated several steps of discovery learning that must be applied; stimulation, questioning, elaboration, association, and

communication. Therefore, the discovery learning is suitable with the learning approach in the curriculum of 2013 especially in the implementation of Digital Storytelling in teaching listening comprehension.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and suggestions. The researchers draw a conclusion based on findings and discussions in the previous chapter. It also presents some recommendations for the significance of this study.

5.1 Conclusion

Based on the findings explained in the discussion about the use of Digital Storytelling in the ninth grade of MTsN 4 Jembrana and students' voices and teachers' voices on the implementation of Digital Storytelling in the ninth grade of MTsN 4 Jembrana, the researcher then concluded. Thus, the conclusion covers all of the research questions of this study.

The researcher concluded that Digital Storytelling assisted students and teachers in English language teaching and learning. The students stated that learning English through Digital Storytelling is fun. They also agreed that digital storytelling enables them to understand the story's content better and improve their listening skills. Also, the researcher found that Digital Storytelling was able to enhance students' learning motivation. Most of the students have positive voices towards the use of Digital Storytelling in teaching listening. Even always there are some difficulties that the students face when the teacher uses Digital Storytelling, but because of the majority of the participant perceived positively, it can be concluded that students' voices on the use of Digital Storytelling in teaching listening skills of narrative text are positive.

There are two purposes of the teacher to use Digital Storytelling. There are to test students' listening skills and increase students' learning motivation. Digital Storytelling also helps teacher expand students' engagement in the class. Especially in enhancing students' collaboration and developing the awareness of autonomy for their English learning.

When implementing Digital Storytelling, the teachers apply the discovery approach with five steps of the teaching process: stimulation, questioning, elaboration, association, communication. The implementation of Digital Storytelling into teaching listening is actualized in the association step. When implementing Digital Storytelling into teaching English as a foreign language, the teachers' role is more dominant as a facilitator.

5.2 Recommendation

Following the above conclusion, the researcher proposed some suggestions for English teachers and future researchers. For English teachers, Digital Storytelling helps teacher expand students' engagement in the class. Especially in enhancing students' collaboration and developing the awareness of autonomy for their English learning. Furthermore, teacher needs to be creative in designing the lesson when integrating Digital Storytelling into teaching listening skills. Also, the teachers should improve their IT literacy to follow the demand of this era for educational purposes. For future researchers, Digital Storytelling is one of the interesting and joyful media with great potential. The future researcher should explore more about its potential in assisting students in reading, speaking, and

writing skills. Also, explore more about its potential for self-study and distance learning.

REFERENCE

- Adara, R., and A. Haqiyyah.(2021). The Effects of Integrating Digital Storytelling to Students' Motivation. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 7(2), 131-45, doi:<https://doi.org/10.19109/ejpp.v7i2.6023>
- Ahmad, W. I. W., & Yamat, H. (2020). Students ' Perception on Learning English Language through Conventional and Digital Storytelling Students ' Perception on Learning English Language through Conventional and Digital Storytelling. *International Journal of Academic Research in Business and Social Sciences*, 10(2), 484–504. <https://doi.org/10.6007/IJARBS/v10-i2/6945>
- Anderson, Stephen C. (1985). Animate and inanimate pronominal systems in Ngyembon-Bamileke. *Journal of West African Languages* 15(2): 61-74
- Arifah, A. (2014). *Study on the use of technology in ELT classroom: Teachers' perspective*. [Thesis, Department of English and Humanities, BRAC University]. Dhaka, Bangladesh.
- Arsyad, A. (2006). *Media Pelajaran*. Jakarta: Raja Grafindo Persada.
- Ary, D. (2006). *Introduction to Research in Education* (8th Editio). Wadsworth.
- Asemota, D. H. E. (2015). Nature, Importance and Practice of Listening Skill. *British Journal of Education*, 3(7), 27–33.
- Asnawir; Usman Basyiruddin. (2002). *Media Pembelajaran*. Ciputat Pers.
- Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan. (2013). *Model dan Penerapan Pembelajaran Penemuan Dalam Bahasa Inggris*. Kementerian Pendidikan dan Kebudayaan.
- Behmer, S. (2005). Literature review digital storytelling: Examining the process with middle school students. Paper presented at the Proceesings of the Society for Information Technology and Teacher Education International Conference, Arizona, USA
- Bennet, D., Culp, K. M., Honey, M., Tally, B.,&Spielvogel, B. (2000). It all

depends: Strategies for designing technologies for educational change. Paper presented at the International Conference on Learning Technology, Philadelphia, PA.

- Bhakti, S. O. W. (2020). Students' perception on the Digital Storytelling implementation on Developing the Writing Skills. *JURNAL BAHASA INGGRIS TERAPAN (JOURNAL OF APPLIED ENGLISH)* , 6(2), 1-9. <https://doi.org/10.35313/jbit.v6i2.2046>
- Bin Harun, H. (2009). Digital Storytelling: New Medium in Communicating Knowledge and Information. *International Conference on Innovation in Teaching and Management of Higher Education (ICITM 09)*. (Unpublished) (Retrieved: https://www.researchgate.net/profile/Harryizman_Harun/publication/282063157_Digital_Storytelling_New_Medium_In_Communicating_Knowledge_And_Information/links/5602137008aecb0ce881b2e7.pdf).
- Bowen and Morgan, Betty. (1994). *Visual Aids in Language Teaching*. London: Modern English Publication.
- Bozdogan, D. (2012). Content Analysis of Elt Students' Digital Stories for Young Learners. *Novitas Royal: Research on Youth and Language*, 6(2), 126–136.
- Bransford, J., Brown, A., & Cocking, R., (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academic Press
- Brown, H. D. (2001). *Teaching by Principles: An interactive approach to language pedagogy*, (2nd edition) . New York: Longman
- Cigerci, F. M., & Gultekin, M. (2017). (2017). Use of digital stories to develop listening comprehension skills. *Issues in Educational Research*, 27 (2).
- Costley, K. C. (2014). *The positive effects of technology on teaching and student learning*. Arkansas Tech University.
- Cox, C. B., & Cox, C. B. (2014). *21st Century Skills and Principles of Flow in the Foreign Language Classroom*. [Thesis, Department of Spanish and Portuguese Brigham Young University]. <https://scholarsarchive.byu.edu/etd/4197>
- Dalim, S., Muhamad Azliza, N., Ibrahim, N., Zulkipli, Z., & Mohd Yusof, M. (2019). Digital Storytelling for 21st Century Learning: A Study on Pre-Service Teachers' Perception. *Asian Journal Of University Education*, 15(3),

226-234. doi:10.24191/ajue.v15i3.7801

Digital Storytelling Association. (2002). Digital Storytelling. [Online]
<http://www.dsaweb.org/>

Ducey, M. (2007). *Crash Course in Storytelling*. Libraries Unlimited.

Drayton, B., Falk, J. K., Stroud, R., Hobbs, K., & Hammerman, J. (2010). After installation: Ubiquitous computing and high school science in three experienced, high-technology schools. *Journal of Technology, Learning, and Assessment*, 9(3), 1-57. <https://eric.ed.gov/?id=EJ873677>

Foelske, M. (2014). Digital storytelling : the impact on student engagement, motivation and academic learning. [Graduate Research Paper. University of Northern Iowa]. <https://scholarworks.uni.edu/grp/167>

Fortune, T. (2000). *Immersion Teaching Strategies Observation Checklist*. 2(3), 3–5. <http://carla.acad.umn.edu/checklist.html>.

Hai, K. (2017). The Islamic Education Methods in Al-Quran. *Ta'dib: Jurnal Pendidikan Islam*, 22(1), 48-57. <https://doi.org/10.19109/td.v22i1.1621>

Harryizman, H., & Norshuhada, S. (2009). Digital Storytelling: New Medium In Communicating Knowledge And Information. *International Conference on Innovation in Teaching and Management of Higher Education (ICITM 09), September 2015*. <https://doi.org/10.13140/RG.2.1.5094.4483>

Heather Lotherington, N. R. (2014). 2B or not 2B: From pencil to multimodal programming: New frontiers in communicative competencies. *Digital Literacies in Foreign Language Education: Research, Perspectives, and Best Practices*, 12, 201–226.

Jenkins, M., & Lonsdale, J. (2007). Evaluating the effectiveness of digital storytelling for student reflection. *ASCILITE 2007 - The Australasian Society for Computers in Learning in Tertiary Education*, 440–444. Proceedings ASCILITE Singapore 2007

Juvrianto, Atmowardoyo, H., & Weda, S. (2018). The Use of Digital Storytelling in Teaching Listening Comprehension: An Experimental Study on the Eighth Grade Students of SMP Negeri 4 Parepare. *ELT Worldwide Journal*, 5(1), 1–9.

Kajder, S. B. (2004). Enter here: Personal narrative and digital storytelling.

English Journal, 93 (3), 64-68.

Kemendikbud. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan no. 65 tahun 2013 Tentang Standar Proses*.

Kusumarasdyati. (2006). Subtitled Movie DVDs in Foreign Language Classes. *Paper Presented at the ARRE Annual Conference*.

Leong, A., Abidin, M.J., & Saibon, J. (2019). Learners' Perceptions of The Impact of Using Digital Storytelling on Vocabulary Learning. *Teaching english with technology*, 19, 3-26.

LoBello, Chelsea. (2015). The Impact of Digital Storytelling on Fourth Grade Students' Motivation to Write. Education and Human Development Master's Theses. 573. http://digitalcommons.brockport.edu/ehd_theses/573

Macháčková, E. (2009). Teaching Listening. Bachelor Thesis, Pedagogical Faculty Department of English language and literature, Masaryk University Brno.

Mahadi, Y., & Ana, H. (2018). *The Effect Of Multimedia On Student's Listening Comprehension At Eight Grade Of SMPN 12 Kendari*. 3(2).

Marguerite G Lodico, Dean T Spaulding, K. H. V. (2010). An Introduction to Educational Policy Research. In *Education and Urban Society* .7(3). <https://doi.org/10.1177/001312457500700301>

Mohamed, M., & Mohamed, K. (2018). Using Audiobooks for Developing Listening Comprehension among Saudi EFL Preparatory Year Students. *Journal of Language Teaching and Research*. 9(1), 64–73. DOI: <http://dx.doi.org/10.17507/jltr.0901.08>

Morley, J. (2002). *Aural Comprehension Instruction : Principles and Practices Making the Case : The Importance*. Longman.

Nurjanah, S. (2019). *Using Storytelling to Improve Students' Listening Ability*. Muhammadiyah University of Makassar.

Park, J. (2014). A study of digital storytelling based programming education. *Journal of the Korean Association of Computer and Information*. 19 (5), 119-128. <https://doi.org/10.9708/jksci.20.14.19.5.119>

Patel, C. (2013). Use of multimedia technology in teaching and learning

- communication skill: An analysis. *International Journal of Advancement in Research & Technology*, 2(7), 116-123
- Pourhossein Gilakjani, A., & Sabouri, N. B. (2014) Role of Iranian EFL teachers about using *Pronunciation Power* software in the instruction of English pronunciation. *Englis Language Teaching*, 7(1), 139-148. doi: <http://dx.doi.org/10.5539/elt.v7n1p139>
- Progosh, David. 1996. *TESL Canada Journal*, 14(1), 34-44. doi: <https://doi.org/10.18806/tesl.v14i1.676>
- Ramirez, D., & Alonso, I. (2007). Using digital stories to improve listening comprehension with Spanish young learners of English Using Digital Stories to Improve Listening. *Language, Learning & Technology*, 11(February 2007), 87–101.
- Robin, B. R., & Robin, B. R. (2014). *Digital Storytelling : A Powerful Technology Tool for the 21st Century Classroom*. August 2014, 37–41. <https://doi.org/10.1080/00405840802153916>
- Sadik, A. (2008). *Digital storytelling: a meaningful technology-integrated approach for engaged student learning*. 487–506. <https://doi.org/10.1007/s11423-008-9091-8>
- Sanjaya, W. (2014). *Media Komunikasi Pembelajaran*. Jakarta: Kencana
- Saville, M. (2006). *Introducing Second Language Acquisition*. Cambridge University Press.
- Syafriza, I, Chaer, H., & Evenddy, S. S. (2015). Enhancing Students ' Listening Through Digital Storytelling. *European Journal of English Language Teaching*, 1(1), 47–57.
- Van Gils, F. (2005). Potential applications of digital storytelling in education. Paper presented at the 3rd Twenty Student Conference on IT, Enschede June, 2005
- Yama, A., & Ulusoy, M. (2016). The Effect of Digital Storytelling in Improving the Third Graders ' Writing Skills *International Electronic Journal of Elementary Education*, September 2016, 9(1), 59-86

Appendix I

Teachers' lesson plan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBRANA
MADRASAH TSANAWIYAH NEGERI 4 JEMBRANA
 Jalan Pulau Jawa Nomor 60 Jembrana-Bali NPSN: 50105657
 NSM: 121.1.51.01.0004 email mtsnjembrana@kemenag.go.id

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : Madrasah Tsanawiyah (MTs) Negeri 4 Jembrana
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : *Narrative Text*
 Kelas/Semester : IX A/2
 Alokasi Waktu : 40 Menit

Kompetensi Inti

KI1 dan KI2: Menghargai dan menghayati ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales pendek dan sederhana,	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan berbentuk fairytales pendek dan sederhana. Membandingkan dua teks naratif

sesuai dengan konteks penggunaannya.	lisan pendek dan sederhana berbentuk fairytales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	Menyimpulkan informasi rinci dari teks naratif lisan fairytales Menampilkan (to perform) informasi rinci teks naratif lisan fairytales

Tujuan Pembelajaran

Melalui *scientific approach* dengan model pembelajaran *discovery learning*, peserta didik dapat menganalisis fungsi sosial, struktur teks, unsur kebahasaan, dan menyimpulkan informasi pada *narrative text* lisan dengan capaian nilai KKM dengan menunjukkan perilaku disiplin, jujur, bekerjasama dan bertanggungjawab.

Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran menggunakan <i>zoom meeting</i>, memeriksa kehadiran peserta didik dan kesiapan siswa sebagai sikap disiplin. Apersepsi Mengaitkan materi sebelumnya dengan materi yang akan dipelajari. Menjelaskan tujuan pembelajaran yang akan dicapai. Menyampaikan cakupan materi yang akan dipelajari dan tehnik penilaian	
Kegiatan Inti (30 Menit)	
Sintak Discovery Learning	Kegiatan Pembelajaran

Stimulation (Pemberian Rangsangan)	KEGIATAN LITERASI Mengamati Guru mengarahkan peserta didik untuk mengamati gambar terkait sebuah fairy tales (Bawang Merah dan Bawang Putih)  <i>(taken from internet)</i> Guru mengajukan pertanyaan pendahuluan : 1. <i>When you were a child, did your parents tell you stories?</i> 2. <i>What story did you like most?</i> 3. <i>Now, do you like reading stories or watching movies?</i> 4. <i>What was the last story you read?</i> 5. <i>Do you enjoy reading the stories or watching the movies?</i>
Problem statement (pertanyaan/ identifikasi masalah)	CRITICAL THINKING Menanya - Peserta didik merumuskan pertanyaan terkait gambar yang telah ditampilkan. - Peserta didik mengidentifikasi informasi terkait fungsi sosial dan struktur teks naratif yang akan dipelajari hari itu dan akan dijawab melalui kegiatan belajar.
Data collection (pengumpulana n data)	CRITICAL THINKING Mengumpulkan informasi - Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan sebagai berikut: - Mengeksplorasi (Mengumpulkan data) dengan kegiatan menjodohkan (<i>matching</i>) beberapa kata (istilah) yang berkaitan dengan teks naratif sesuai dengan deskripsinya atau contohnya.
Data processing (pengolahan data)	COLLABORATION DAN CREATIVITY Mengasosiasi - Peserta didik mengamati video <i>Digital Storytelling</i> yang di share guru melalui <i>screen share</i> di <i>zoom meeting</i>. - Guru membimbing peserta didik dalam pengumpulan data dan memantau peserta didik yang kurang mengerti atau kesulitan - Peserta didik mengolah informasi dari materi teks naratif hasil dari kegiatan mengamati dengan menjawab beberapa pertanyaan

	- Peserta didik menarik hipotesis dari hasil pengumpulan data.
Verification (pembuktian)	COMMUNICATION Mengomunikasikan - Peserta didik memverifikasi hasil yang telah mereka pelajari melalui kegiatan : - Guru meminta siswa untuk menjelaskan fungsi sosial, struktur, serta kesimpulan dari cerita yang ditayangkan dalam bentuk essay singkat
Generalization (menarik kesimpulan)	COMMUNICATION Mengomunikasikan Guru dan peserta didik menyimpulkan materi pembelajaran
Kegiatan Penutup (5 menit)	
	- Guru menyampaikan materi pembelajaran pada pertemuan berikutnya dan mengucapkan salam penutup dan berdoa.

Teknik Penilaian

Penilaian sikap : Observasi keaktifan di kelas, grup WA, dan *Room Zoom Cloud Meetings*.

Penilaian Pengetahuan : Tes Formatif melalui tes tertulis berupa essay. Tes Sumatif berupa soal pilihan ganda dan essay.

Penilaian Keterampilan : Menampilkan/ mempresentasikan informasi rinci teks naratif lisan *fairytale*s

Mengetahui,
Kepala Sekolah

Jemberana, 26 Februari 2021,
Guru Mata Pelajaran

Patahul Bari, S.Ag, M.Pd
NIP.

Nurdiana Wahyuni, S.Pd, M.Pd
NIP.

Appendix II
Observation Sheet

LEARNING ACTIVITY OBSERVATION SHEET

Sekolah : MTsN 4 Jembrama

Kelas : IX A

NO	ASPECTS TO BE OBSERVED	OPTION		DESCRIPTION
		YES	NO	
I	Pre Learning			
	The teacher check the learners’ readiness			
II	Opening			
	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom			
	The teacher tells the aims of the study			
III	Core Activities			
	A. Explanation of the material			
	The delivery of lesson materials done by the teacher was appropriate with the lesson plan prepared.			

	Teacher asks the students how far they understand the material			
	Teacher can control the learning process, convey the material clearly, and facilitating interaction between students			
	The teacher is facilitating interaction between student-teacher, student-subject.			
	B. Learning Approach / Strategy			
	Carry out active learning			
	Provide opportunities to students to ask questions			
	Provide responses to questions.			
	Motivate students to ask questions			

NO	ASPECTS TO BE OBSERVED	OPTION		DESCRIPTION
		YES	NO	
	C. Utilization of Learning media/ Learning Resources			
	The teacher able to use the learning media properly			
	The learning media is suitable with the material and strategy			
	The teacher uses the learning resources other than books teach and worksheets			
	D. Assessment Process			
	Teacher gives assignments /exercises for the students			
	E. Use of Language			
	The language used by the teacher is appropriate with the students' language development			
	The teacher used appropriate language with the rules			

IV	CLOSING			
	Provide conclusions and reflection			

STUDENTS' ACTIVITY OBSERVATION SHEET

Sekolah: MTsN 4 Jembrama

Kelas : IX A

Tanggal:

NO	ASPECTS TO BE OBSERVED	OPTION		DESCRIPTION
		YES	NO	
I	Pre Learning			
	1. The students were ready to start the class			
II	Opening Lessons Activities			
	1. The students answer the teachers' questions			
	2. The students listen to the explanation about competencies to be achieved			
III	Learning Core Activities			
	A. Explanation of the material			
	1. Students pay attention to the teachers' explanation			

	2. Students ask during the material explanation process			
	3. The students participated actively during the learning process			
	4. The students looked enthusiastic during the learning process			
	B. Learning Approach / Strategy			
	1. Students give opinions in the given opportunity			
	2. Students take some notes of the explanation given by teacher			
	C. Utilization of Media Learning / Learning Resources			
	1. Students were interested in the material presented with instructional media			
	2. The learning media involved the students participation			

	3. The learning media created positive attitudes towards the students			
	D. Assessment Process			
	1. Students do the assignments / exercises given by teacher			
	2. Students were answering teacher questions correctly			
	E. Use of Language			
	1. Students express their opinion			
	2. Students ask questions			
	CLOSING			
	Involvement in giving summary / conclusion			

Obsever,

Minatul Azmi

Appendix III Questionnaire

Questionnaire

Variable	Indicators	Statements
Students' voices on the use of Digital Storytelling	Positive Voices	I feel that learning English through Digital Storytelling is fun. Digital Storytelling activities help me to understand the content better. The implementation of Digital Storytelling helps me to practice my listening skills in comprehending the meaning of the story I heard. I feel that my listening skill improve after listening to Digital Storytelling. Using Digital Storytelling enhance my motivation in learning English I can develop my imagination through Digital Storytelling I could imagine the characters, time, places and/or activities taking place. I enjoy learning English through Digital Storytelling Digital Storytelling's duration is appropriate for us to concentrate on listening I would like to participate in future Digital Storytelling activities. I recommend teacher to use Digital Storytelling in teaching listening

	Negative Voices	Digital Storytelling shown is not attractive Digital Storytelling video has no suitable contrasting colors, so I feel hard in understanding the story from the video. I find a difficulty to understand what the speaker says. I felt bored when the teacher used Digital Storytelling, I didn't feel helped in understanding narrative story by using Digital Storytelling. Digital Storytelling didn't help me enhance my listening skill. Digital Storytelling is not effective in terms of time
--	--------------------	--

Appendix IV

Lembar Validasi Instrumen Kuisisioner Penggunaan Digital Storytelling untuk pembelajaran menyimak

Nama : Dr. H. Langgeng Budianto, M. Pd
 NIP : 197110142003121001
 Instansi : UIN Maulana Malik Ibrahim Malang

A. Petunjuk Pengisian Angket

1. Sebelum mengisi angket ini, mohon Bapak/Ibu membaca dengan teliti angket penggunaan *Digital Storytelling* untuk pembelajaran menyimak
2. Instrumen ini berisi kolom pertanyaan dan kolom jawaban. Silahkan Bapak/Ibu memberi tanda centang (✓) pada salah satu skor yang terdapat pada kolom jawaban sesuai dengan kriteria penilaian Bapak/Ibu.
3. Keterangan skor beserta kriteria penilaian angket adalah sebagai berikut:

Skor	Keterangan
1	Sangat tidak (tepat, sesuai, jelas, menarik, mudah)
2	Kurang (tepat, sesuai, jelas, menarik, mudah)
3	Cukup (tepat, sesuai, jelas, menarik, mudah)
4	Tepat (tepat, sesuai, jelas, menarik, mudah)
5	Sangat (tepat, sesuai, jelas, menarik, mudah)

B. Pertanyaan

No	Aspek yang dinilai	Skor				
		1	2	3	4	5
1	Menggunakan bahasa Indonesia yang sesuai dengan Ejaan Yang Disempurnakan (EYD)					
2	Kesesuaian bahasa dengan tingkat berpikir siswa.					
3	Kesesuaian penggunaan bahasa.					
4	Kesesuaian angket dengan komponen variabel penelitian					

C. Pernyataan

Kritik dan saran langsung ditulis pada angket yang dibuat untuk diperbaiki

Malang, 15 Februari 2021

Validator,

Dr. H. Langgeng Budianto, M.Pd.
NIP.197110142003121001

Appendix V
Result of Questionnaire

Result of Questionnaire

No	Statement	Alternative Answer					Total
		SA	A	N	DA	SDA	
1	I feel that learning English through Digital Storytelling is fun	10	16	4	0	0	30
2	Digital Storytelling activities help me to understand the content better.	9	17	4	0	0	30
3	The implementation of Digital Storytelling helps me to practice my listening skills in comprehending the meaning of the story I heard.	12	17	0	1	0	30
4	I feel that my listening skill improve after listening to Digital Storytelling.	11	15	3	1	0	30
5	Using Digital Storytelling enhance my motivation in learning English	8	19	2	1	0	30
6	I can develop my imagination through Digital Storytelling	6	18	5	1	0	30
7	I could imagine the characters, time, places and/or activities taking place.	11	17	1	1	0	30
8	I enjoy learning English through Digital Storytelling	6	19	5	0	0	30
9	Digital Storytelling's duration is appropriate for us to concentrate on listening	10	17	1	2	0	30
10	I would like to participate in future Digital Storytelling activities.	7	14	8	1	0	30

11	I can understand the moral values of the story in the Digital Storytelling video presented by the teacher.	10	15	4	1	0	30
12	I apply the moral values of the story in my daily life.	10	13	7	0	0	30
13	I recommend teacher to use Digital Storytelling in teaching listening	7	12	10	1	0	30
14	Digital Storytelling shown is not attractive	1	5	2	14	8	30
15	Digital Storytelling video has no suitable contrasting colors, so I feel hard in understanding the story from the video	3	4	10	9	4	30
16	I find a difficulty to understand what the speaker says	4	11	8	5	2	30
17	I felt bored when the teacher used Digital Storytelling,	3	5	9	7	6	30
18	I didn't feel helped in understanding narrative story by using Digital Storytelling.	3	6	5	7	9	30
19	Digital Storytelling didn't help me enhance my listening skill.	3	5	4	10	8	30
20	Digital Storytelling is not effective in terms of time	2	4	11	8	5	30

Annotation:

SA: Strongly Agree

DA: Disagree

A: Agree

SDA: Strongly Disagree

N: Neutral

Appendix VI

Interview Guideline

1. Years of experiences in teaching English
2. Please describe your familiarity with technology to support teaching
3. Do you agree that, nowadays students are more attuned to learning with digital media or new technologies?
4. Do you use Digital Storytelling for teaching listening skills in the 9th grade of MTsN 4 Jembrana?
5. How often do you use Digital Storytelling for teaching listening skill?
6. For what purpose do you use Digital Storytelling in your Listening class?
 - Is it used for the students' motivation?
 - Is it used for the presentation of the content?
 - Is it used for the practical application of the content?
 - Is it used for testing of the content?
7. Does your school have sufficient technical equipment for using Digital Storytelling?
8. When you are teaching from home, how often you are using Digital Storytelling? Why?
9. What difficulties do you think will be found in accessing and implementing Digital Storytelling?
10. In your opinion, is the use of Digital Storytelling gives advantages for your students in learning listening skill?
 - Did you think that digital Storytelling is fun, hands-on, motivating, and engaging for students?
 - Did you think that Digital Storytelling can promote students' cooperation in their English learning process?
 - Did you think that Digital Storytelling can be used as supplementary learning materials to meet core pedagogical standards?

- Did you think Digital Storytelling can help students to develop the awareness of autonomy for their English learning?
11. Do you comfortable with the idea of using Digital Storytelling as tool for teaching listening?
 12. What do you think about the Digital Storytelling in English education for teaching listening in 9th grade of MTsN 4 Jembrana?
 13. Tell me about the ways you would normally plan a lesson
 14. How do you think Digital Storytelling helpful in improving learners' interests and English competence?
 15. What do you think are the disadvantages of Digital Storytelling?
 16. What are the current approaches you use to teach listening?
 17. Please explain the reasons why you choose to use or not use Digital Storytelling to teach listening.
 18. What approaches do you think can facilitate the incorporation of Digital Storytelling in teaching listening?
 19. What responsibilities should the school/teachers/parents take in order to achieve this implementation?
 20. What do you think your students should do to best achieve the usefulness of Digital Storytelling in their English learning?

Students Interview Guideline

1. What do you think about the learning process using Digital Storytelling?
2. Did you think that the digital Storytelling is fun, hands-on, and motivating for you?
3. Did you think your listening skill improve after listening to Digital Storytelling?
4. What do you think about your listening skills? Is there any improvement?
5. What have you learned from learning using Digital Storytelling?
6. What are difficulties that you find when learning using Digital Storytelling?

Appendix VII

Result of the Interview

Result of Teachers' Interview

1. Berapa tahun pengalaman dalam mengajar bahasa Inggris

Kurang lebih 20 tahunan ya.
(Approximately 20 years)

2. Jelaskan seberapa familiar anda dengan teknologi untuk mendukung pengajaran?

Kalau dikatakan penggunaan teknologi-kan saya termasuk guru yang gaptek, tapi karena dituntut akan penggunaan teknologi, saya berusaha menggunakan teknologi. Jadi 2 tahun kebelakangan ini saya sudah mulai menggunakan teknologi dalam pembelajaran. Seperti menggunakan LCD, kita buat powerpoint atau kita belajar membuat video dengan kine master, dengan apa itu seperti kartun2 itu, ya animasi seperti itu. Saya mulai belajar-belajar menggunakan IT

(It can be said that I am a teacher who is clueless about technology, but because I am required to use technology, I try to use technology. So in the past 2 years I have started to use technology in learning. Like using the LCD, we make powerpoints or we learn to make videos with kinemaster, with cartoons, animations like that. I started learning how to use IT)

3. Apakah Anda setuju bahwa saat ini siswa lebih terbiasa dengan pembelajaran dengan media digital atau teknologi?

Ya saya setuju sekali apalagi sekarang kita belajar dengan menggunakan daring ya, ibarat kita menggunakan IT, dan anak-anak sekarang kan jamannya anak-anak cyber yang lebih paham dengan IT. Justru mereka lebih paham dengan IT dari pada guru-guru nya. Jadi mereka pasti tertarik. Saya setuju sekali anak-anak suka belajar dengan menggunakan IT.

(Yes, I totally agree, especially now that we learn by using IT, and nowadays children are “cyber children” who are more familiar with IT. In fact, they understand IT better than their teachers. So they must be interested. I totally agree that children like to learn using IT.)

4. Apakah ibu sudah menerapkan Digital Storytelling untuk mengajar Listening di kelas 9?

Ya sudah. Namun hanya beberapa kali ya kita menggunakan Digital Storytelling dalam pelajaran listening.

(Yes. But only a few times have we used Digital Storytelling in listening lessons.)

5. Untuk tujuan apa Anda menggunakan Digital Storytelling di kelas Listening Anda?

Yang pertama iya, untuk membuat siswa itu mencoba apakah siswa bisa memahami dari apa yang dia dengar karena kita mempunyai kompetensi 4 kompetensi kan dalam pembelajaran bahasa. Listening, speaking, reading, dan writing. Jadi disini saya berharap siswa itu bisa gak paham dengan mendengarkan native speaker dengan mendengarkan story ya tidak hanya dengan membaca teks baru mereka paham. Yang kedua, tentunya untuk meningkatkan motivasi. Mungkin dengan variasi seperti itu akan menambah motivasi

(The first is to test whether the students can understand what they hear. As we know that we have 4 competencies in language learning. Listening, speaking, reading, and writing. So here I hope that students can understand by listening to native speakers by listening to stories, not just reading the text they will understand. Second, of course, to increase motivation. Maybe with variations like that, it will increase their motivation)

6. Apakah digunakan untuk menguji konten?

Untuk isi ya, untuk comprehension ya dari situ-kan anak mencoba mendengarkan .setelah itu kita memintakanak untuk memahami cerita itu. Paham ga, dengan kita memberikan beberapa pertanyaan yang terkait dengan isi dari cerita tersebut.

(For the content, yes, for comprehension, from there the child tries to listen. After that we ask the child to understand the story. Got it, by asking some questions related to the content of the story)

7. Apakah sekolah Anda memiliki peralatan teknis yang memadai untuk menggunakan Digital Storytelling?

Alhamdulillah sekolah sudah menyediakan karena kita punya laboratorium computer ya. Dan fasilitas-fasilitas yang lain untuk mendukung pembelajaran dengan menggunakan media it. Ahli-ahli IT membuat link-link untuk pembelajaran.

(Alhamdulillah, the school has provided it because we have a computer laboratory. And other facilities to support learning using IT media. IT experts create links for learning.)

- Sepengatahuan saya, sekolah ibu juga memiliki e-learning ya, apakah ibu menggunakan itu juga?

Iyaa, semua wajib menggunakan e-learning

(Yes, all are required to use e-learning)

8. Saat Anda mengajar dari rumah, seberapa sering Anda menggunakan Digital Storytelling? Mengapa?

Iya. Tidak hanya di listening tapi saya juga memberikan pelajaran di reading ya. Kita memberikan digital storytelling anak, lalu diberikan suatu teks, kemudian mereka memperhatikan (teks dan video) dulu kemudian mereka membaca teks di bawah (subtitle) kemudian kami memberikan pertanyaan apakah mereka paham dengan teks itu.

(Yes. Not only in listening, but I also give lessons in reading, we give digital storytelling to children, then we give the text, then they observe the text and the video first, then they read the text below (the subtitle) then we ask questions whether they understand the text or not.)

9. Menurut Anda, kesulitan apa yang akan ditemukan dalam mengakses dan menerapkan Digital Storytelling?

Kalau kesulitannya yang pertama tentunya saya untuk mencari materi itu agak susah yang sesuai dengan materi yang kita harapkan. Yang kedua, kalau kita mengajarnya secara daring seperti ini kita kurang bisa untuk memberikan motivasi dan mengawasi secara langsung gitu ya. Bagaimana anak itu belajar. Kalau kita hanya memberikan link seperti lewat wa saja kita gak tahu aktifitas anak bagaimana tertarik dan tidak. tapi kalau kita menggunakan zoom kemungkinan kita bisa memperhatikan mengobservasi perilaku anak saat belajar

(The first difficulty for me is to find the material which is in accordance with the material we expect. Second, if we teach online like this, we are not able to provide motivation and direct supervision. How the kid learns. If we only provide links such as via wa, we don't know how children's activities. But if we use zoom we may be able to pay attention to observe children's behavior while learning)

10. Menurut Anda, apakah penggunaan Digital Storytelling memberikan keuntungan bagi siswa Anda dalam mempelajari keterampilan menyimak?

Ya tentu, karena disitu mereka berusaha untuk memahami dan menambah kosa kata kalau tidak tahu kosa kata bagaimana mereka bisa paham sebuah cerita dan bagaimana mereka juga bisa belajar pronunciation untuk menyebutkan kata-kata yang belum pernah mereka dengar.

(Yes, of course, because they try to understand and increase vocabulary if they don't know the vocabulary, how they can understand a story and how they can also learn pronunciation to say words they have never heard.)

11. Apakah menurut Anda digital storytelling itu menyenangkan, memotivasi, dan menarik bagi siswa?

Insyallah menyenangkan. Karena disitu mereka bermain dengan yang namanya IT ya, mereka suka dan mereka tidak akan bosan kalau diputar film-film atau video-video untuk menambah motivasi mereka untuk belajar.

(InsyaAllah, it's fun. Because they play IT there, they like it and they will not be bored if films or videos are shown to increase their motivation to learn.)

12. Apakah menurut Anda Digital Storytelling dapat meningkatkan kerja sama siswa dalam proses pembelajaran bahasa Inggris mereka?

Ya, dengan listening Digital Storytelling kita kan memberikan suatu video, kemudian mereka mendengarkan, kemudian mereka kita berikan pertanyaan. Mungkin dengan itu kita bikin kelompok ya. Nah dengan kelompok mereka kemudian sharing, bagaimana hasil dari jawaban dari setiap kelompok kemudian bisa dipresentasikan di kelas. Atau kalau secara daring sekarang ini mungkin kita bisa menggunakan zoom ya, setelah itu kita bagi kelompok, coba kelompok A bagaimana jawaban nomer 1, sama dengan kelompok B.

(Yes, by listening to Digital Storytelling we give a video, then they listen, then we ask them questions. Maybe with that we form a group. Now with their groups, they then share how the results of the answers from each group can then be presented in class, or if online today maybe we can use zoom, then we divide the group, try group A how the answer to number 1 is the same as group B.)

13. Apakah menurut Anda Digital Storytelling dapat membantu siswa untuk mengembangkan kesadaran belajar mandiri untuk pembelajaran bahasa Inggris mereka?

Ya, karena dengan digital storytelling tanpa ada guru mereka juga bisa memutar itu berulang-ulang ya. Didengarkan kemudian dipahami. Jika mereka tidak paham, mereka bisa mengkontak ibu. Jadi, dengan Pendidikan menggunakan Digital Storytelling, artinya kita mendorong anak untuk belajar mandiri

(Yes, because with digital storytelling without a teacher, they can also play it over and over again. Heard then understood. If they don't understand, they can contact me. So, with Education using Digital Storytelling, it means that we encourage children to learn independently)

14. Apakah dengan Digital Storytelling dapat memenuhi tujuan pembelajaran mendengarkan?

Ya, dalam kompetensi listening, dan speaking. Dengan menggunakan digital storytelling itu bisa memenuhi tujuan pembelajaran. Karena disitu kan mereka bisa memahami, mendengarkan pronunciation nya, kemudian kalau mereka ditanya secara oral mereka juga mampu menjawab secara oral.

(Yes, in listening and speaking competencies. By using digital storytelling, it can fulfill learning objectives. Because there they can understand, listen

to their pronunciation, then when they are asked orally they are also able to answer orally.)

15. Menurut Anda, apa kekurangan dari Digital Storytelling?

Dalam listening kekurangannya mereka mungkin kalau bagi anak-anak yang sediti memounyai kosa kata, mereka akan susah untuk memahami. Tapi kalau misalnya dengan dictation kan guru berulang-ulang dia menyetel itu, kemudian pronunciation antara video natove speaker dengan guru itu kan berbeda. Native speaker mungkin terlalu cepat atau memang sudah fasih begitu, jadi mereka agak susah bagi yang belum mempunyai kosa kata yang banyak

(In listening, their shortcomings might be that for children who have limited vocabulary, they will find it difficult to understand. But if, for example, with the teacher's dictation repeatedly, he adjusts it, then the pronunciation between the video speaker and the teacher is different. Native speakers may be too fast or they are already fluent, so they are a bit difficult for those who don't have a lot of vocabulary)

16. Apa pendekatan saat ini yang Anda gunakan untuk mengajar mendengarkan?

Menggunakan metode discovery learning. Karena disitu kita meminta anak untuk menemukan sesuatu dari suatu materi yang kita berikan.

(Using discovery learning methods. Because there we ask children to find something from the material we provide.)

17. Jelaskan alasan mengapa Anda memilih untuk menggunakan atau tidak menggunakan Digital Storytelling untuk mengajar mendengarkan.

Kalau untuk menggunakan itu, digital storytelling mendorong anak untuk belajar mandiri kemudian untuk kita bisa leabih kreatif lah ya , jadi anak tidak boring didalam belajar kemudian disitu anak berusaha untuk memahami materi yang kita berikan dengan cara mendengarkan cerita-cerota itu

Kalau untuk tidak menggunakan itu, mungkin karena hambatan dari, kalau jaman sekarang yang daring ini keterbatasan internet mugnkin terganggu saat kita memberikan iti, atau siswa tidak mempunyai kuota, sehingga tidak bisa masuk untuk mengikuti program pembelajaran dengan digital storytelling ini. Itu yang membuat kita ragu2 untuk menggunakannya saat daring. Tapi kalau untuk tatap muka, kemungkinan kita bisa menggunakan itu

(If to use it, digital storytelling encourages children to learn independently then for us to be more creative, yes, so children are not boring in learning then there the children try to understand the material we provide by listening to the stories.

If to don't use it, maybe because of obstacles from, if in today's online era, the limitations of the internet may be disturbed when we give it, or students don't have a quota, so they can't enter to take part in this digital storytelling learning program. That's what makes us hesitate to use them online. But if it's for face to face, chances are we can use that)

18. Peran apa yang harus diambil oleh sekolah / guru / orang tua untuk mencapai implementasi ini?

Ya otomatis sekolah dan orang tua harus mendukung ya, disekolah disediakan seperti tadi ITnya ya, kalau dari guru sendiri, harus benar-benar mempersiapkan bahan ajarnya itu dari materi yang akan disampaikan. Kalau orang tua, tentunya untuk mensupport anaknya menanyakan sekarang materinya apa. Kalau missal anaknya tidak ounya kuota ya tolong la didukung untuk itu terjadilah kerjasama yang bagus. Sekolah menyediakan media untuk guru mengajar, gurunya sudah siap materi, dirumah anak sudah siap dengan kuota medianya untuk belajar jadi akan berjalan dengan lancer proses pembeljaaran nya.

(Yes, automatically schools and parents must support, yes, at school the IT is provided like that. For teacher, he must really prepare the teaching material from the material to be delivered. For parents, of course, to support their children, they ask what the material is now. For example, if the child doesn't have a quota, please, support them. For that, there will be good cooperation. The school provides the media for the teacher to teach, the teacher is ready for the material, at home the children are ready with the media quota for learning so the learning process will run smoothly.)

19. Menurut Anda, apa yang harus dilakukan siswa Anda untuk mencapai kegunaan terbaik dari Digital Storytelling dalam pembelajaran bahasa Inggris mereka?

Siswa tentunya harus punya 1 semangat belajar dulu ya, 2 keingintahuan dari siswa itu. Yang ke 3 siswa itu harus ada dorongan ya, bagaimana saya harus mendapatkan ilmu sebanyak-banyaknya tidak hanya dari guru itu, jadi yang terpenting dekarang bagaimana motivasi dari siswa itu aja yang terpenting.

(Students, of course, must have 1 enthusiasm for learning first, 2 curiosities from the student. The 3rd student must have encouragement, how should I get as much knowledge as possible, not only from the teacher, so the most important thing now is how the motivation of the students is the most important.)

Result of Students' Interview

Name: Interviewee 1

1. Bagaimana menurut Anda tentang proses pembelajaran menggunakan Digital Storytelling?
Lebih asik, lebih seru gitu.
 It's more fun, it's more exciting.
2. Menurut Anda, apakah Mendongeng digital itu menyenangkan, mudah, dan memotivasi Anda?
Iya, karena kita kan nonton video gitu. Jadi menyenangkan gak bosan belajarnya.
 Yes, because we watch videos like that. So it's fun, not bored learning.
3. Apakah menurut Anda keterampilan mendengarkan Anda meningkat setelah mendengarkan Digital Storytelling?
Lumayan
 Not bad
4. Apa yang telah Anda pelajari dari belajar menggunakan Digital Storytelling?
Teks naratif. Tentang bawang merah bawang putih sama timun mas.
 Narrative text. About bawang merah bawang putih sama timun mas.
5. Apa kesulitan yang Anda temukan saat belajar menggunakan Digital Storytelling?
Memahami kosa katanya. Ada yang kecepetan jadi susah dipahami.
 Understand the vocabulary. There are those who are hurried so it's hard to understand

Name: Interviewee 2

1. Bagaimana menurut Anda tentang proses pembelajaran menggunakan Digital Storytelling?
Kalau menurut saya pribadi, belajar dengan Digital Storytelling itu menyenangkan, seru, karena juga didalamnya ada banyak banget pesan moral yang bisa dipetik gitu.
 In my personal opinion, learning with Digital Storytelling is fun, exciting, because it also includes a lot of moral messages that can be learned.
2. Menurut Anda, apakah Mendongeng digital itu menyenangkan, mudah, dan memotivasi Anda?
Iya kak menyenangkan karena kan didalamnya itu ditambah pakai suara terus juga ada animasinya jadi kayak kelihatan lebih real gitu . Iya sangat memotivasi supaya bahasa Inggris saya juga lebih bagus gitu kedepannya

Yes sis it's fun because in it was added to some sound and there is also animation so it looks more real. Yes, it is very motivating so that my English will be better in the future

3. Apakah menurut Anda keterampilan mendengarkan Anda meningkat setelah mendengarkan Digital Storytelling?

Iya meningkat. Karena kan kita juga sering denger jadi lebih familiar.

Yes, it increases. Because we also often listen to be more familiar.

4. Apa yang telah Anda pelajari dari belajar menggunakan Digital Storytelling?

Yang saya pelajari itu tentang naratif text. Dikasih video terus juga dijelasin gitu.

What I learned was about narrative text. The video continues to be explained.

5. Apa kesulitan yang Anda temukan saat belajar menggunakan Digital Storytelling?

Mungkin kesulitannya itu karena suaranya kecepatan, terus juga kuotanya itu ngadet-ngadet- koneksinya ngadet.

Maybe the difficulty is because the voice is too fast, and the quota is also cramped - the connection is tight.

Name: Interviewee 3

1. Bagaimana menurut Anda tentang proses pembelajaran menggunakan Digital Storytelling?

Menyenangkan, mudah, memotivasi.

Fun, easy, motivating.

2. Menurut Anda, apakah Mendongeng digital itu menyenangkan, mudah, dan memotivasi Anda?

Iya

Yes

3. Apakah menurut Anda keterampilan mendengarkan Anda meningkat setelah mendengarkan Digital Storytelling?

Meningkat, saya jadi lebih suka dengan bahasa inggris

Increasingly, I prefer English

4. Apa kesulitan yang Anda temukan saat belajar menggunakan Digital Storytelling?

Kosa katanya ada yang gak dipahamin, kuota, ngomongnya agak kecepatan

The vocabulary is not understood, the quota, the storyteller is a bit too fast

Nama: Interviewee 4

1. Bagaimana menurut Anda tentang proses pembelajaran menggunakan Digital Storytelling?

Menurut mada belajar pakai digital storytelling lebih asik, ga ngebosenin juga.

According to Manda, learning to use digital storytelling is more fun, not boring either.

2. Menurut Anda, apakah Mendongeng digital itu menyenangkan, mudah, dan memotivasi Anda?

Menyenangkan, dan memotivasi

Fun, and motivating

3. Apakah menurut Anda keterampilan mendengarkan Anda meningkat setelah mendengarkan Digital Storytelling?

Alhamdulillah meningkat. Karena kan selama daring lama tuh ga listening, terus kearin ini jadi lebih familiar sama bahasa Inggris

Alhamdulillah it increased. Because for a long time online, I wasn't listening, so today I am more familiar with English

4. Apa yang telah Anda pelajari dari belajar menggunakan Digital Storytelling?

Teks naratif

Narrative text

5. Apa kesulitan yang Anda temukan saat belajar menggunakan Digital Storytelling?

Itu videonya-kan terus jalan, ga bisa diulang. Kalo missal ada yang klurang paham tuh ga bisa diulang. Tapi bisa nanya lagi sih

The video continues, it can't be repeated. If, for example, there are those who don't understand it, it can't be repeated. But I can ask again

Nama: Interviewee 5

1. Bagaimana menurut Anda tentang proses pembelajaran menggunakan Digital Storytelling?

Senang kak belajar dengan Digital Storytelling. Karena ceritanya bermacam-macam terus animasinya bagus

I love learning with Digital Storytelling. Because the story varies, the animation is good

2. Terus sering ga sih, gurunya pakai Digital Storytelling kalau lagi listening?

Sering. Kalau listening kita pakai zoom. Dijelasin materi naratif dulu, terus kita ditayangkan video. Nah, di akhir video kita diberikan pertanyaan. Kadang juga, ibu ngasih kita video, terus dibawahnya ada teks kosong. Kita disuruh melengkapi gitu.

Often. For listening, we use zoom. He explained the narrative material first, then we showed the video. So, at the end of the video we are asked a question. Sometimes too, mom gives us a video, then underneath there is a blank text. We are told to complete it.

3. Menurut Anda, apakah Mendongeng digital itu menyenangkan?

Menyenangkan kak, karena ada animasi, terus ada latar soundnya jadi ceritanya jadi lebih nyata, jadi pesan dari cerita mudah sampai ke kita.

It's fun, because there is animation, and there is background sound, so the story becomes more real, so the message from the story easily reaches us

4. Terus memotivasi ga sih?

Tentu memotivasi. Soalnya yang berbicara kan orang Inggrisnya langsung, jadi saya lebih termotivasi untuk memahami suara dari orang asli berbahasa Inggris

Sure motivates. The problem is that people speak English directly, so I am more motivated to understand the voices of native English speakers

5. Apa kesulitan yang Anda temukan saat belajar menggunakan Digital Storytelling?

Kesulitannya.. koneksi internet. Kalau lagi belajar online kadang ditengah video koneksinya terganggu. Selain itu, yang bercerita dalam video kadang kecepetan. Terus ada beberapa kosa kata yang sulit dipahami

The difficulty .. internet connection. When studying online, sometimes the video connection is interrupted in the middle. In addition, those who are scattered in the video sometimes get too fast. There continues to be some vocabulary that is difficult to understand

Nama: Interviewee 6

1. Bagaimana menurut Anda tentang proses pembelajaran menggunakan Digital Storytelling?

Tertarik, nyaman, menyenangkan.

Interested, comfortable, fun.

2. Menurut Anda, apakah Mendongeng digital itu menyenangkan, mudah, dan memotivasi Anda?

Ada animasi videonya, soundnya ada dibelakang, ada latar soundnya.

Termotivasi

There is an animated video, the sound is in the back, there is background sound. Be motivated

3. Apakah menurut Anda keterampilan mendengarkan Anda meningkat setelah mendengarkan Digital Storytelling?

Lumayan meningkat. Karena lebih terbiasa mendengarkan kosa kata bahasa Inggris

Not badly increased. Because they are more accustomed to listening to English vocabulary

4. Apa yang telah Anda pelajari dari belajar menggunakan Digital Storytelling?

Yang saya pelajari itu tentang naratif text. Dikasih video terus juga dijelasin gitu.

What I learned was about narrative text. The video continues to be explained.

5. Apa kesulitan yang Anda temukan saat belajar menggunakan Digital Storytelling?

Saat tayang video biasanya kana da yang terlambat, itu mau diulang ga bisa.

When a video is shown, usually if it is late, it can't be repeated.

6. Kalau misal ibu guru melakukan kegiatan digital storytelling lagi, fadil mau gabung ga?

Mau.

When a video is shown, usually if it is late, it can't be repeated.

Appendix VIII

Observation Result

Research Instrument

Name: Minatul Azmi

NIM: 17180012

Research Title: The Use of Digital Storytelling in Teaching Listening for the IX Grade of MTsN 4 Jembrana

Research Question:

1. To what extent does Digital Storytelling apply in teaching listening comprehension at the ninth-grade of MTsN 4 Jembrana?
2. What are the teachers' and students' voices on the use of Digital Storytelling in teaching listening comprehension at the ninth-grade of MTsN 4 Jembrana?

LEARNING ACTIVITY OBSERVATION SHEET

Sekolah: MTsN 4 Jembrana

Kelas : IX A

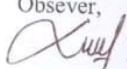
Tanggal: 1 Maret 2020

NO	ASPECTS TO BE OBSERVED	OPTION		DESCRIPTION
		YES	NO	
I	Pre Learning			
	1. The teacher check the learners' readiness	✓		Guru melakukan pembukaan dengan salam pembuka dan memeriksa kesiapan siswa.
II	Opening			
	1. The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom	✓		guru menyajikan gambar terkait sebuah cerita (fairy tale) lalu guru memberikan beberapa pertanyaan. "When you are a child, did your parents tell you stories?, what story did you like most?"
	2. The teacher tells the aims of the study	✓		guru menyampaikan tujuan pembelajaran sekaligus cakupan materi dan teknik penilaian secara garis besar.

III	Core Activities			
	A. Explanation of the material			
	1. The delivery of lesson materials done by the teacher was appropriate with the lesson plan prepared.	✓		guru melaksanakan kegiatan pembelajaran sesuai dengan RPP.
	2. Teacher asks the students how far they understand the material	✓		Sebelum dan setelah menjelaskan materi, guru menanyakan sejauh mana pemahaman siswa dengan menyebutkan nama siswa secara acak.
	3. Teacher can control the learning process, convey the material clearly, and facilitating interaction between students	✓		Guru dapat mengontrol proses pembelajaran. Misal, guru melihat siswa melakukan aktifitas lain di zoom meeting, guru akan memanggil nama siswa tersebut.
	4. The teacher is facilitating interaction between student-teacher, student-subject.	✓		guru memfasilitasi interaksi dengan melakukan diskusi terkait materi naratif. Guru menyajikan soal "matching" lalu guru & siswa berdiskusi.
	B. Learning Approach / Strategy			
	1. Carry out active learning	✓		Guru menerapkan "active learning". Dalam proses pembelajaran lebih ke "student-centered" siswa dituntut aktif dalam proses pembelajaran.
	2. Provide opportunities to students to ask questions	✓		Guru memberikan kesempatan yang sama bagi siswa untuk bertanya. Baik dalam forum zoom meeting, maupun melalui chat pribadi di Whats app.
	3. Provide responses to questions.	✓		Guru merespon pertanyaan siswa atau kesulitan yang mereka hadapi.

4. Motivate students to ask questions	✓		guru memotivasi siswa untuk bertanya, dengan mengatakan "siswa yang aktif bertanya pasti sudah belajar nih sebelumnya, ayo silahkan bertanya".
C. Utilization of Learning media/Learning Resources			
1. The teacher able to use the learning media properly	✓		guru mampu mengoperasikan media pembelajaran dengan baik.
2. The learning media is suitable with the material and strategy	✓		guru menggunakan Zoom meeting, dengan menayangkan powerpoint dan video. kadang guru juga menggunakan WhatsApp untuk meminta siswa masuk ke kelas Zoom, ini cocok dgn materi.
3. The teacher uses the learning resources other than books teach and worksheets	✓		guru menggunakan bahan ajar dari buku, lks, dan materi dari internet.
D. Assessment Process			
1. Teacher gives assignments /exercises for the students	✓		guru memberikan latihan selama dan setelah proses pembelajaran.
E. Use of Language			
1. The language used by the teacher is appropriate with the students' language development	✓		guru menyesuaikan dengan kemampuan siswa. Bahasa Inggris terlebih dahulu. Lalu bahasa Indonesia.

	2. The teacher used appropriate language with the rules	✓		guru tetap memperhatikan tata bahasa saat berbahasa Inggris, maupun bahasa Indonesia.
IV	CLOSING			
	Provide conclusions and reflection	✓		guru memberikan "conclusion" dan "reflection" sebelum pembelajaran berakhir.

Observer,

 (Minatul Azmi)

STUDENTS' ACTIVITY OBSERVATION SHEET

Sekolah: MTsN 4 Jembrama

Kelas : IX A

Tanggal: 1 Maret 2020

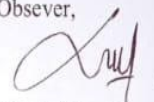
NO	ASPECTS TO BE OBSERVED	OPTION		DESCRIPTION
		YES	NO	
I	Pre Learning			
	1. The students were ready to start the class	✓		Siswa mulai masuk kelas zoom meeting 15 menit sebelum kelas dimulai. mereka siap untuk memulai kelas. siswa menyalakan kameranya.
II	Opening Lessons Activities			
	1. The students answer the teachers' questions	✓		Siswa menjawab pertanyaan guru dengan "raise hand" lalu guru menyebutkan nama siswa & siswa dipersilahkan menjawab pertanyaan.
	2. The students listen to the explanation about competencies to be achieved	✓		Siswa menyimak dengan seksama tujuan pembelajaran yang dijelaskan oleh guru.
III	Learning Core Activities			
	A. Explanation of the material			
	1. Students pay attention to the teachers' explanation	✓		Siswa memperhatikan penjelasan guru. Beberapa bahkan terlihat menulis catatan di buku mereka masing-masing.
	2. Students ask during the material explanation process	✓		Siswa bertanya disaat guru memberi kesempatan untuk bertanya.

3. The students participated actively during the learning process	✓		Siswa berpartisipasi, namun harus dengan motivasi "atau dorongan" dari guru terlebih dahulu.
4. The students looked enthusiastic during the learning process	✓		Mereka sangat antusias dalam mengikuti pelajaran.
B. Learning Approach / Strategy			
1. Students give opinions in the given opportunity		✓	Siswa tidak memberikan opini, kecuali saat diberikan soal "matching".
2. Students take some notes of the explanation given by teacher	✓		Tertihat beberapa siswa menulis disaat guru menjelaskan materi.
C. Utilization of Media Learning / Learning Resources			
1. Students were interested in the material presented with instructional media	✓		Siswa terlihat tertarik dengan video yang ditayangkan oleh guru.
2. The learning media involved the students participation	✓		guru menggunakan kombinasi antara Digital Storytelling & Zoom meeting. Jadi, siswa dapat berpartisipasi aktif selama proses pembelajaran.

	3. The learning media created positive attitudes towards the students	✓		Siswa merespon positif terhadap penggunaan Digital Story telling.
D. Assessment Process				
	1. Students do the assignments / exercises given by teacher	✓		Siswa mengerjakan tugas dan mengumpulkan tugas tepat waktu.
	2. Students were answering teacher questions correctly	✓		Sebagian besar siswa mampu mengerjakan tugas dengan baik.
E. Use of Language				
	1. Students express their opinion		✓	Siswa sulit untuk mengungkapkan pendapat. Pendapat mereka, kecuali dengan motivasi dan guru.
	2. Students ask questions	✓		Siswa aktif bertanya selama pembelajaran.

IV	CLOSING			
	Involvement in giving summary / conclusion	✓		Siswa diminta untuk Tuliskan serta dalam menyimpulkan materi Pembelajaran di akhir Pertemuan.

Observer,



Minatul Azmi

Appendix IX
Bukti Surat Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBRANA
MADRASAH TSANAWIYAH NEGERI 4 JEMBRANA
 Jalan Pulau Jawa No. 60 Loloan Timur Jembrana-Bali NPSN : 50105657
 NSM : 121.1.51.01.0004
 E-mail : mts.negerijembrana@yahoo

SURAT KETERANGAN

Nomor : B- 3 2 2 /MTs.18.6/PP.00/4/2021

Yang Bertanda Tangan di Bawah ini :

Nama	:	H.Patahul Bari, S.Ag, M.Pd
Nip	:	197105091998031004
Pangkat Gol/Ruang	:	Pembina IV/a
Jabatan	:	Kepala MTsN 4 Jembrana

Dengan ini menerangkan bahwa :

Nama	:	Minatul Azmi
NIM	:	17180012
Jurusan	:	Tadris Bahasa Inggris _S1
Semester	:	Genap 2020/2021
Fakultas	:	Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah Selesai Melaksanakan Penelitian di Instansi kami mulai dari Bulan Pebruari 2021 s/d April 2021,-

Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya,-

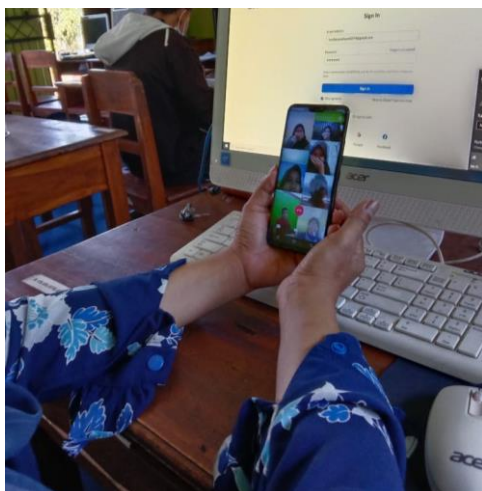
Jembrana, 01 April 2021
 Kepala MTsN 4 Jembrana



H. Patahul Bari



Appendix X Documentation



Appendix XI
Students' Personal Identity



Name : Minatul Azmi
Students' ID Number : 17180012
Place and date of birth : Jembrana, January 1st 1999
Faculty/ Department : Faculty of Education and Teacher Training/
English Education
Year of Entry : 2017
Address : Gunung Agung Street, Gg XII/ 5 Jembrana, Bali
Phone Number : 085792629553
Email : minatulazmi01@gmail.com

Malang, May 27th , 2021

Minatul Azmi
NIM. 17180012

