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STUDENTS' IMPROVEMENT IN LISTENING COMPREHENSION THROUGH DIGITAL NARRATIVE MEDIA

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Abstract.
Listening is a skill that must be acquired in learning English. However, there are difficulties that are felt by the students when they are learning listening. The distractions inside and outside the classroom make the learning process become ineffective. Because of that, Digital Narrative Media was considered for teaching listening comprehension at one class of eleventh grade in one of Senior High School in Garut. This research aimed to improve students' listening comprehension. This research used a quantitative method and pre-experimental as the design for the research. The researcher chose the participants from one class of eleventh grade in one of Senior High School in Garut. The research sample consisted of 30 students. The researcher uses pre-test and post-test for collecting data and then analyzed the data by statistical analysis. The research findings showed that the students'pre-test meanscore was 67.50 to be 80.00 in the post-test. The t-test analysis showed that Sig. (2-tailed) is 0.000 which is smaller than α = 0.05. It means that there was a significant difference of students' listening comprehension before and after using the Digital Narrative Technique. In conclusion, Digital Narrative Technique was effective to improve students' listening comprehension.

Keywords: *Listening Comprehension, Digital Narrative, Improvement*

INTRODUCTION

Listening is very important in language learning, according to Ahmadi (2016), because it offers input for learners and plays a vital role in the development of their language knowledge. Listening is one of the language skills that students must acquire when learning English (Marleni, 2015). Furthermore, listening can be entertaining for students because it is used not just for academic objectives but also to assist students in refreshing their minds. To put it another way, listening is crucial in teaching and learning a language.

The digital revolution has become a factor that encourages teachers to be more creative when creating educational materials. Using technology and digital media can help teachers convey their teaching materials more efficiently while also assisting students in getting more out of the subject. The teacher can utilize various techniques, such as media, to help students absorb the lesson more easily when teaching listening. Using alternative media to support the teaching and learning process is good (Adawiyah, 2017). As an alternative media, a digital narrative can be used to teach listening skills (Budianto et al., 2021).

Sadik (2008) says, Digital Narrative (Storytelling) is the current manifestation of storytelling that uses a computer as a tool to convey stories, and it has taken numerous forms, including audio-visual (video) and audio recording. A digital narrative is an excellent tool for teaching listening skills, attracting and motivating students and providing natural resources (Gestanti, 2017) as cited in (Budianto et al., 2021). Because the stories are significant, it is easy for students to understand the material in the digital narrative. In short, the digital narrative can trigger and enable English language learners to be more skillful and reflective in listening comprehension.

However, Digital Narrative has not been perfectly applied in the EFL classroom. There are several problems in implementing digital narratives in EFL classrooms that are still an issue. (Juvrianto et al., 2018). Mention some of the students' challenges with digital story implementation, such as listening to the main ideas, getting comprehensive information from the text, and having a limited vocabulary. Common issues arise as a result of the school's limited resources. The teacher only uses one medium (the same type) in the listening class, which makes the listening class uninteresting to students (Marleni, 2015). In other words, implementing digital narratives in the EFL classroom is still a challenge.

In relation to this, numerous studies have been undertaken. Male & Pardede (2019) published a study titled Using Storytelling Technique to Improve Students' Listening Skill Perfomance-A Case Study in Indonesia. A systematic two-cycled action research was used. In the first cycle, they utilize pre-test and post-test, and in the second cycle, they use post-test. In terms of its effectiveness in teaching and acquiring listening skills, the observation results revealed that the storytelling application was more likely to provide an engaged and entertaining teaching environment.

Marleni (2015) conducted research about Improving Students' Listening Comprehension Of Narratives By Using Movies As Media At Grade XI IPA 5 Of SMAN 2 Bangkinang. The researcher employs movies as a medium in the study of listening to narrative text. The findings of the study reveal that 1) films can help students in class XI IPA 5 at SMAN 2 Bangkinang enhance their capacity to listen to narrative texts, and 2) one of the elements that influence the improvement of students' abilities is the media utilized by teachers while teaching narrative texts.

Based on the findings above, previous studies have looked into using digital narrative (storytelling) to teach listening skills. The researchers used Digital Narrative to improve listening comprehension by generalizing it. The students were given multiple-choice questions to assess their listening comprehension. Previous studies encouraged students to recount stories they had heard to determine the effect and impact of Digital Storytelling.

Based on the description, it can be concluded that digital narrative is not limited to a single subject but encompasses a wide range of topics. In another way, future research

is needed to integrate digital narrative more deeply and comprehensively. Therefore, the researcher was interested in doing a study titled "STUDENTS' IMPROVEMENT IN LISTENING COMPREHENSION THROUGH DIGITAL NARRATIVE MEDIA" on the use of Digital Narrative Media in teaching listening, which included the missing words of narrative text and the multiple-choice to know the student's listening comprehension.

LITERATURE REVIEW

Since its emergence, digital narrative media or more so-called digital storytelling has gained a considerable amount of attention from many experts. This interest has led to the different definitions of the term itself. Digital storytelling, according to Hamdy (2017), can be viewed as the process of sharing information by means of words and actions using technological tools with the objective to share meanings or messages. As the name suggests, digital storytelling involve the use of digital devices, software applications and multiple types of media such as texts, images, audio, music or video.

Digital storytelling also has different functions which also depend on its types. Robin (2006) as the expert who also promote digital storytelling in education outlines several types of digital storytelling. The first type is personal narratives which cover stories that contain accounts of significant incidents in one's life. The second type is historical documentaries in which they share stories that examine dramatic events that help readers understand the past. The third one is story that is designed to inform or instruct the viewer on a particular concept or practice. The present study would base the investigation on the first type of digital storytelling.

METHODOLOGY

This research employed an experimental design of quantitative method, which according to Creswell (2002) is "an experimental design is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome."

Using an experimental design of quantitative method, the researcher used pre-experimental research (Creswell, 2002). The researcher studies a single group and gives an intervention during the experiment. There is no control group to compare to the experimental group in this design. This research wants to find out the students' listening improvement by using the Digital Narrative as a media of teaching listening at one class of one Senior High School in Garut which consisted of pre-test, treatment, and post-test.

The research was conducted at one class of eleventh grade in one of Senior High School in Garut. The participants of the research were the one class of eleventh grade that selected 30 students. The sample was selected using the purposive sampling technique. They were chosen as the sample because they met the characteristics of having low scores and lack of listening based on observations that were recommended directly by the English teacher at the school.

To collect the data, the study utilized pretest and posttest. Before the instruments were given to the participants, it was tested for validity and reliability. Additionally, scores must be consistent. When a person responds to certain questions in a particular manner, the individual should consistently respond to closely related questions in the same manner (Cresswell, 2012). The researcher used Microsoft Excel 2010 as a system to test the validity

and reliability of the instrument. Pre-test and post-test have been tested on thirty-one students in a different class. The researcher found out that the pre-test and post-test are valid and reliable and got the coefficient value as presented in the following table:

Table 1. Validity of Pre-Test A

Recapitulation of Calculation of the Validity of Pre-Test A Items				
Number	Coeff. Correlation	T count	T table	Desc
1	0,420	2,492	2,04523	Valid
2	0,420	2,492	2,0687	Valid
3	0,556	3,602	2,0687	Valid
4	0,367	2,125	2,0687	Valid
5	0,494	3,060	2,0687	Valid
6	0,494	3,060	2,0687	Valid
7	0,437	2,616	2,0687	Valid
8	0,678	4,967	2,0687	Valid
9	0,666	4,808	2,0687	Valid
10	0,369	2,138	2,0687	Valid

Table 2. Validity of Pre-Test B

Recapitulation of Calculation of the Validity of Pre-Test B Items				
Number	Coeff. Correlation	T count	T table	Desc
1	0,487	3,003	2,04523	Valid
2	0,387	2,260	2,04523	Valid
3	0,789	6,916	2,04523	Valid
4	0,369	2,138	2,04523	Valid
5	0,789	6,916	2,04523	Valid
6	0,359	2,071	2,04523	Valid
7	0,693	5,176	2,04523	Valid
8	0,773	6,562	2,04523	Valid
9	0,563	3,668	2,04523	Valid

10	0,647	4,570	2,0452 3	Valid

Table 3. Validity of Post-Test A

Recapitulation of Calculation of the Validity of Post-Test A Items				
Number	Coeff. Correlation	T count	T table	Desc
1	0,802	7,230	2,0452 3	Valid
2	0,626	4,323	2,0452 3	Valid
3	0,356	2,052	2,0452 3	Valid
4	0,455	2,752	2,0452 3	Valid
5	0,381	2,219	2,0452 3	Valid
6	0,357	2,058	2,0452 3	Valid
7	0,525	3,322	2,0452 3	Valid
8	0,802	7,230	2,0452 3	Valid
9	0,802	7,230	2,0452 3	Valid
10	0,356	2,052	2,0452 3	Valid

Table 4. Validity of Post-Test B

Recapitulation of Calculation of the Validity of Post-Test B Items				
Number	Coeff. Correlation	T count	T table	Desc
1	0,425	2,528	2,0452 3	Valid
2	0,438	2,624	2,0452 3	Valid
3	0,635	4,427	2,0452 3	Valid
4	0,495	3,068	2,0452 3	Valid
5	0,397	2,329	2,0452	Valid

			3	
6	0,394	2,308	2,04523	Valid
7	0,459	2,782	2,04523	Valid
8	0,521	3,287	2,04523	Valid
9	0,374	2,172	2,04523	Valid
10	0,371	2,151	2,04523	Valid

Based on table 1 until table 4 above, all questions to be tested on students are valid.

Table 5. Reliability of Pre-Test A and Post-Test A

Result of Reliability Test		
Test	**Reliability Coefficient**	**Interpretation**
Pre-Test A	1,090	Reliable
Post-Test A	1,080	Reliable

Table 6. Reliability of Pre-Test B and Post-Test B

Result of Reliability Test		
Test	**Reliability Coefficient**	**Interpretation**
Pre-Test B	1,071	Reliable
Post-Test B	1,080	Reliable

Based on table 5 and 6 above, pre-test and post-test used in this research are reliable.

Data was collected through some stages. They were the planning stage, implementation stage, and final stage. Planning stage Conducted observations, developed learning tools such as syllabus and RPP, developed a listening test and determined the one sample group. In the implementation stage, After the preparation stage, the researcher proceeded to the implementation stage. The implementation of this research was carried out for two weeks. Within two weeks, the researcher conducted a pre-test, treatment, and post-test in one sample group. In the final stage, the researcher scored the data and analyzed the data. There were two types of data analysis techniques carried out by the researcher, namely descriptive statistical analysis and inferential statistical analysis. The researcher analyzed the data using SPSS 22.

FINDINGS AND DISCUSSION

This research was conducted at one-eleventh grade in one Senior High School in Garut to test whether there is an effect of Digital Narrative Technique learning media on students' learning outcomes on listening comprehension. There is one class as the subject of this research. The material that has been taught is Narrative text regarding text structure and language components. Research data is presented in the form of descriptive statistical analysis and inferential statistical analysis.

Students Listening Comprehension Before and After Using Digital Narrative Media

The data were collected from the score of the pretest and post-test one sample group which used Digital Narrative as the learning medium in improving listening comprehension. Descriptive analysis was processed by SPSS 22 for Windows and presented in Table 7.

Table 7. The Result of Descriptive Analysis of Pre-test and Post-Test

Descriptive Statistic	Score	
	Pretest	Post Test
Highest Score	95	100
Lowest Score	30	55
Mean	67,50	80,00
Standard Deviation	16,854	12,932

Based on table 7, the lowest pre-test score was 30 and the highest pre-test score was

95. After conducted the treatment using Digital Narrative Media, the scores of the pre-test and post-test improved. It can be seen from the lowest score and the highest score of the post-test. The lowest score was 55 and the highest score was 100.

From the table above, the researcher concludes that the use of the Digital Narrative Narrative in listening comprehension has a positive effect. This is shown by the descriptive analysis of the average pre-test and post-test scores which increased from 67,50 to 80,00. There was an increase of 12,50.

The score distribution pre-test and post-test has been processed by SPSS 22 for Windows and presented on Table 8.

Table 8. The Score Distribution

Score Interval	Category	Experimental Group			
		Pre Test		Post Test	
		F	P	F	P
90-100	Excellent	3	10%	10	33,3%
80-89	Very Good	5	16,7 %	11	36,7%
70-79	Good	9	30%	2	6,7%
60-69	Fair	6	20%	5	16,7%

< 59	Poor	7	23,3 %	2	6,7%
Total		30	100 %	30	100%

From Table 8 above, it can be concluded that in the pre-test there were 3 (10%) students who had a score in the excellent category. There were 5 (16,7%) students who had the very good category, 9 (30%) who had the good category, 6 (20%) who had the fair category, and 7 (23,3%) who had the poor category.

Then in the post-test, there were 10 (33,3%) students who had a score in the excellent category, 11 (36,7%) who had the very good category, 2 (6,7%) who had the good category, 5 (16,7%) who had the fair category, and 2 (6,7%) who had the poor category.

In conclusion, the analysis of the result from pre-test and post-test before and after treatment has improved. From that, the researcher concluded that Digital Narrative Media affects and has a positive contribution to improving students' listening comprehension.

The Differences of Students Listening Comprehension Who taught by Digital Narrative Media

Before conducted the paired sample t-test, the researcher tested for the normality and homogeneity of pre-test and post-test.

Table 9. The Result of Normality Test of Pre-Test and Post-Test

Group	Test	Sig.	A	Criteria
Experimental	Pre test	**,955**	0,05	**Normal Distribution**
	Post Test	**,925**		

Based on the results of the normality test conducted on the pre-test and post-test data using the Liliefors statistic, the researcher used the Shapiro Wilk. Sundayana (2018,p. 88) stated that the Kolmogrov-Smirnov (Liliefors) test is more appropriate if there are at least 50 pieces of data and if less than 50 pieces the Shapiro-Wilk test should be used. From the table obtained the value of Sig. the pre-test was 0.232 and α is 0.05, because 0.232 > 0.05, the results of the pre-test are normally distributed. While the value of Sig. the post-test was 0.36 and the α is 0.05, because 0.36 > 0.05, therefore the results of the post-test were normally distributed.

After knowing the data is normally distributed, the researcher conducted a homogeneity test on the pre-test and post-test data. A homogeneity test was carried out to find out whether the data obtained are homogeneous or not and to test the variance and homogeneous population. In order to accept or reject the hypothesis by comparing the sig price on Levene's statistic with 0.05 (sig > 0.05).

The researcher tested the homogeneity of pre-test and post-test. The results of the

homogeneity test on the pretest can be seen in the following table:

Table 10. The Results of Homogeneity of Pre-Test and Post-Test

Levene Statistic	df1	df2	Sig.
1,785	1	58	,187

The results of the homogeneity test of the research variables are known to be the pre-test and post-test calculated f value of 10,387 with a significant value of 0,187. From the results of the significant price calculation, the pre-test and post-test data are greater than 0.05 (sig > 0.05). In conclusion, the pre-test and post-test data in this study have a homogeneous variance.

After conducted the normality and homogeneity test, the researcher tested the hypothesis. The hypothesis is:

H_o: Using the Digital Narrative Media is not effective to improve students‘ listening comprehension

Ha: Using the Digital Narrative Media is effective to improve students‘ listening comprehension

The difference test conducted in this study aimed to determine the use of Digital Narrative Media in improving the students' listening comprehension. The hypothesis test used in this study was a parametric statistical test, namely the Paired Sample T Test with the help of SPSS 22 for Windows.

Table 10. The Result of Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	67,50	30	16,854	3,077
	Post Test	80,00	30	12,932	2,361

The table above shows a summary of the descriptive statistical results of the two samples studied, namely pre-test and post-test. For the score from the pre-test, the mean is 67,50. For the score from the post-test, the mean is 80,00. The number of students used as the research sample was 30 people. The standard deviation value for the pre-test is 16,854 and for the post-test, it is 12,932. For the standard error value, the mean pre-test score is 3,077 and for the post-test, it is 2,361. Because the average value of the pre-test is 67,50 < 80,00 average of the post-test, there is a difference between the pre-test and post- test scores descriptively.

The next step is to interpret the results of the paired sample t-test contained in the output table below. This interpretation is used to prove whether the difference is really real (significant) or not.

Decision-making guidelines in the paired sample t test are as follows:

1. If the value of Sig. (2-tailed) < 0.05, then H0 is rejected and Ha is accepted
2. If the value of Sig. (2-tailed) > 0.05, then H0 is accepted and Ha is rejected

Table 11. Table of Results of Paired Sample T-Test

Pair Test	Paired Differences					T	Df	Sig.2 tailed
	Mean	Sd	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre Test Post Test	-34,560	11,804	2,361	-39,433	-29,687	-14,639	24	**,000**

Based on the output table above, Sig. (2-tailed) value is 0,000 < 0,05. It means that Ha is accepted and H0 is rejected. The conclusion is that Digital Narrative Media improves the students' listening comprehension.

After getting the results of different initial abilities using the Paired Sample T-Test, the next step is to Normalizaed Gain Test with the help of SPSS 22 for Windows.

Table 12. Table of Results of Normalized Gain Test

	N	Minimum	Maximum	Mean	Std.Deviation
N-Gain Score	30	0	1	.39	.290
N-Gain Percent	30	-40	100	38.86	29.024
Valid N	30				

The table above shows a summary of the descriptive statistical results of the normalized gain test. For the N-Gain score, the mean is 0,39. For the N-Gain percent, the mean is 38,86. The number of students used as the research sample was 30 people. The standard deviation value for the N-Gain score is 0,290 and for the N-Gain percent, it is 29,024. Based on the normalized gain test, it is 0,39 which can be categorized as a moderate interpretation.

This research was conducted at one class in one of Senior High School in Garut. The number of samples in this study was 30 people. Students listening comprehension was measured from the pre-test given by the researcher. After the pre-test, the researcher gave the treatment. The experimental group was given the Digital Narrative Media treatment using video narration. The treatment was given in three meetings with each meeting (2x45

minutes). The video used is themed "folk legends" because based on the syllabus and lesson plans the material taught is about "Narrative Text about folk legends".

The research findings show that students improve their listening comprehension in terms of text structure and vocabulary. Students' this increase is supported by the average pre-test score of 67,50 which is included in the fair category and the post-test average value of 80,00 in the very good category. Because the average value of the pre-test is 67,50< 80,00 average of the post-test, there is a difference between the pre-test and post-test scores descriptively. Based on the output table in paired sample t-test, Sig. (2-tailed) value is 0,000 which is < 0,05. It means that Ha is accepted and H0 is rejected. Then, based on the normalization of the gain test, it is 38,86% which can be categorized as a moderate interpretation. In conclusion, Digital Narrative Media is able to improve the student's listening comprehension. The pre-test score illustrates that students are still able to understand the missing words, identify the setting, problems and solutions, themes, and the moral of the story. After being given treatment, the students' post-test means scores improved. It was explained that students are good at understanding missing words, identifying settings, problems and solutions, themes, and morals of the story.

Jonassen and Hernandez-Serrano in Sandaran and Kia (2013) describe three ways inwhich students can learn through digital stories. First, digital stories can be used as visual and conceptual examples of concepts/principles taught through direct instruction. Second, they can be used as problem cases that studentsneed to solve. Third, stories can be used as personal advice for students in how they approach problem-solving. They also integrate understanding, problem-solving skills and critical thinking skills, and employ technology in a creative way (Ohler in Yamaç & Ulusoy, (2016).

Based on this explanation, Digital Storytelling can be used as problem cases that needto be solved but in this study, it is used in a different form. Students identify story problemsand find solutions based on the story. Students also identify the setting and moral of the story to improve their listening comprehension.

According to Koisawalia, et al. in Sandaran and Kia (2013) state that every feature ofthe language such as linguistic items, grammar, vocabulary, sentence construction, etc. canbe presented through stories. Stories and tales help children develop listening comprehension and literacy. As stories engage the listeners through feelings, memories, values and perceptions, this enhances general comprehension. According to Robin (2008), Digital Narrative can be an effective learning tool for students. By using Digital Narrative Technique, the students are facilitated more opportunities to improve their vocabulary and comprehension in listening.

Based on the explanation, the researcher agrees that Digital Narrative Media can be an effective learning tool to improve students listening comprehension in terms of vocabulary. The result of the post-test showed that the students' score improved higher than the pre-test. Thus, the students' difference between pre-test and post-test was significantly different. So, Digital Narrative can be used as media to improve students' listening comprehension.

The description of data collection through the listening test described that the students' difference before and after using Digital Narrative Media was significantly different. Based on the result, Digital Narrative can be used as media in improving

students‘ listening comprehension. It also can be used in all different subjects to gain a lot of learning.

In addition, digital stories can be used as the use of personal technology in order to integrate a number of media into a coherent narrative. So, it is a good way to engage students in the learning process. Therefore, applying Digital Narrative Media make the students enjoyable and not bored in following the lessons. From those results, it can be concluded that Digital Narrative Media is effective to be used in improving students‘ listening comprehension.

CONCLUSION

The researcher as the practitioner of this classroom action was successful in improving the classroom practice. The research results and analysis showed that the students did improve their listening comprehension after the implementation of the Digital Narrative Media. Moreover, the students became more enthusiastic and motivational in participating during the learning process.

Furthermore, the use of Digital Narrative Media to teach listening comprehension also helped the students in participating and focusing on the stories of the legend that showed by the researcher. The students really paid great attention to the researcher's instructions and questions. The students became more active and motivated in the learning process using Digital Narrative Technique.

The finding and conclusion related to the research question about the students' improvement in listening comprehension through Digital Narrative Media show that the students could improve their listening comprehension. Based on the output table in paired sample t-test, Sig. (2-tailed) value is 0,000 which is < 0,05. It means that Ha is accepted and H0 is rejected. Then, based on the normalized gain test the increase in Digital Narrative Media categorized as moderate effectiveness. In conclusion, Digital Narrative Media is able to improve the student’s listening comprehension.

Based on the conclusions from the result of the research that has been done, the researchers suggest the following parties.

1) Teachers, especially English teachers, are expected to be able to consider the Digital Narrative as a teaching media to improve students' listening comprehension.
2) Students, it is suggested to do more practice for listening materials as generally. Specifically, if the material is about the narrative text, they can search for a narrative in the form of a Digital Narrative Media on Youtube as a way of learning to learn English, especially to improve listening comprehension.
3) For future researchers, they can conduct qualitative methods or use quantitative methods with quasi-experimental in the research of Listening Comprehension through Digital Narrative Media. It is also advised to conduct listening comprehension research at the language lab because it has more comprehensive equipment. It is hoped that they can conduct research to use Digital Narrative Media apart from listening only, but with other aspects such as speaking skills, reading skills, and so on.

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