

THE EFFECT OF DIGITAL STORYTELLING TO THE LISTENING COMPREHENSION IN NARRATIVE TEXT ON EIGHTH GRADE STUDENTS AT SMP NEGERI 9 PEMATANG SIANTAR

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Abstract

The objective of this research was to determine how Digital Storytelling affected the listening comprehension of students. A quasi-experimental design and quantitative methodology were employed in this study. The research comprised two classes selected through purposive sampling: class VIII-4 served as the experimental class with 30 students, while class VIII-6 served as the control class with an equal number of students. The teaching method in the experimental class involved Digital Storytelling, while the control class received instruction through conventional teaching methods. Data were collected through pre-tests and post-tests, each consisting of 20 multiple-choice questions. Analysis of the data revealed that the mean score for the pre-test in the experimental class was 65.33, increasing to 80.83 in the post-test. In comparison, the control class had a pre-test mean score of 58.5, which increased to 69.16 in the post-test. Applying the t-test formula, the researchers found that the calculated t-value (2.4) exceeded the critical t-value (1.67155) with degrees of freedom (df) equal to 58. In summary, the Alternative Hypothesis (Ha) was accepted, and the Null Hypothesis (H0) was rejected. Thus, the study concludes that the use of Digital Storytelling had a significant effect on the listening comprehension of narrative texts among eighth-grade students at SMP Negeri 9 Pematang Siantar. The findings suggest that Digital Storytelling can be effectively applied as a teaching medium to enhance students' listening comprehension skills.

Keywords: Digital Storytelling, Listening Comprehension, Narrative Text

1. INTRODUCTION

A worldwide language is English that has been used thoroughly in various aspects of human life, especially in education. The importance of English is realized by the Indonesian government so that English is a subject that has been introduced since elementary, junior, and senior high school. The Indonesian government sees the importance of English to be able to be mastered by its citizen so that Indonesians are able to communicate in English. Basically, the four main components of English are listening, speaking, reading and writing. Those are all skills that Indonesian students studying English acquire. Indonesian language learners must be fluent in all domains in order to be able to converse in this language, with listening being the most important (Sari, 2013).

Listening is considered a receptive skill. A fundamental ability in language learning is listening. Learners cannot acquire effective communication abilities if they do not possess effective listening skills. Understanding oral language requires the ability to recognize it and to comprehend the meaning which is reinforced by vocabulary, grammar, pronunciation, accent, and pronunciation. When a person is born, listening is one of their earliest skills. Furthermore, listening is the first ability a person gets while learning a

language and it is the important one that is employed the most when learning English. Even though we begin to listen as infants, being a language skill, listening is one that takes practice to become good at (Shofiyah, 2015). If the listener does not pay attention to what speaker said, communication will not be effective and information acquisition will be challenging.

One of the genre texts studied by junior high school students that needs more attention and focus is narrative text. The terms of narrative is a text contains a story that needs to be emulated by students in each of its contents so that they feel as if they feel the contents of the text themselves. One example of a narrative text is a fable, which contains the story of animals that behave like human that aims to entertain. Any fictitious or real story that recounts a series of events and employs the way the story is told and the context is supplied to enhance the theory development is considered a narrative text, according to Clouse (2003). Student is expected to recognize the principal topic, particular details, and the order of events when listening to narrative texts (Kemendikbud, 2016).

Based on the internship teaching program conducted by the researchers, it was found that students' learning achievement in English was still low. Many students experienced difficulty in mastering English, particularly in listening skills. For instance, when the teacher posed questions in English, students struggled to respond. Additionally, when the teacher explained material in English, students found it challenging to understand every word, often requiring the teacher to translate the explanation back into Indonesian. The students' limited listening skills contributed to a passive atmosphere in the classroom.

Listening is a challenging skill to master, especially when the language is foreign and not frequently used in daily communication. The phenomenon of low student listening skills may be attributed to several factors. One potential cause is the students' limited vocabulary, as they are unaccustomed to hearing English in their daily lives. Moreover, students expressed boredom and disinterest in the English lessons taught in the classroom. Traditional teaching methods, where the teacher predominantly spoke and students listened or answered questions, persisted in the classroom. Additionally, reliance on textbooks as the primary learning media continued.

Furthermore, when students were assessed for their listening comprehension, the results indicated consistently low scores. Students also exhibited a significant deficiency in literacy, as reflected in their infrequent visits to the school library. The influence of the mother tongue remained a significant factor affecting students' proficiency in a foreign language. English communication remained foreign to students, who typically used Indonesian or regional languages such as Batak or Javanese in their daily conversations. Another noteworthy observation was the students' weak motivation to learn, particularly in English. English was often perceived as a daunting subject to be avoided, with students failing to recognize its future utility. Students easily grew bored during English lessons, evident in their reluctance to complete assignments or homework.

Drawing on the aforementioned challenges, researchers aim to employ various strategies, leveraging media to assist students in developing their listening skills. The need to promptly and precisely address these issues to enhance listening comprehension necessitates consideration of alternative instructional materials. In response to this imperative, Digital Storytelling has been chosen as a medium to elevate students' listening proficiency. Recognized for its effectiveness in teaching listening, Digital Storytelling incorporates modern technologies, making it an excellent tool for this

purpose (Sandaran & Kia, 2013). Utilizing video content, it provides an effective platform for teaching listening comprehension, representing a contemporary form of storytelling shareable on social media or through available e-learning portals.

Recognized for its adaptability, Digital Storytelling emerges as a dynamic content type with the capacity not only to effectively address challenges but also to invigorate students' enthusiasm within the learning process. By systematically addressing the identified challenges associated with students' language acquisition, the study aspires to offer practical solutions that go beyond conventional methodologies. Moreover, the research aims to illuminate the transformative potential of Digital Storytelling in not only overcoming hurdles but also instilling a renewed sense of interest and passion for learning among students. Through a comprehensive exploration of its impact on listening comprehension, the study seeks to contribute valuable insights and innovative approaches to the broader discourse on language education, thereby fostering a more engaging and effective learning environment for students.

2. LITERATURE REVIEW

2.1. Listening

According to Hamouda (2013), Understanding what is being said requires the ability to listen well. Learning will not occur if there is no input. According to Michael Rost (2013), people use listening, a sophisticated sort of interpretation, to contrast what they hear with their prior knowledge. As stated by Rost (2009), effective communication requires active listening, and aids in our understanding of the world around us. According to Howatt & Dakin (1974), listening is recognizing and comprehending what speaker said, comprehension of the speaker's grammar, vocabulary, and pronunciation, as well as their comprehension of meaning. All four of these activities can be accomplished simultaneously by an able listener.

From the collection of some definitions of the experts above, it can be concluded that listening is a key part of communication that is very important to master. It is a skill that once mastered, makes it easier to understand what the speaker is conveying. To create successful communication the listener must be able to engage with the accent, grammar, and vocabulary of the spoken sentence, and understand the meaning of the sentence.

2.2. Listening Comprehension

According to Hamouda (2013) and Michael Rost (2013), listening comprehension is a collaborative process, where listeners engage to the constructions of the meaning. By employing the art of discerning sounds, drawing upon acquired knowledge, deciphering grammatical structures, and employing the power of intonation and stress, along with various other linguistic and non-linguistic cues, individuals possess the remarkable ability to comprehend spoken language. Nadig (2013) stated listening comprehension is the different ways in which spoken language is to understand and make meaning of. These also pay attention to the speech sound, interpreting word meanings, and comprehending sentence structure.

Drawing upon the illuminating insights of esteemed authorities, it becomes abundantly clear that listening comprehension embodies a dynamic exchange between

orator and audience, wherein the adept listener deftly deciphers the profound significance inherent within the speaker's discourse. This intricate process encompasses the harmonious symphony of spoken language, the discernment of individual lexical nuances, and the holistic comprehension of the overarching message conveyed by each carefully crafted sentence.

2.3. Teaching Media

According to Naz & Akbar (2008), teaching and learning are complicated processes that are affected by a variety of circumstances, such as the usage of media or instructional aids. The media has a big impact on how students learn. In order to attain effective instruction from a teaching-learning viewpoint, Naz & Akbar (2008) defined media as a means of message delivery and content delivery to learners. By examining the story's contextual elements and connecting them to their prior knowledge, media is a type of multimedia that aids students in understanding and comprehending the concept of listening (Sari, 2013).

From the collection of definition of some experts above, teaching media is a tool for teaching and learning process. The idea of teaching media is something that involves directing messages that have the capacity to stimulate the students' thoughts, feelings, and wills in order to support their learning processes.

2.4. Digital Storytelling

As a modern expression of the ancient art of storytelling, Digital Storytelling is described by The Digital Storytelling Association (Association of Digital Storytelling, 2011:4). A description that is more technology-focused was provided by Meadows (2003), who stated that Digital Storytelling uses computers, non-linear authoring equipment, and inexpensive digital cameras to produce brief multimedia stories for social storytelling projects. It is an application for technology that helps teachers use technology in the classroom by utilizing user-contributed content (Meadows, 2003). One way to think of Digital Storytelling is the combination of multimedias technology and conventional narrative techniques (Normann, 2011).

From the collection of definition of some experts above, a contemporary take on the age-old craft of storytelling is called digital Sstorytelling. Digital Storytelling is a new way of storytelling that is packaged by combining various elements of multimedia tool such as graphic, image, audios, videos, music, and animations that aim to deliver a story. Digital Storytelling is a video uploaded by some creators that can be accessed easily in online portal which contains narrative stories and then selected by the researchers as suitable for teaching media. Digital storytelling is a type of audio-visual media because Digital storytelling is a teaching media that consists of both audio and visual elements. Therefore, in implementing this research uses audio-visual media. Digital Storytelling is inseparable from the latest technological developments that utilize digital camera, non-linear writing tool, and computer to make stories.

2.5. Narrative Text

Gerot and Wignell as cited in Jati & Laila (2017), a narrative text serves a social function by providing entertainment and amusement while addressing real and fictional experience in various ways. Kane (2000) defined a narrative text as an insightful sequence

of events expressed through language. It may be an imaginary tale or it may be based on a true event. In addition, narrative texts frequently contain folktales, legends, and fables (Josephine et al., 2007). Drawing upon the insights, it is evident that a narrative text is an intricately woven tapestry of stories, encompassing both fantastical fables and timeless folk tales, crafted to enlighten, captivate, and enchant both the attentive listener and the reader.

2.6. Previous Research

There have been numerous earlier researches on this subject, carried out by various academics. These researches conducted by Nurjanah, (2019), Yunita (2022) and Zamruddyn (2020), they carried out research by utilizing digital storytelling to increase listening comprehension of students. The results showed that digital storytelling had the positive essential impact on students' listening comprehension. The thing that distinguishes these three researches from this research was the text used in the research. The research conducted by Zamruddyn (2019) used recount text, the research conducted by Yunita (2022) used descriptive text, while the text used by Nurjanah (2019) was narrative text as in this research. Another thing that distinguishes this research from previous researches was on the test given to students. The tests conducted by Nurjanah (2019) were fill the blank test and essay test, Zamruddyn (2019) used retell the story performance test, and Yunita (2022) used fill the blank test. While this research used multiple-choices test as the research instrument.

3. RESEARCH METHODS

This research examined the possible effects of Digital Storytelling on eighth grade students' listening comprehension at SMP Negeri 9 Pematang Siantar using both quantitative and quasi-experimental research designs. In this research, two class groups were included; the experimental class and the control class. The researchers conducted on different treatments on the two class groups. The first was the experimental class. In this class, the researchers provided Digital Storytelling as the treatment in teaching listening comprehension in narrative text, while the other class was called the control class. The English teacher would instruct the students in listening comprehension in narrative texts in this class as normal.

3.1. Population and Sample

The population in this research was all students of eighth grade students at SMP Negeri 9 Pematang Siantar for academic year 2023/2024 which consisted of 9 classes, and each class had an average number of 30 students. There were 269 students enrolled in the eighth grade overall. Through the application of purposive sampling, the sample utilized in this research consisted of two classes, namely VIII-4 with a population 30 students for the experimental class and VIII-6 with a population 30 students for the control class at SMP Negeri 9 Pematang Siantar and there were 60 students in the sample as a whole.

3.2. Instrument of Research

To properly evaluate the findings of the research, it was imperative to access the data through the research instrument. Simply put, the research instrument served as a tool for conducting pre-test and post-test assessments of listening comprehension. The assessment administered by the teacher to the students took the form of an objective test, wherein all the necessary information to answer the questions was readily provided. The test consisted of a series of 20 multiple-choice questions, centered around a narrative text.

3.3. Technique of Data Collection

The listening test provided valuable data for this research. It consisted of a thoughtfully designed multiple-choice format with 20 questions. This test aimed to compare the listening comprehension abilities of students before and after receiving different teaching methods. The experimental class had the privilege of experiencing the captivating media of Digital Storytelling, while the control class followed the traditional teaching method employed by the English teacher. After the treatment, both classes underwent post-test to assess the impact of Digital Storytelling on their listening comprehension of narrative texts. This evaluation would play a crucial role in establishing the effectiveness of this innovative media and its potential to significantly enhance students' overall academic achievements.

The subsequent analysis involved comparing pre-test and post-test scores within each group, examining significant variations attributed to the implementation of Digital Storytelling. This comprehensive evaluation plays a crucial role in establishing the efficacy of Digital Storytelling and its potential to significantly enhance students' listening comprehension skills. The findings not only contribute to understanding the impact of this innovative media but also offer valuable insights into the broader landscape of effective pedagogical strategies in language education.

4. RESULTS AND DISCUSSION

The research data was collected from a group of eighth grade students at SMP Negeri 9 Pematang Siantar, consisting of a sample size of 60 individuals. Within this group, the experimental class, comprised of grade VIII-4 students, was exposed to the innovative teaching method of Digital Storytelling. On the other hand, the control class, consisting of grade VIII-6 students, was taught using the traditional conventional teaching method by their English subject teacher. The data was obtained through the implementation of 20 multiple-choice questions.

4.1. Research Results

From the finding of the data analysis, the researchers discovered that eighth grade students at SMP Negeri 9 Pematang Siantar significantly improved their listening comprehension in narrative texts when they used Digital Storytelling. Some of the findings were, as follows:

1. The research's findings demonstrated a major benefit to teaching listening comprehension in narrative text by utilizing digital storytelling. This was evident from the higher average pre-test scores of the experimental class (65.33) compared to the control class (58.5). Furthermore, the post-test scores of the experimental class (80.83) far exceeded those of the control class (69.16). These findings were further

substantiated by the substantial difference in the quadrate scores of post-test values, with experimental class scoring 195575 and the control class scoring 162275. Additionally, compared to the control class 404.17, the experimental class 3017.5's standard deviation variable was much higher, further reinforcing the notion that students in the experimental class achieved higher scores compared to their counterparts in the control class.

2. The t-table for a two-tailed test at the significance level of 0.05 was 1.67155, and the degrees of freedom (*df*) was 58. At the 0.05 level of significance, the testing hypothesis was accepted because the t-value is higher than the t-table ($2.4 > 1.67155$). It showed that using Digital Storytelling to the listening comprehension in narrative text on eighth grade students at SMP Negeri 9 Pematang Siantar increased their test score significantly. As the result, the null hypothesis (H_0) was rejected while the alternative hypothesis (H_a) was accepted.

4.1.1. Descriptive Statistics

The researchers received the learners' scores after being given the pre-test and post-test in the experimental class. The results can be shown in the table as follows:

Table 1. The Results of Pre-Test and Post-Test in the Experimental Class

No	Name	Pre-Test		Post-Test		X^2	Y^2	da	da^2
		Correct	Score (X)	Correct	Score (Y)				
1.	AS	17	85	19	95	7225	9025	10	100
2.	AK	10	50	16	80	2500	6400	30	900
3.	APS	5	25	12	60	625	3600	35	1225
4.	AWU	18	90	19	95	8100	9025	5	25
5.	AF	7	35	11	55	1225	3025	20	400
6.	ASZ	16	80	19	95	6400	9025	15	225
7.	AZ	8	40	12	60	1600	3600	20	400
8.	ADZ	9	45	10	50	2025	2500	5	25
9.	CND	15	75	17	85	5625	7225	10	100
10.	DA	13	65	15	75	4225	5625	10	100
11.	FMP	15	75	16	80	5625	6400	5	25
12.	HA	16	80	18	90	6400	8100	10	100
13.	HP	17	85	19	95	7225	9025	10	100
14.	HTST	17	85	19	95	7225	9025	10	100
15.	JAM	18	90	19	95	8100	9025	5	25
16.	KWD	9	45	12	60	2025	3600	15	225
17.	KMP	11	55	16	80	3025	6400	25	625
18.	MGS	15	75	19	95	5625	9025	20	400
19.	MDA	13	65	17	85	4225	7225	20	400
20.	NH	15	75	16	80	5625	6400	5	25
21.	NP	17	85	19	95	7225	9025	10	100
22.	RA	10	50	14	70	2500	4900	20	400
23.	RS	16	80	19	95	6400	9025	15	225
24.	RP	8	40	18	90	1600	8100	50	2500
25.	SSH	12	60	16	80	3600	6400	20	400

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26.	SHN	17	85	19	95	7225	9025	10	100
27.	SR	10	50	16	80	2500	6400	30	900
28.	SNF	5	25	12	60	625	3600	35	1225
29.	WM	18	90	19	95	8100	9025	5	25
30.	YP	7	35	11	55	1225	3025	20	400
Total (Σ)	Na = 30	$\Sigma X = 1960$		$\Sigma Y = 2425$		$\Sigma X^2 =$ 138300	$\Sigma Y^2 =$ 195575	$\Sigma da =$ 465	$\Sigma da^2 =$ 10225

Table 2. The Results of Pre-Test and Post-Test in the Control Class

No	Name	Pre-Test		Post-Test		X^2	Y^2	db	db^2
		Correct	Score (X)	Correct	Score (Y)				
1.	AH	11	55	12	60	3025	3600	5	25
2.	AA	12	60	14	70	3600	4900	10	100
3.	ADP	12	60	15	75	3600	5625	15	225
4.	ARP	13	65	14	70	4225	4900	5	25
5.	BGT	11	55	14	70	3025	4900	15	225
6.	CKC	15	75	17	85	5625	7225	10	100
7.	CVP	11	55	12	60	3025	3600	5	25
8.	DN	11	55	14	70	3025	4900	15	225
9.	DA	11	55	13	65	3025	4225	15	225
10.	DB	11	55	12	60	3025	3600	5	25
11.	FDP	11	55	12	60	3025	3600	5	25
12.	FAK	12	60	15	75	3600	5625	15	225
13.	HIFS	12	60	15	75	3600	5625	15	225
14.	HM	13	65	16	80	4225	3600	15	225
15.	IH	10	50	13	65	2500	4225	15	225
16.	JA	10	50	13	65	2500	4225	15	225
17.	KK	12	60	14	70	3600	4900	10	100
18.	KA	12	60	15	75	3600	5625	15	225
19.	LS	11	55	13	65	3025	4225	10	100
20.	MFI	10	50	12	60	2500	3600	10	100
21.	MIFR	12	60	14	70	3600	94900	10	100
22.	MA	10	50	12	60	2500	3600	10	100
23.	OTIM	12	50	15	75	3600	5625	15	225
24.	RM	13	65	15	75	4225	5625	10	100
25.	RAH	16	75	17	85	5625	7225	10	100
26.	RR	12	60	14	70	3600	4900	10	100
27.	S	10	50	12	60	2500	3600	10	100
28.	SNP	11	55	13	65	3025	4225	10	100
29.	TSP	12	60	13	65	3600	4225	5	25
30.	YP	13	65	15	75	4225	5625	10	100
Total (Σ)	Nb = 30	$\Sigma X = 1755$		$\Sigma Y = 2075$		$\Sigma X^2 =$ 103875	$\Sigma Y^2 =$ 162275	$\Sigma db =$ 325	$\Sigma db^2 =$ 3925

In order to determine if Digital Storytelling had a significant impact on students' listening comprehension, series of multiple-choice questions were given to both the experimental and control classes as pre- and post-test. The data presented in the table

clearly showed that experimental class, which utilized digital storytelling for instruction, achieved a higher average score on the post-test compared to control class. Specifically, the experimental class had a post-test mean score of 80.83, while the control class had a mean score of 69.16. Furthermore, the experimental class also had a higher standard deviation, indicating greater variation in scores. The researchers were able to easily calculate the two classes using the t-test formula, as they had an equal number of participants. To determine value of the t-table for comparison, the researchers utilized the degree of freedom (*df*) formula. Only after this calculation could the t-test be conducted.

Therefore, the result of *df* is as follows:

$$\begin{aligned}df &= Na + Nb - 2 \\df &= 30 + 30 - 2 \\df &= 58\end{aligned}$$

After finished analyzing the data, the researchers obtained a t-value was 2.4. In finding the distribution table, the t-value was used as the basis for calculating the value of the t-value at certain degrees of freedom (*df*). In this research, the degrees of freedom (*df*) are 58 (obtained from $N_x + N_y - 2$; $30 + 30 - 2 = 58$) at the level significant of 0.05, therefore the result of the t-table was 1.67155.

From the calculation above, it was obtained that $t\text{-value} > t\text{-table}$ at level $\alpha = 0.05$ that was ($2.4 > 1.67155$) therefore Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_0) was rejected.

4.2. Discussion

After an extensive research process, which involved data analysis and hypothesis testing, the researchers had made a profound discovery that provided a compelling and robust answer to the research question. The primary objective of this research was to uncover the impact of Digital Storytelling on improvement of listening comprehension in narrative text among eighth grade students at SMP Negeri 9 Pematang Siantar. Employing a quasi-experimental design and utilizing quantitative methodologies, the researchers conducted both pre-test and post-test assessments on both the experimental and control classes, ensuring thoroughness and credibility of the data collected. In the experimental class, thirty students participated in the pre-test, achieving an overall listening comprehension score of 1960 ($\sum X = 1960$), with a mean score of 65.33. Furthermore, in the post-test, the sum score of students' listening comprehension from the same experimental class increased to 2425 ($\sum Y = 2425$), with a mean score of 80.83. In the control class, the sum score of students' listening comprehension in the pre-test was 1755 ($\sum X = 1755$), with a mean score of 58.5. Similarly, in the post-test, the sum score of students' listening comprehension from the control class rose to 2075 ($\sum Y = 2075$), with a mean score of 69.16.

Upon completion of the data analysis, the researchers made a remarkable discovery. The t-test value, standing at 2.4, surpassed the t-table value of 1.67155, which was derived from the degree of freedom at a significant level of 0.05. Subsequently, the researchers proceeded to test both the H_a and H_0 hypotheses, employing a stringent criterion. If Digital Storytelling showcased a significant impact on students' listening comprehension, H_a

would be accepted, while H_0 would be unequivocally rejected. Calculations revealed that the t-test value of 2.4 far exceeded the t-table value of 1.67155. Thus, the outcome of this research decisively favors the acceptance of H_a and the rejection of H_0 .

Based on the thorough analysis of the data, the researchers had identified that the utilization of digital storytelling as an educational medium had yielded remarkable outcomes in enhancing the listening comprehension on eighth grade students at SMP Negeri 9 Pematang Siantar. Moreover, it is crucial to note that the generalizability of these findings may be limited by the study's exclusive focus on a single school, SMP Negeri 9 Pematang Siantar. The unique characteristics of this specific educational setting may not fully represent the diverse contexts found in other schools, regions, or cultural environments. Future research endeavors should aim to replicate the study across multiple institutions to enhance the external validity of the results

5. CONCLUSION

Listening comprehension is a skill that is needed by students to support English language skills. English as a subject that learnt in schools especially at the junior high school, must be given more attention to the importance of English in today's modern era. Based on the internship teaching program that the researchers had been carried out, it turned up that so many students had deficiencies in acquiring English, especially in listening comprehension. This was caused by various factors as well as, lack of vocabulary, the influence of mother tongue, monotonous learning methods, lack of literacy, and student's weak motivation.

Observing the remarkable phenomenon, the researchers embarked on an investigation utilizing the captivating medium of Digital Storytelling. This innovative medium was believed to effectively enhance students' proficiency in listening comprehension, particularly in the domain of narrative text. The researchers found that eighth grade students' listening comprehension in narrative text was significantly affected by utilizing Digital Storytelling as a learning and teaching media in educational activities. It was demonstrated by the acceptance of alternative hypothesis (H_a) and the rejection of null hypothesis (H_0). According to the analysis results at the level of significance 0.05, t-value > t-table (2.2 > 1.67155). Therefore, it was found that the conclusion Digital Storytelling was a learning media that could be used to improve listening comprehension in narrative text on eighth grade students at SMP Negeri 9 Pematang Siantar.

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