THE EFFECTIVENESS OF DIGITAL STORYTELLING TO IMPROVE LISTENING SKILL OF ELEVENTH GRADE STUDENTS AT SMA MUHAMMADIYAH 2 PALEMBANG

THESIS

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Menyatakan bahwa skripsi berjudul:

The Effectiveness of Digital Storytelling to Improve Listening Skill of Eleventh Grade Students at SMA Muhammadiyah 2 Palembang

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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MOTTO AND DEDICATION

Motto:

When life gets you down, do you wanna know what you gotta do?

JUST KEEP SWIMMING

-Dory, Finding Nemo-

Dedication:

I would like to dedicate this thesis for people who always be special in my heart and who always there for me, they are:

1. **My endless love, Rahimahullah Mr. Sarwo Edi and Mrs. Asmawati. Who always pray, support, motivated, and give all those love.**
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ABSTRACT

Safira, Beta 2024. *The Effectiveness of Digital Storytelling to Improve Listening Skill of Eleventh Grade Students at SMA Muhammadiyah 2 Palembang*. This thesis by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisor (I) Dr. Tri Rositasari, M. Pd. (II) Sri Yuliani, S.Pd., M.Pd.

Key Words: Digital Storytelling, Listening Skill

The title of this research is about *The Effectiveness of Digital Storytelling to Improve Listening Skill of Eleventh Grade Students at SMA Muhammadiyah 2 Palembang.* The formulation of the problem was "Is effective to use Digital Storytelling to Improve Listening Skill of Eleventh Grade Students at SMA Muhammadiyah 2 Palembang?". The objective of this study was to found out whether or not there is any significant Effective of Digital Storytelling to Improve Listening Skill of Eleventh Grade Students at SMA Muhammadiyah 2 Palembang. The sample of this research was 52 students taken by purposive sampling. They divided into the control and experiment group. The result data obtained were analyzed by SPSS (Statistical Package for Sosial Science) 22.0 software. The mean in post-test of experiment group which was 85.58, it was higher than mean post-test of control group which was 50.38. The result of t-test obtained was 20.790 higher than 0.05 and significance (sig. 2 tailed) was 0.000, which lower than 0.05. It means the null hypothesis H_0 was rejected and the alternative hypothesis Ha was accepted. It can be concluded that there was significant difference on students' listening skill through digital storytelling than conventional method.

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The researcher realizes that this thesis is far from being perfect. There are still many weaknesses that need to be improved in this thesis. The researcher accepts any kind of criticism, comments, suggestion, and advice. The researcher accepts that this thesis could give a contribution for the readers and beneficial for the English teaching and learning process.

Palembang, 30 April 2024
Researcher,

Beta Safira

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CHAPTER I

INTRODUCTION

This chapter presents: (A) background of the research, (B) formula of the problem, (C) objective of the research, (D) significance of the research, (E) hypotheses

A. Background of the Research

English is a universal language, and it the responsibility of educators to increase students' knowledge (Macmillan Education ELT, 2009). Indonesia makes English as subject in education including at high school level. According to Kemendikbudristek (2022), regulation about standard of content lesson points out that;

> "*English language courses try to make sure students can do. 1) to obtain in English communication by working with a range of multimodal text such as oral, written, visual, and audiovisual. 2) to obtain intercultural competency to comprehend and value the viewpoints, customs, and good of booth Indonesian and other cultures. 3) to obtain self-assurance to communicate as self-reliant and accountable person.4) to develop your capacity for critical".* (p. 151)

Based on the data from EF (English First) Indonesia is currently ranked 79 out of 113 countries with a low level of English proficiency 473 score, and said the participants' English language skills young decline in places, the youngest age group is 10-20 shows a decrease in ability English, usually occurs when there is a drop in the system English education.

Learning a new language involves an added challenge in developing the four skills such as reading, writing, speaking and listening. Additionally, listening is starting to be taught in schools (Cj et al., 2018, p. 1). Foundation of speaking and writing comes from listening first, it can helps students' decent pronunciation and learn many useful words, phrases, and sentences (Listiyaningsih, 2017, p. 36). It is a fundamental skill that is supported by a variety of other skill, including accent, pronunciation, grammar, and a wide

range of vocabulary (Rohman and Juang, 2022, p. 128). Listening is one of necessary elements is creating successful communication and process to understanding what interlocuter says. Furthermore, Rost (2009) cited in Saraswaty (2018), people require to listen when communicate each other to understand the messages conveyed by others, both in context of work, social life, and education (p. 140). However, these skills also have many obstacle, and teaching in schools is difficult. As matter of fact, according to Saraswaty (2018), listening is a complex mental activity including memory, perception, attention, and cognition, for language learners, understanding communication in foreign language can be challenging undertaking (p. 140). A common challenge for language learners is listening to someone who speaks a different language. Teacher must recognise the challenges students face in understanding spoken text when they are trying to enhance their listening skill and provide them with helpful listening technique to assist them overcome these obstacles. Renandya and Farrell (2011), discuss some difficulties students' foreign language in listening are speaking rate, distraction, unknown words, new vocabulary, nervousness, sentence complexity, background knowledge, anxiety, and unfamiliar pronunciation (p. 54)

Based on the result of interview at SMA Muhammadiyah 2 Palembang the researcher found the same problems and difficulties in learning English. The first is new vocabulary, it means the students did not know the meaning of some words, the second is unfamiliar words, means words that is rarely used in everyday, the third is unattractive ways of teaching listening skill, means less attractive learning method place students as passive in learning process, students just sit listening, without being active involved. Therefore, the researcher though that there should be an alternative and effective way in students' listening ability. Therefore, the students will understand the learning process well.

There are many strategies approaches can be done to help students improving listening English skill, such as, games, songs, and teaching media including digital storytelling. According to Hamilton et al., (2019) cited in

Tabieh et al., (2020), in recent years, digital storytelling has gained popularity as a helpful method of instruction, it significantly improves students motivation to engage in teaching-learning process, it also enables learners to express prior knowledge and interactive (p. 13). Digital storytelling is one of multimedia that combinate visual, audio, text to make learning English engaging and attract for students, furthermore support vocabulary, satisfactory content, improve listening skill, in addition to this short stories help language learners expand their artistic sensibilities and learn how to think from other (Köroğlu, 2020, p. 66).

Researcher believe that used digital storytelling to teach students to effectively listen is a creative approach. With all consideration, the researcher has an interest in this study, while utilizing the technique that making place in SMA Muhammadiyah 2 Palembang which is located at KH Akhmad Dahlan, No. 23B, 30135, Talang Semut, Palembang, South Sumatera. The title of the research is **"The Effectiveness of Digital Storytelling to Improve Listening skill of Eleventh Grade Students at SMA Muhammadiyah 2 Palembang".**

B. Formulation of the Problem

The problem of this research is formulated on the following question; "Is it effective of using digital storytelling to improve listening skill of the eleventh grade students at SMA Muhammadiyah 2 Palembang?"

C. Objective of the Research

Relating to the problem previous statement, the objective of the research was to find out the effectiveness of using digital storytelling to improve listening skill of the eleventh grade students at SMA Muhammadiyah 2 Palembang.

D. Significance of the Research

1. Researcher, the outcome of this research was answer the question of problem as the basic of conducted this research and contributed the development of knowledge in English and teaching and learning.

2. Teachers, by using digital storytelling this research contributed knowledge for English lesson, teachers are expected to have many choices of references to teach listening in this era and are expected to improve students' listening skill
3. Students, it can be new experiences in listening class and is expected to improve listening skill as subject.
4. Reader, this research material is able to provide knowledge and insight.
5. Future researchers, hopefully, this research will provide useful references for further listening that will enhance knowledge and skill in the long terms.

E. Hypotheses

The hypotheses of the research are started below:

1. Null Hypotheses (H_0) : The use of digital storytelling is not effective to improve listening skill of the eleventh grade students at SMA Muhammadiyah 2 Palembang.
2. Alternative Hypotheses (H_a) : The use of digital storytelling is effective to improve listening skill of the eleventh grade students at SMA Muhammadiyah 2 Palembang.

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