

The Use of Digital Story Telling to Teach Listening: A Classroom Action Research to XA Grade Students of SMA Santo Fransiskus Asisi Pontianak

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Abstract

This research aims to describe how the use of digital storytelling impacts the tenth-grade (X.A) students at SMA Santo Fransiskus Asisi Pontianak in learning listening comprehension. The animation stories in digital form were served to bring engagement among students in listening activities within a classroom setting. The listening activity was done with the assistance of audio-visual media by manipulating the original story to the new version. Then, the storyboard was rearranged to associate the students' engagement and listening comprehension with the changing plot of the story. Further, the students' engagement was stimulated through their activity by creating and presenting their own animation fractured story in groups. The basis of the animated fractured story created by students came from the previous animation of traditional story played by the researcher. Then, their listening comprehension was improved through the researcher's instructions that fostered the students to make the pictures rearrangement, parts of the story identification, comparison of the stories, and retell activity. The research used classroom action research conducted in two cycles. Every cycle consisted of four steps such as planning, action, evaluation, and reflection. The researcher revised the weaknesses in cycle 1, and did the following cycle with the revised lesson plan. Research instruments were constructed in the form of assessment rubrics, field notes, and observation instruments for the lesson plan and teaching process. Based on the analysis of the findings, it can be concluded that using digital storytelling to teach listening to XA grade students at SMA Santo Fransiskus Asisi Pontianak in the academic year 2023/2024 improves both student engagement and listening comprehension achievement through the use of animation videos of fractured stories. The usage of animated stories with fractured storylines improves students' efforts and initiatives in class. Nonetheless, it reduces the students' disruptive and inattentive behaviors. Similarly, the students' achievement in listening comprehension improves from cycle to cycle.

Keywords: Digital Storytelling; Engagement; Listening Comprehension

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1. Introduction

Listening ability is the core of learning language activity. It is a receptive skill that involves comprehending the viewpoints, emotions, and needs of people, not just hearing their words. Active listening requires concentration, real curiosity, inquiry, and abstaining from making hasty judgments or interruptions ([Guliyeva, 2024](#)). Further, It is the process of receiving language through the auditory system which involves receiving of the sound waves, identifying the language (both the segmental and supra-segmental elements), processing them into appropriate intentions and retaining the message for future use Moulic in ([Amalia, 2014](#)). In addition, listening is also associated to the speech reception at the syntactic, lexical, pragmatic, and discourse levels.

The listening process may end with understanding, since effective communication and effective listening may be defined as the accurate sharing or understanding of meaning ([Kline, 1996](#)). It becomes an interactive process in which listeners are involved in constructing meaning ([Moulic & Rahman, 2019](#)). Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues ([Gilakjani & Sabouri, 2016](#)). By having good listening skills, the language learners will be confident to interpret what the speakers mean about something and give feedback as they have adequately understood the information they have heard. Skilled listening requires that listener look ahead in anticipation of what is coming. They are checking the received material as opposed to trying to make an unexpected and immediate interpretation ([Ahmadi, Seyedeh, 2016](#)). However, this is not an easy task for some students who do not have sufficient basic knowledge of certain languages like English lesson. For example, the barriers in listening may occur if different words sometimes mean the same thing, or the same words can mean different things to different people ([Kline, 1996](#)). The various intake background of the students also provides challenges for the teacher to have an effective method so that the students can be guided to improve their abilities in listening comprehension.

In English Foreign Language Teaching (EFL) context, the integration of technology in the classroom assists students not only to acquire foreign language but also to increase their motivation and confidence ([Abdulrahman et al., 2018](#)). This affects the teaching approaches and methods of the teacher to push their students in mastering their knowledge and skills

including English language mastery. By utilizing technology and practice, a teacher can provide students with relevant content that sparks their interest in learning the language and gives them the impression that it's simple and enjoyable to study.

This classroom action research was conducted with tenth-A grade class of listening comprehension in narrative genre at SMA Santo Fransiskus Asisi Pontianak in the academic year 2023-2024 with classroom setting. It was started from the problem faced by the researcher during the listening activity in the form of monologue of folklores. The researcher offered the active listening and fostered the students through three-phase techniques (pre-listening-whilst listening-post listening) by using dictation and audio device. It was a challenge after recognizing that the listening process could not run as well as the researcher hoped. The researcher identified some problems during the learning process about an active listening activity such as interpreting message failure, and recalling information failure. Moreover, the problem was not only in the cognitive realm but also the involvement of students had to be a serious concern. The lack of engagement also had disturbed the interaction in the classroom whereas the students did not motivate and train themselves in listening comprehension well.

By realizing the problem above the researcher tried to find an alternative to solve the students' problems. The students needed an effective medium which was fun and attractive in improving their listening comprehension ([Zamruddyn, 2020](#)). More than this, the efforts to return the students' engagement inserted into the use of the medium. The engagement of students is often associated with academic achievement and it can be a tool in addressing disciplinary problems in schools. It brings positive results in the emotional, behavioral and cognitive development of the students and contributes to high academic achievement ([Ali & Hassan, 2018](#)). Therefore, By getting engaged in set of the teaching and learning process, the learners will improve their skill ([Ikhsanudin et al., 2019](#)).

Due to the rapid elevation of technology, teachers are expected to integrate technology into the classroom to engage students considered digital natives ([Budianto et al., 2021](#)). Innovation was required by combining the teaching strategy with the technology provided at school. The use of technological assistance was expected to foster the students to reach their engagement and their listening comprehension improvement in a set of teaching. The concept of TPaCK (Technological, Pedagogical, and Content Knowledge) in learning must be applied as a prominent model of teacher expertise for effectively teaching with digital technologies ([Schmid et al., 2021](#)). One such technology is Digital Story Telling (DST), which can assist the teacher in providing interactive materials to the students. It will also assist the instructor in getting the class more engaged and enthusiastic about the material ([Riani et al., 2021](#)).

Digital Story Telling (DST) is the act of creating multimedia stories with digital devices. The multimedia elements in DST include voice recording, video recording, compilations of images, graphics, texts, animations, and other media sharing (Chen et al., 2023). In addition, Hava, (2019) states that digital storytelling is a process of creating a story by editing and combining the oral narration with multimedia elements. In addition, digital storytelling can be defined as a workshop-based process where participants gain the skills and knowledge needed to tell a personal story using their own words and imagery. It starts with a recognition that the development of new forms of media activity enabled by digitalization have led directly to new modes of community-based media which, in turn, have created spaces for practitioners that emphasize the importance of the voice of the participant (Dunford, 2017).

There were some previous studies about the use of digital story telling media to improve listening skills. The study was conducted by (Amalia, 2014) entitled *“Improving listening and speaking skills by using animation videos and discussion method”* revealed that using animation videos could create not only joyful learning but also help the students more understand because they present visual context aids that assist the students comprehend and improve their learning skills. Besides the listening skill, animation videos could sharpen the speaking skill if being integrated with discussion method. Through reception, we internalized linguistic information in order to produce language orally (Hariati, 2022).

In addition, another previous studies related to the use digital story telling by using animation movies had proved the effectiveness in improving the students’ listening comprehension. According to Tabieh et al., (2020) the impact of implementing digital storytelling as a method to be utilized to help students to acquire active listening skills and creative thinking skills, including fluency, flexibility, and originality, in the Arabic language classes is significantly effective medium. Moreover Tanrikulu, (2020) claimed that digital storytelling had a positive effect on the development of listening comprehension, positively affected learning, and was more effective compared to listening lessons taught with voice recordings and increased student motivation. Further, the use of audio-visual media was able to improve the result of the listening course because the students were motivated to manage their the focus and concentration in listening courses (Hardiah, 2019). In the same way, Jakob et al., (2018) in his study claimed that Digital Storytelling (DST) was an effective and good media to make the students to develop their learning interest.

Briefly, there were many evidence revealed the advantages of using digital storytelling toward students in teaching and learning English. Not only in cognitive scope but also

pedagogically assists the students to enrich their motivation, learning experience, joyful learning and culture heritage in the future. Besides, the opportunity for the students to develop their technological skills is widely opened. However, the method on how to use digital storytelling to teach listening through the animation video of fractured story had never been discussed before. Through this activity, the students were associating their prior knowledge on the traditional story with the modified story to construct the students' new knowledge, interest, and their abilities on listening comprehension. This gap supported the writer to do the further research on how this method is able to overcome the students' problems on listening comprehension especially to the X.A grade class students at SMA Santo Fransiskus Asisi Pontianak. Thus, the construction of this research was composed to discuss about how the use of digital story telling stimulated the students' engagement and how DST fostered students to achieve their better listening comprehension results through the use of animation fractured story.

2. Research Methodology

This research was conducted by using Classroom Action Research (CAR). Of all of the research designs, action research is the most applied, practical design. Action researchers explore a specific and practical educational problem with an aim toward developing a solution to a problem. Educators aim to improve the practice of education by studying issues or problems they face. The educators reflect about these problems, collect and analyze data, and implement changes based on their findings ([Cresswell, 2012](#)). This research was conducted by the teacher as the practitioner that focused to the revision to the learning process when there were some learning problems appear in the classroom. The action research carried out in the classroom used less complex analysis techniques and emphasized practical significance over statistical significance. The primary purpose of action researchers' reports of their findings was to make clear how the findings may impact their own work and to educate others about the potential ramifications for professional behavior ([Siti Khasinah, 2021](#)).

According to Donoahue, (2020), Classroom Action Research provides opportunities for teachers to engage with the broader educational community, to conduct their own research, examining their own questions, collecting and analyzing data, and using their results to reflect, plan, and improve their teaching practice and classroom programs to find an ideal form of professional development for classroom teachers. In addition, Tanduklangi et al., (2019) claims that CAR is well known for its cycle, namely, planning, action, observation, and reflection. The cycle can be two or three and it usually ends when the researchers have been satisfied with the

results.

The subject of this research was X.A class students of SMA Santo Fransiskus Asisi Pontianak with 30 (thirty) students from various backgrounds and intakes. The techniques of collecting data in this research were conducted through documenting technique, observation technique, and field note (Antoro et al., 2009). Whereas three kinds of tools used to collect the data were in the form of students' observation rubrics (engagement), assessment rubrics for listening comprehension, and field notes during the action to complete the data collected. Research tools of collecting data was done by constructing the students' observation rubrics to the assessment in teaching process, and the instrument of students' activity or field note to give the strong confirmation. In every cycle was ended with the test for the students to collect information about the student's achievement after the cycle conducted. The revise instrument for the problem identification and problem solving priority was also provided after the reflection. Besides, the students' activity instrument was made in the form of assessment rubric and field note to observe the student's activeness and interest during the learning process, how far the students are curious about the learning materials.

According to Wilhelm & Glencoe/McGraw-Hill., (2007) listening checklist for students' activities were divided into three parts such as before, during and after the listening. Before listening the students cleared their mind of other thoughts and distractions. Then, during listening the students had to be focused to the speaker and the speaker's words, connected what he or she heard with the prior knowledge and experience, identified the main ideas, took notes, did not interrupt, and waited until the speaker finished to ask questions and made comments. After the listening the students participated in the discussion, raised his or her hand to ask questions or made comments, were kind and respectful with comments, compared notes with classmates to check understanding, told the speaker what he or she heard using phrases, and focused on topic during discussion.

In addition, the listening checklist above was extracted and developed into students' engagement rubric and became the reference for the researcher to prepare the students' listening exercise and its rubric. Then, the detail statements of the students' engagement observation checklist were reconstructed that finally suited with the observation rubric had ever been created by (Cassar & Jang, 2010). It was divided into positive and negative behaviors for each student during the learning cycle. The categories of E (Effort) and I (Initiative) belonged to the positive behavior. However, the category of D (Disruptive behavior) and N (Inattentive behavior) belonged to the negative behavior. The first was about positive engagement indicators such as in this research as, pays attention in class; works well with other students; approaches

new assignments with sincere effort; completes assigned seatwork; tries to finish assignments even when they are difficult; ask question to get more information; participates actively in discussions; attempts to do his/her work thoroughly and well, rather than just trying to get by; raises his/her hand to answer a question or volunteer information. Secondly, it was about negative engagement indicators such as needs to be reprimanded; annoys or interferes with peers' work; acts restless, is unable to sit still; talks with classmates too much; is not persistent when confronted with difficult problems; gets discouraged and stops trying when encounter an obstacles in school work; is easily frustrated; doesn't take independent initiative, must be helped to get started and kept going on work; doesn't seem to know what is going on in class; is withdrawn, uncommunicative.

Then, the next step was measuring the listening comprehension through test. Before assessing the results of the listening comprehension test, the researcher had prepared an assessment rubric first. It was done to determine not only the criteria but also descriptions as the important indicators of the students' achievement. The following the assessment rubric to assess listening comprehension used by the researcher was cited and extracted from the book of McGraw-Hill (2007). The formative assessment for listening during the lesson emphasized to the students' comprehension and identification of the setting, problem and solution, theme, moral lesson of the story, spelling and the story arrangement in general.

Table for The Rubric of Listening Assessment

| Criteria | Description |
|-----------------------|--|
| Excellent (100-90) | Excellent at identifying the setting, problem and solution, theme, and moral of the story. All words are spelled correctly. |
| Very good (89-80) | Very good at identifying the setting, problem and solution, theme, and moral of the story. Almost all words are spelled correctly. |
| Good (79-70) | Good at identifying the setting, problem and solution, theme, and moral of the story. Some spelling errors occur, but not impede understanding. |
| Fair (69-60) | Still able to identify the setting, problem and solution, theme, and moral of the story. Spelling errors impede understanding. |
| Poor (59-0) | Unable to identify the setting, problem and solution, theme, and moral of the story. Numerous spelling errors prevent understanding |

McGraw-Hill (2007)

Besides, the field notes were used by the researcher to provide notice during the preparation, the action in term of using digital story telling in teaching listening. The researcher

collaborator took these notices to provide some help to the researcher for taking more information during the lesson. These anecdotal records given by the researcher's collaborator provided the important information and perspectives of how the learning process had done and how it should be. It is very helpful tool to observe students' progress in the learning of English language, and if it is taken regularly, it become not only a vehicle for planning instruction and documenting progress, but they also tell the story of every student and to encourage them to learn English language (Whitehead, 2020).

Data analysis were carried out from the moment the learning action was done, followed by the reflection, and revision stages. Data completeness checking was carried out by reviewing the data according to the results of observation checklist, assessment rubric and field notes. Then, the data provided were analyzed and described qualitatively based on the data collection and reflection in every learning cycle. The writer provided the observation result analysis and described the research findings. To get the data trustworthiness, the researcher described the data analysis steps by regrouping checklist input of the criteria into positive and negative engagement. Then, the researcher counted and converted the checklist results whether positive or negative engagement into score numbers. To calculate the score, there were three columns. Column "never" means 1, column "sometimes" means 2 and column "always" means 3. In order to get the score range from 1 to 100, the writer used the formula as follows:

$$P\&N = \frac{\sum xi}{27} \times 100$$

P= range score of positive behavior from 1 to 100 scale

N= range score of negative behavior from 1 to 100 scale

$\sum xi$ =the achievement score from the check list

27= the maximum score achievement from the check list

The writer considered if the input checklist get 1 in each criterion it meant the achievement score was only 9 divided 27 (maximum score) and multiplied by 100, the result got 33,33 as the lowest score. While the writer also simulated the middle score by input 2 in each criterion and got score of 18 divided 27 (maximum score) and then multiplied by 100, the result got 66,66 as the middle score. On the same way if 3 was divided $\frac{3}{100}$ or 0,03 (3 derived from highest score of three column, and 100 was the highest score) then resulted 33,33. Whereas 2 divided 0,03 resulted 66,66. For that reason there had to be a reasonable range between 2 and 3, because 3 was automatically equaled with 100. In this case, the researcher put 2,5 as a reasonable range between 2 and 3 while 2,5 was divided with 0,03 the result was 83,33.

The difference between positive engagement range score and negative engagement

range score occurred because in positive engagement the researcher looked for the higher score the better. But, the negative engagement score range showed that the lower score, the better the results. The range category for positive engagement (efforts and initiatives) such as, the good score was from 83,33 to 100, fair category was from 66,66 to 83,33, and need teacher's assistance category was from 33,33 to 66,66. The researcher used those categories to separate the frequencies within each category and calculate the percentages. However, the range category for negative engagement was the opposite of the positive engagement range. In addition, the engagement was also measured from the students' disruptive (D) and inattentive behaviors (N). The observation rubric used the negative statements contrasted to positive engagement to check the consistency of the assessment of student involvement in the learning process. Of course, the scoring pattern also was inversely proportional to positive engagement because the more checklists there were in the "never" column, the less visible disruptive and inattentive actions were, so they were interpreted as good. On the other hand, if the choice "always", then the students' negative actions were clearly visible so they were classified as they need further assistances from the teacher. The range category of negative engagement was divided into the good score was from 33,33 to 66,66, fair was from 6,66 to 83,33, and the score between 83,33 to 100 belonged to need's the teacher assistance category.

After that, the score achievement from the listening comprehension exercises or test in every cycle were collected and compared from one cycle to another one. The score achievement of every student was then categorized into the range of category such as poor, fair, good, very good, and excellent. After that, the percentage degree of every category was counted with the following formula.

$$P = \frac{\sum f}{n} \times 100\%$$

P= Percentage category

$\sum f$ = Frequency of students who belonged to the category

n = Total students as the research subjects

The score achievement from the listening comprehension exercise was the effective personal work of every student. It was the indicator of personal test result on their comprehension degree during the lesson in each cycle. The data got from the students' scores was used as the research findings. The next step of data analysis was doing reflection. It was carried out immediately after learning was completed as an effort to discuss matters that still require revision and improvement. In this is part, the researcher discussed with the collaborator about what had and had not happened in the action. The field notes also helped the process of

reflection in each cycle, whereas this activity was continued with the preparation for the next cycle by improving things as the weakness in the previous cycle. Finally, the researcher and collaborator concluded the results of the action and then revised the action as a basis for determining the steps in preparing the following lesson plan.

3. Findings and Discussion

The findings of this research were organized based on the progress of the students' engagement and listening comprehension in cycle 1 and cycle 2 of the classroom action research regarding the use of digital storytelling to teach listening through the application of fractured story. In cycle 1, the researcher conducted the research by preparing the lesson plan, action, observation, and reflection. During the lesson in cycle 1, the researcher had divided three phases of listening activity such as pre listening, whilst listening and post listening. In the pre listening, the researcher had stimulated the students with the prior knowledge of the famous traditional story from west Sumatera, Malin Kundang. Then, in whilst listening activity, the researcher played every video while directed the students and discussed the story together with them to synchronize the comprehension. It also was done to give more motivation for the students that they could do their best on listening activity. After playing the third video, the researcher pleased the students to discuss with their partner or group about the differences between Malin Kundang fractured story with the traditional story. This activity included into post listening activity. In this section, they were challenged to create their own fractured story of Malin Kundang by twisting the end of the story. The researcher may check the students work and ask some questions as direction for students to broaden their creativities. The researcher could get one group of volunteer to have the group presentation of their story using compilation of animated pictures. On the second meeting of cycle 1 the researcher focused on individual assignment to measure how far the personal comprehension to the fractured story and traditional story could be achieved. In order to prevent cheating on the assignment, the researcher also gave the students a basket in which to store their Android smartphones. The questions were related to pictures rearrangement, identification of narratives staging, comparing the stories, and reteling the stories.

In the process of reflection the researcher found some interesting facts as follows: it was obvious that the use of digital story telling in the form of animation videos were also successfully to improve the students' engagement in terms of efforts and initiative. The indicators appeared from their attention to the material was very good. Then, they could work well with other students during discussion. They participated actively in discussion by asking

questions to get more information, and approached their assignments with sincere efforts. They attempted to do their work thoroughly and well, rather than just trying to get by. However, weaknesses are still clearly visible in the engagement of some students who still need teacher's assistance. Some students did not complete their assignment, and there still lack of initiative to raise their hand to answer or volunteer information the learning process. Besides, some student acted restless, got discourage and stopped trying when encountered an obstacles during the lesson. In other words, they were not persistent enough when they were confronted with difficult problems in learning.

In addition, from the individual assessment, the researcher found that in question number one some students showed their excellent works to rearrange the pictures based on the fractured story being played. However, some of them failed to arrange the jumbled pictures from the fractured story video played by the researcher, and some of did not write their answers at all in this section. Some of them wrote their answers which were far away from the instruction. They rather wrote the story title than rearranged the pictures. The failure in the instruction of number one reflected the students' comprehension still required special attention and the percentage reached 33%. Then, the question number two resulted that many students had been very good to identify and write the title, orientation, complication and resolution but some of them did not answer the intrinsic elements of the story. Another facts resulted by question number three showed that there were many students made mistakes to compare the fractured story with the traditional story. It was shown that the data reached 60% of students failed in question number three. On the last question also presented the facts that poor category still dominated to another categories. There were 14 students or around 47% indicated their weakness to retell the story with their own words. The worst thing was found that there are 5 from 14 students who were categorized poor achievement did not give their answer at all. However, there were 27 % of students showed their capacities to reach the excellent score, 7 % was very good, 7 % was good, and 13 % got fair score category. It also indicated that generally the students clarified that they had their possibilities to develop their skills in retelling the stories, whether the fractured story or even the traditional story. From the reflection above, there were many things had to be revised. The weaknesses in cycle 1 became a stepping stone to decided revision to the teaching and learning process by conducting the second cycle.

By repeating the process in cycle 1, the researcher conduct the new cycle. The researcher provided three animated video for cycle 2. The first video was the fractured story of Snow White in New York that had to be fixed with the scrambled pictures. The second animated video was fractured story of Snow White in twisted ending to support the students to determine which

paragraph belonged to orientation, complication and resolution. The additional of intrinsic elements and moral lesson had to be found inside the story. Then, the third animated video was the traditional story of Snow White as comparison story.

Similarly with the previous cycle, the researcher had divided three phases of listening activity such as pre listening, whilst listening and post listening. In the pre listening, the researcher had stimulated the students with the prior knowledge about Snow White. The researcher then guided the students through each video and had a conversation with them about the story in order to synchronize comprehension during the listening exercise. Additionally, it was done to encourage the students to offer their best effort throughout the listening activity.

Following the third video, the researcher invited the students to examine the contrasts between the traditional story and the fragmented version of Snow White with a group or couple. This task was incorporated into the post-listening exercise. They were given the task of rewriting the story of Snow White to construct their own tale version. In order to help students to develop their creativity, the researcher reviewed the students' work and asked some questions. Then, to measure the students' listening comprehension improvement the researcher provided test with four number of essays whereas the instructions were still the same with cycle 1.

In reflection process of cycle 2 the researcher found the interesting facts. Firstly, there had been positive changes in students' engagement during cycle 2. The indicators of efforts and initiative behaviors had given improvement whereas the indicators of disruptive and inattentive behaviors did not appear again. It meant that the engagement of the students during the cycle 2 had been good and fixed to the expectation. In addition the result of the assessment for the individual assignment in cycle 2 indicated the positive improvement. Even though there were still many poor score categories, the upward movement in numbers showed significant development. As a result, since cycle 2 design had provided the positive results, there was no need to conduct the following cycle.

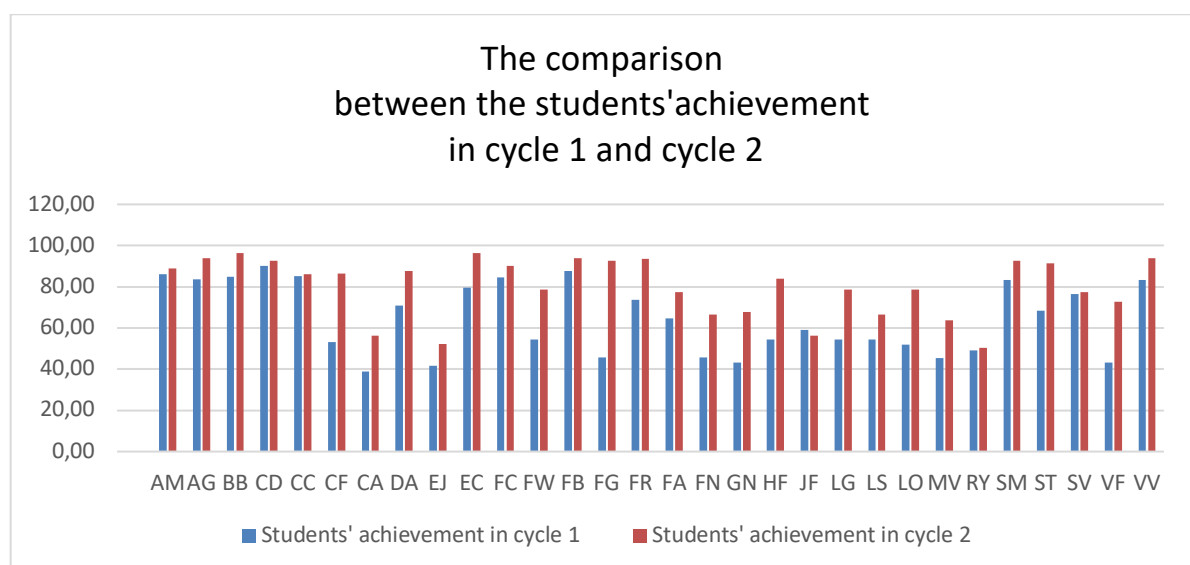
The results of this study demonstrates that students' engagement and listening comprehension can be improved through the use of digital storytelling. It provides the interactive materials and assists the researcher to get the students more engaged and enthusiastic to the materials. By providing the engagement in the teaching and learning process, the researcher has affected the students' initiatives, efforts, and attentive behavior to the lessons. On the same way, the improvement of the students' learning outcomes can be achieved in terms of listening comprehension.

In Cycle 1 the result of positive engagement (efforts and initiatives) still remained 20 % of students need the teacher's assistance, 47% good, and 33% fair. However, from the disruptive

and inattentive behavior, the researcher finds the fact that there were 3 % of students needed the teacher's assistance, 80% good, and 17% fair. Overall, the engagement of students in cycle 1 began to improve even though the negative indicators of disruptive and inattentive behaviors were still remained. The assistance for some students who belonged to negative engagement had to be managed together with the students' poor achievement results in cycle 1 which presented 50 % of them got poor score. Only 3 % were excellent, 30% were very good, 10% were good and 7% fair score.

To be compared with the result in cycle 2, the students' engagement improved better than in cycle 1. The engagement assessment in cycle 2 result 0% of student needed teacher's assistance in term of efforts and initiatives, 87% good, and 13% fair score. In addition, the students' disruptive and inattentive behavior noticeably changed throughout the cycle 2 whereas the observation checklist showed that much less of these negative behaviors occurred, and it was consistent throughout the sessions. In the meantime, the result of the students' test on listening comprehension in cycle 2 also increased. It presented 37% were excellent, 17% were very good, 20% were good, 13% were fair and only 13% were still in poor score.

In relation to the progress of the students' engagement, the use of digital story telling through the animation videos of fractured story guides the students to improve their listening comprehension test results that increase from cycle 1 to cycle 2. Despite the fact that numerous categories with low scores still exist, the rising trend in the statistics indicated notable progress. The comparison between the students' achievement in cycle 1 and cycle 2 can be seen on the following chart.



From 30 students, there were 29 students or 97% showed the rising trend of scores. Only 1 student or 3% gets lower score in cycle 2 compared with cycle 1. This results had confirmed that the researcher did not require to do the following cycle due to the students' scores improvement. On the same way their personal achievement score on listening comprehension test also improved from cycle 1 to cycle 2 that showed 97 % of students had gain their positive changes on listening comprehension scores in cycle 2. As a results, the use of digital storytelling to teach listening improves the students' engagement and impacts positively to the achievement on listening comprehension of students through the application of animation fractured story.

The finding above also confirms that in order to improve their listening comprehension, students required an engaging and entertaining medium ([Zamruddyn, 2020](#)). One of effective media for encouraging students to grow in their enthusiasm in learning is digital storytelling ([Jakob et al., 2018](#)). The positive engagement produced during the lesson through the use of digital story telling assisted the students to get their better comprehension in listening. This finding supports the previous theory that claims the students will develop their skills if they are engaged in set of the teaching and learning process ([Ikhsanudin et al., 2019](#)).

4. Conclusions and Suggestions

Focusing to the analysis result of the findings, it can be concluded that the use of digital storytelling to teach listening to XA grade students of SMA Santo Fransiskus Asisi Pontianak academic year 2023/2024 improves both the students' engagement and their achievements in listening comprehension through the use of animation videos of fractured stories. The use of animation videos of fractured stories stimulate the improvement of students' efforts and initiatives during the class. Nevertheless, it decreases the disruptive and inattentive behaviors among students. On the same way, the achievement in listening comprehension of the students showed their positive changes from one cycle to the next cycle.

The implementation of digital storytelling can be a very effective tool in various contexts, including in the field of education. Here are some suggestions and recommendation for students, teachers, and future researcher in implementing digital storytelling based on the findings. *For students*; Digital story telling can be accessed through various forms of digital platforms spread online on the internet. The opportunity to be able to choose and learn independently is widely opened, so that students' initiative to supplement their learning independently with digital story telling media is highly expected for the development of their English language skills in the future. *For the English teacher*; Maximizing digital storytelling

in English learning has many benefits that can increase student engagement in learning. The multimedia such as images, video, and audio used in it can attract students' attention, helped them to remember and construct their ideas. Besides, this can encourage students' confidence and creativity in retelling stories in their own words. Therefore the teachers are expected to apply digital story telling in English teaching. *For the future researchers*; this research was conducted to the early class in senior high school whereas the students needed adaptation to the use of DST through fractured story. Therefore, it will be more interesting if the fractured story is applied in advanced class.

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