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# USING DIGITAL STORYTELLING: ITS EFFECT ON STUDENTS' LISTENING COMPREHENSION AT SMPN 5 TAPUNG HULU



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Thesis

Submitted as partial fulfillment of the requirements for  
Bachelor Degree of English Education  
(S.Pd)

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**STATEMENT OF AUTHENTICITY**

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Certify that this skripsi entitled “Using Digital Storytelling: Its Effect on Students’ Listening Comprehension at Smpn 5 Tapung Hulu” is certainly my own work and it does not consist of other people work, I'm entirely responsible for the content of this skripsi. Other opinion finding include in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, December 19<sup>th</sup>, 2025

  
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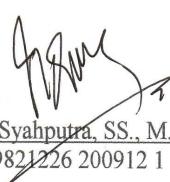
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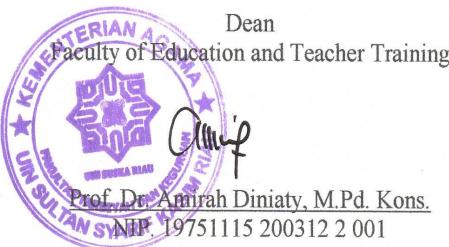
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10. The researcher also extends appreciation to everyone who supported her in ways that cannot be mentioned one by one.

In conclusion, the researcher realizes that this thesis is not without shortcomings. Therefore, any constructive criticism, suggestions, or

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recommendations will be greatly appreciated. May Allah SWT bestow His blessings upon all of us. Aamiin ya Rabbal 'Alamin.

Pekanbaru, November 10<sup>th</sup>, 2025  
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**ABSTRACT**

**Muhammad Farhansyah (2025): Using Digital Storytelling: Its Effect on Student Listening Ability at State Junior High School 5 Tapung Hulu**

This research aimed at examining the effect of using digital storytelling on student listening ability at the ninth grade of State Junior High School 5 Tapung Hulu. Quantitative method was used in this research with pre-experimental one-group pretest–posttest design. The sample consisted of 28 students selected purposively. Data were collected with listening test and analyzed with paired-samples t-test in SPSS 25. The research findings showed that there was an increase in student mean score from 46.18 to 64.99 after the treatment, with the score of significance 0.000 ( $<0.05$ ). This indicated that digital storytelling significantly increased student listening ability. Thus, it could be concluded that digital storytelling was an effective medium for teaching listening.

**Keywords:** *Digital Storytelling, Listening Ability, EFL Students*

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## ABSTRAK

**Muhammad Farhansyah (2025):**

**Penggunaan Digital Storytelling Pengaruhnya terhadap Kemampuan Menyimak Siswa di SMPN 5 Tapung Hulu.**

Penelitian ini bertujuan untuk menguji pengaruh penggunaan digital storytelling terhadap kemampuan menyimak siswa kelas IX di SMPN 5 Tapung Hulu. Penelitian ini menggunakan metode kuantitatif dengan desain pre-eksperimental one-group pretest-posttest. Sampel penelitian berjumlah 28 siswa yang dipilih secara purposive. Data dikumpulkan melalui tes menyimak dan dianalisis menggunakan uji t berpasangan (paired-samples t-test) melalui SPSS 25. Temuan penelitian menunjukkan adanya peningkatan skor rata-rata siswa dari 46,18 menjadi 64,99 setelah perlakuan, dengan nilai signifikansi 0,000 ( $< 0,05$ ). Hal ini menunjukkan bahwa digital storytelling secara signifikan meningkatkan kemampuan menyimak siswa. Dengan demikian, dapat disimpulkan bahwa digital storytelling merupakan media yang efektif dalam pengajaran listening.

**Kata Kunci:** *Digital Storytelling, Kemampuan Menyimak, EFL Students.*

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**ملخص**

محمد فرحان شاه، (٢٠٢٥):

استخدام الحكى الرقمي: أثره على مهارة الاستماع لدى الطالب

المدرسة المتوسطة الحكومية ٥ تابونغ هولو

يهدف هذا البحث إلى اختبار تأثير استخدام الحكى الرقمي على مهارة الاستماع لدى طلاب الصف التاسع في المدرسة المتوسطة الحكومية ٥ تابونغ هولو. وقد استخدم البحث منهجاً كمياً بتصميم تجاري قبلي-بعدي لمجموعة واحدة. وبلغ عدد عينة البحث ٢٨ طالباً تم اختيارهم باستخدام أسلوب العينة الهدفية. وجمعت البيانات من خلال اختبار الاستماع، ثم جرى تحليلها باستخدام اختبار "ت" للعينات المترابطة عبر برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٥. وأظهرت نتائج البحث وجود ارتفاع في متوسط درجات الطلاب من ٤٦،١٨ إلى ٦٤،٩٩ بعد المعالجة، مع قيمة دلالة بلغت ٠،٠٠٥ وهي أقل من ٠،٠٥. وهذا يدل على أن الحكى الرقمي يساهم بشكل معنوي في تحسين مهارة الاستماع لدى الطالب. وبناءً على ذلك، يمكن الاستنتاج بأن الحكى الرقمي يُعد وسيطاً فعالاً في تدريس مهارة الاستماع.

**الكلمات المفتاحية:** الحكى الرقمي، مهارة الاستماع، متعلمو اللغة الإنجليزية كلغة أجنبية

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## LIST OF APPENDICES

LESSON PLAN

INSTRUMENT OF THE RESEARCH

RECOMMENDATION LETTERS

DOCUMENTATIONS

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

The Indonesian government recognizes the importance of foreign language mastery in preparing its citizens to face global communication demands. In the current era of globalization, English has become an international language widely used in education, technology, science, and communication. As a result, English is taught as a foreign language in Indonesian schools. English learning consists of four fundamental language skills, namely listening, speaking, reading, and writing. Among these four skills, listening is considered a foundational skill because it supports the development of the other language skills (Sari et al., 2013).

From the researcher's point of view, listening is an important skill in learning English because students need to understand spoken language before they can respond or communicate. In the classroom, students must listen to instructions, explanations, and examples in order to follow the lesson. This shows that listening requires active attention and understanding, not just hearing sounds. Listening is widely recognized as a complex, active, and multifaceted process that plays a crucial role in effective oral communication. Weger, Castle, and Emmett (2010) state that listening involves an active and constructive process in which listeners use prior knowledge to comprehend spoken messages. This explanation indicates that listening is not a passive activity but requires active mental engagement. Similarly, Wolvin and Coakley

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(2011) define listening as an active process that includes receiving, constructing meaning from, and responding to spoken and nonverbal messages. From a cognitive perspective, Goh (2010) explains that listening comprehension involves complex mental operations such as decoding, interpreting, and integrating spoken language with existing knowledge. This view is further supported by Vandergrift and Goh (2012), who conceptualize listening as a dynamic skill influenced by metacognitive awareness, working memory, and language processing abilities. Overall, listening can be understood as an interpretative cognitive process in which learners actively integrate auditory input with prior knowledge to construct meaningful understanding.

From a general perspective, listening comprehension means understanding what people say in spoken language. Students need to recognize sounds and words and understand their meanings in context. This process helps learners understand spoken texts more clearly and accurately. The concept of listening comprehension has been interpreted differently by various experts. Nadig (2013) explains, as cited in Pourhosein Gilakjani and Sabouri (2016), that listening comprehension includes the processes of understanding oral language, such as recognizing speech sounds, interpreting the meaning of words, and understanding grammatical structures. Meanwhile, Hamouda (2013) defines listening comprehension as the listener's ability to repeat spoken texts after hearing them, even if the listener may not fully understand the intended meaning. These definitions indicate that listening comprehension

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involves both the recognition of sounds and the interpretation of meaning, which makes it a complex and challenging skill for many learners.

In English language teaching, teachers often look for strategies that can help students understand listening materials more easily. One strategy that is commonly used is storytelling. Storytelling allows students to listen to meaningful stories and encourages them to pay attention to the content of the spoken text. Several studies have highlighted the importance of storytelling as an effective teaching strategy in language learning. Izzah and Mutiarani (2015) found that storytelling helps stimulate learners' imagination and supports the development of knowledge, literacy, and critical thinking skills. Similarly, Surya and Pratiwi (2021) reported that storytelling significantly improves vocabulary mastery, comprehension, and narrative skills. Furthermore, Khasanah, Herlina, and Rustandi (2021) demonstrated that digital storytelling, which integrates multimedia elements such as audio, images, and video, effectively improves students' listening comprehension and increases learning motivation. These findings suggest that storytelling, particularly digital storytelling, can be a powerful pedagogical tool to enhance listening skills.

Along with the development of technology, learning media have become more varied and interesting. Teachers can use digital media to support students' learning, especially in listening activities. The use of audio and visual elements can help students understand spoken language better and stay focused during the lesson. Digital storytelling has gained increasing attention as an innovative instructional approach in language education. According to Robin

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(2016), digital storytelling combines multimedia elements such as audio, video, images, and text to create engaging narratives that support students' learning experiences. Through digital storytelling, students are exposed to meaningful and contextualized listening materials that can improve both cognitive and emotional engagement. Field (2011) also explains that listening comprehension often becomes challenging for students when traditional teaching methods provide limited exposure to varied auditory input. Therefore, integrating digital storytelling into listening instruction can offer richer listening experiences and increase students' motivation to engage in listening activities (Shih, 2011).

To understand the listening problems faced by students, it is important to look at the learning situation in the school. The teaching schedule, learning materials, and students' abilities influence how well students can understand listening lessons. SMPN 5 Tapung Hulu is a public junior high school located in Kampar Regency that implements the Merdeka Curriculum in its teaching and learning process. English is taught twice a week, with each meeting lasting 60 minutes, resulting in 120 minutes of instruction per week. The Minimum Criteria Achievement (Kriteria Ketuntasan Minimal) for English at this school is 78. However, based on preliminary observations and interviews with the English teacher, it was found that many students still experience difficulties in listening comprehension. Several students are unable to understand spoken English delivered through audio materials and often achieve scores below the passing grade, with some students obtaining scores around 50. This condition

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indicates that students' listening comprehension skills remain limited, particularly in identifying main ideas and understanding specific information.

In the Merdeka Curriculum, English at the junior high school level (Phase D) is taught in a more practical way with a focus on functional communication, both spoken and written, for everyday situations. It integrates speaking, reading, writing, and listening skills through various types of texts such as narrative, descriptive, and discussion texts, and encourages learner-centered learning and communicative interaction to build students' confidence in using English in real-life and global contexts.

Descriptive text is one of the text types taught in the Merdeka Curriculum that plays an important role in developing students' listening comprehension. Descriptive text is a type of text that aims to describe a particular person, place, animal, or object by providing detailed information about its characteristics, appearance, or qualities (Gerot & Wignell, 1994). In listening activities, descriptive texts help students practice identifying specific details and understanding how speakers describe things using adjectives, sensory language, and spatial relationships.

The generic structure of descriptive text consists of two main parts: identification and description. The identification part introduces the subject being described, while the description part provides detailed information about the subject's features, characteristics, or qualities. When students listen to descriptive texts, they need to recognize key vocabulary related to physical appearance, colors, sizes, locations, and other descriptive attributes. Digital

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storytelling can effectively present descriptive texts through the combination of visual images and audio narration, making it easier for students to connect the spoken descriptions with their visual representations. This multimodal approach is particularly beneficial for listening comprehension as it allows students to simultaneously process auditory input and visual cues, thereby reinforcing their understanding of descriptive language and improving their ability to visualize what is being described.

The Merdeka Curriculum for the English subject integrates six language skills grouped into three paired elements. Listening and Speaking focus on interpersonal and monologic oral communication skills. Reading and Viewing emphasize receptive comprehension of printed and visual or multimodal texts. Writing and Presenting develop active production skills in the form of written texts and oral or multimodal presentations. In this curriculum, Viewing refers to students' ability to understand meaning from visual and multimodal texts, while Presenting refers to students' ability to convey ideas and information through oral, visual, or multimodal presentations. This research focuses on the Listening skill as part of the Listening and Speaking element in the Merdeka Curriculum. Listening is essential for understanding spoken English; therefore, this study emphasizes improving students' listening comprehension through digital storytelling.

The Learning Outcomes of English in the Merdeka Curriculum for junior high school are categorized in Phase D, which includes Grades VII to IX. At the end of this phase, students are expected to be able to communicate

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simply in English, both orally and in written form, for social and academic purposes. Students are able to understand and convey meaning through simple spoken and written texts by considering social functions, text structures, and basic language features. English learning also supports the development of the Pancasila Student Profile, such as independence, collaboration, critical thinking, creativity, and global diversity.

Classroom observations and teacher interviews at SMPN 5 Tapung Hulu also revealed that traditional audio-based listening instruction often fails to engage students effectively. Students tend to lose focus during listening activities and show low motivation when learning materials are presented without visual support. Consequently, an alternative teaching medium is needed to help students better understand listening materials and increase their engagement in listening activities. Digital storytelling is considered a potential solution because it integrates audio and visual elements that can help students comprehend spoken language more easily while maintaining their attention during the learning process.

Based on the problems found in listening activities, it is necessary to use a teaching medium that can help students understand listening materials more easily. An interesting learning medium is expected to increase students' motivation and improve their listening comprehension. Therefore, this study aims to investigate the effect of using digital storytelling on students' listening comprehension at SMPN 5 Tapung Hulu. This research is expected to provide new insights for English teachers in implementing technology-based teaching

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strategies, particularly in teaching listening comprehension. In addition, the findings of this study are expected to contribute to the existing literature on English language teaching, especially regarding the use of digital storytelling as an instructional medium.

Based on the explanation above, this research is entitled "**“USING DIGITAL STORYTELLING: ITS EFFECT ON STUDENTS' LISTENING COMPREHENSION AT SMPN 5 TAPUNG HULU.”**

**B. Problem****1. Identification of the Problem**

Based on preliminary observations and interviews conducted at SMPN 5 Tapung Hulu, the problems identified in this research are as follows:

- a. Students have difficulties in understanding spoken English, particularly in identifying main ideas and specific information.
- b. Students show low motivation and engagement during listening activities when traditional teaching methods are used.
- c. The use of instructional media in teaching listening is still limited, which affects students' listening comprehension achievement.

**2. Limitation of the Problem**

This research is limited to ninth-grade students of SMPN 5 Tapung Hulu. The study focuses on the use of digital storytelling as a teaching medium to improve students' listening comprehension and does not examine other language skills such as speaking, reading, or writing.

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### **3. Formulation of the Problem**

The research questions are formulated as follows:

- a. How is students' listening comprehension taught without using digital storytelling?
- b. How is students' listening comprehension taught by using digital storytelling?
- c. Is there a significant effect of using digital storytelling on students' listening comprehension at SMPN 5 Tapung Hulu?

### **C. Objective and Significance of the Research**

#### **1. Objective of the Research**

The objectives of this research are:

- a. To identify the effectiveness of teaching listening comprehension without using digital storytelling.
- b. To examine the effectiveness of digital storytelling in improving students' listening comprehension.
- c. To determine whether there is a significant effect of using digital storytelling on students' listening comprehension.

#### **2. Significance of the Research**

##### **a. Theoretical Significance**

Theoretically, this research is expected to enrich the discussion of listening comprehension and digital storytelling in English language teaching by providing empirical evidence regarding their relationship.

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**b. Practical Significance**

Practically, this research is expected to provide benefits for teachers, students, and schools. Teachers may use digital storytelling as an alternative teaching strategy to improve listening instruction, students may experience increased motivation and improved listening comprehension, and schools may use the findings as a reference for integrating technology into English language teaching.

**D. Definition of Terms****1. Listening Comprehension**

In this research, listening comprehension refers to students' ability to understand, interpret, and respond to spoken English through active mental processes such as focusing attention, using prior knowledge, and constructing meaning from auditory input (Goh, 2010). In this research, listening comprehension is measured through students' performance on pre-test and post-test listening tasks, which assess their understanding of main ideas, specific information, inferences, and attitudes/emotions.

**2. Digital Storytelling**

Digital storytelling refers to the use of multimedia elements such as audio, images, video, and music to present stories in digital form. In this research, digital storytelling is used as a teaching medium to support students' listening comprehension (Robin, 2016). In this research, digital storytelling is used as a teaching medium to support students' listening comprehension by providing authentic, contextualized, and multimodal

input that engages students in pre-listening, while-listening, and post-listening activitie

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**CHAPTER II****LITERATURE REVIEW****A. Theoretical Framework****1. Listening****a. Definition of Listening Comprehension**

Listening comprehension refers to the ability to understand spoken language by processing sounds, words, and meanings. According to Brown (2004), listening comprehension is an active process in which learners construct meaning from spoken input through careful attention and interpretation. Buck (2001) states that listening comprehension involves not only recognizing sounds and words but also understanding sentence structures, context, and implied meanings.

Goh (2010) explains that listening comprehension requires complex cognitive processes such as decoding sounds, interpreting meaning, and integrating new information with prior knowledge. Vandergrift and Goh (2012) further describe listening comprehension as a dynamic process influenced by metacognitive awareness, working memory, and language processing abilities. Therefore, effective listening comprehension requires learners to actively engage with the spoken text rather than simply hearing it.

In addition to the definitions above, listening comprehension is widely regarded as a fundamental skill in language learning because it serves as the basis for acquiring other language skills. Rost (2011)

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defines listening comprehension as a process of receiving, constructing meaning from, and responding to spoken language. He emphasizes that listening is not a passive activity, but an active and purposeful process that involves attention, perception, and interpretation of spoken input.

Furthermore, listening comprehension plays a crucial role in communication as it enables learners to understand messages accurately in real-life situations. Nation and Newton (2009) explain that listening comprehension involves understanding spoken messages by combining linguistic knowledge, such as vocabulary and grammar, with contextual information. They argue that successful listening requires learners to recognize sounds, identify words, and interpret meaning simultaneously.

From a cognitive perspective, listening comprehension is closely related to mental processing and information management. Field (2008) states that listening comprehension involves both bottom-up processing, such as decoding sounds and words, and top-down processing, such as using background knowledge and context to predict meaning. According to him, effective listening occurs when learners are able to integrate these two processes efficiently.

In the context of second or foreign language learning, listening comprehension is considered more challenging than other language skills. Underwood (1989) points out that learners often face difficulties in listening comprehension due to factors such as speech rate, unfamiliar vocabulary, and lack of control over the listening input. She highlights

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that learners must develop strategies to cope with these challenges in order to improve their listening ability.

Moreover, listening comprehension is influenced by learners' linguistic and non-linguistic factors. Listening comprehension is affected by learners' motivation, prior knowledge, and use of listening strategies. They emphasize that strategic listeners are more successful because they actively monitor their understanding and apply appropriate strategies when difficulties arise.

Finally, listening comprehension is viewed as an interactive and meaning-making process in language learning. Harmer (2007) states that listening comprehension requires learners to engage with spoken texts by predicting content, confirming understanding, and interpreting meaning based on context. He asserts that effective listening instruction should encourage learners to become active listeners who participate cognitively in the listening process rather than merely receiving information.

In addition, listening comprehension is closely connected to learners' exposure to authentic language input. Learners need to be exposed to spoken English that reflects real communication situations in order to develop their listening ability effectively. Authentic listening materials help learners become familiar with natural speech features such as intonation, stress, and pronunciation variations. Through frequent exposure to meaningful spoken input, learners can gradually improve their ability to understand spoken language in real contexts.

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Listening comprehension also contributes significantly to vocabulary development and language awareness. When learners listen to spoken texts, they encounter new words and expressions used in meaningful contexts. This exposure helps learners infer word meanings and understand how vocabulary is used naturally in communication. As learners' vocabulary knowledge increases, their listening comprehension ability also improves because they are able to recognize and interpret more words during listening activities.

Furthermore, listening comprehension plays an essential role in classroom interaction. In English language learning, students are required to listen to teachers' instructions, explanations, and feedback. Poor listening comprehension may cause misunderstandings and hinder students' participation in classroom activities. Therefore, developing listening comprehension skills is crucial to ensure effective communication between teachers and students in the learning process.

Another important aspect of listening comprehension is the role of attention and concentration. Listening requires learners to maintain focus for a certain period of time while processing spoken input. Learners who are unable to concentrate may miss important information and fail to understand the message. For this reason, engaging learning activities are needed to help learners sustain their attention during listening tasks and improve their comprehension performance.

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In the context of English as a foreign language (EFL), listening comprehension is often influenced by limited exposure to English outside the classroom. Unlike native speakers, EFL learners have fewer opportunities to hear English in daily communication. This condition makes listening comprehension more challenging and requires teachers to provide effective listening instruction and sufficient practice in the classroom.

Listening comprehension is also related to learners' confidence and emotional factors. Learners who lack confidence may feel anxious when listening to spoken English, especially when they do not understand every word. This anxiety can negatively affect their comprehension. Therefore, a supportive and comfortable learning environment is necessary to help learners feel confident and motivated in developing their listening skills.

Moreover, the development of listening comprehension requires systematic practice and appropriate learning strategies. Learners need guidance to develop strategies such as predicting content, listening for specific information, and confirming understanding. By applying these strategies, learners can improve their ability to process spoken input more effectively and become more independent listeners.

Based on the explanations above, listening comprehension is a complex and essential skill in language learning that involves cognitive processes, linguistic knowledge, and affective factors. Learners must

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actively engage in listening activities and apply appropriate strategies to understand spoken language effectively. Therefore, listening comprehension should receive serious attention in English language teaching, particularly in EFL contexts.

**b. Types of Listening**

Listening comprehension can be classified into several types based on the purpose and level of understanding required from the listener. According to Brown (2001; 2019), these types of listening help teachers design appropriate listening activities that match learners' proficiency levels and learning objectives. Each type of listening plays a specific role in developing learners' overall listening ability and supports different aspects of language learning.

**1) Intensive listening**

Refers to listening activities that focus on specific linguistic elements such as pronunciation, stress, intonation, vocabulary, and grammatical structures. According to Brown (2001), intensive listening usually involves short segments of spoken language and requires learners to pay close attention in order to achieve accuracy. This type of listening is commonly used in classrooms to help learners notice language forms and improve their language awareness. In digital storytelling, intensive listening can be applied when students focus on particular words, expressions, or pronunciation patterns used in the story.

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**2) Responsive listening**

Involves listening to short spoken inputs such as greetings, questions, commands, or simple statements and responding to them immediately. Brown (2019) explains that this type of listening emphasizes comprehension at the surface level and quick response. Responsive listening helps learners develop basic interactional skills and supports oral communication in daily situations. In classroom practice, responsive listening is often used through short dialogues or question-and-answer activities following a digital story.

**3) Selective listening**

Requires learners to focus on specific information while ignoring less relevant details in the spoken text. According to Brown (2001), this type of listening trains learners to identify key points, such as names, places, numbers, or main ideas. Selective listening is particularly useful in academic contexts where learners need to extract important information from longer spoken texts. In digital storytelling, students may practice selective listening by identifying certain events, characters, or messages presented in the story.

**4) Extensive listening**

Focuses on understanding the general meaning or overall message of longer spoken texts, such as stories, conversations, or audio-visual materials. Brown (2019) states that extensive listening encourages learners to listen for pleasure and meaning rather than for

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detailed analysis. This type of listening helps learners improve their comprehension skills, vocabulary knowledge, and listening fluency. Digital storytelling is highly suitable for extensive listening because it presents authentic and meaningful content that engages learners emotionally and cognitively.

In addition, the integration of these types of listening in classroom instruction is essential for effective listening development. Rost (2011) argues that combining intensive, responsive, selective, and extensive listening activities allows learners to experience listening in varied and meaningful ways. This integrated approach helps students gradually develop both accuracy and fluency in listening comprehension.

Therefore, the use of multimedia-based materials such as digital storytelling provides opportunities to apply multiple types of listening simultaneously. Digital storytelling supports intensive listening through language focus, responsive listening through interactive responses, selective listening through information identification, and extensive listening through overall story comprehension. As a result, digital storytelling can be an effective medium for enhancing students' listening comprehension in junior high school contexts.

### **c. Components of Listening**

According to Listening comprehension is a complex process that involves several interrelated components which work together to enable learners to understand spoken language effectively. According to

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Vandergrift and Goh (2012), listening comprehension consists of multiple cognitive and behavioral components that support learners in processing, interpreting, and responding to spoken input. These components include hearing, understanding, remembering, evaluating, and responding, all of which play an important role in successful listening comprehension.

The first component is hearing, which refers to the ability to detect and receive sounds through the auditory system. Vandergrift and Goh (2012) explain that hearing is the initial stage of listening, where learners recognize speech sounds, stress, and intonation patterns. Without adequate hearing ability, learners may fail to perceive spoken input accurately, which can hinder further comprehension processes.

The second component is understanding, which involves interpreting the meaning of the sounds and words that have been heard. According to Vandergrift and Goh (2012), understanding requires learners to connect linguistic input with vocabulary knowledge, grammatical structures, and contextual clues. At this stage, learners begin to construct meaning from spoken language by identifying key ideas and relationships within the message.

The third component is remembering, which refers to the ability to retain information in short-term or working memory while processing spoken input. Vandergrift and Goh (2012) state that remembering is essential for listening comprehension because learners need to store

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information temporarily in order to connect ideas and understand the overall message. Limited memory capacity may cause learners to forget earlier information, leading to incomplete comprehension.

The fourth component is evaluating, which involves analyzing and judging the message being heard. At this stage, learners assess the accuracy, relevance, and intention of the spoken message. Vandergrift and Goh (2012) argue that evaluating allows learners to think critically about what they hear, compare it with prior knowledge, and make inferences based on the context of the message.

The final component is responding, which refers to demonstrating understanding through verbal or non-verbal responses. Responses may include answering questions, giving feedback, following instructions, or showing appropriate reactions. According to Vandergrift and Goh (2012), responding indicates that learners have successfully processed and understood the spoken message.

In conclusion, these components do not operate independently but interact dynamically during the listening process. The integration of hearing, understanding, remembering, evaluating, and responding enables learners to achieve effective listening comprehension. In classroom practice, especially through multimedia-based instruction such as digital storytelling, these components can be developed simultaneously to enhance students' listening comprehension skills.

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**d. Indicators of Listening Comprehension**

Listening comprehension can be measured through several indicators that reflect learners' ability to process and understand spoken language at different levels. According to Vandergrift and Goh (2012) and Harmer (2007), these indicators are commonly used to evaluate students' listening comprehension skills in both classroom instruction and research contexts. The indicators include listening for main ideas, listening for specific information, listening for inference, and listening for attitude and emotion. Each indicator represents a different aspect of listening comprehension and contributes to a comprehensive assessment of students' listening ability.

**1) Listening for main ideas**

Refers to students' ability to identify the general meaning or overall message of a spoken text. This indicator focuses on understanding the topic, purpose, or central idea without paying attention to every detail. Vandergrift and Goh (2012) explain that listening for main ideas is essential for comprehending longer spoken texts such as stories, conversations, or audio-visual materials. In learning activities using digital storytelling, this indicator helps measure whether students can grasp the main storyline and message conveyed in the narrative.

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**2) Listening for specific information**

Involves the ability to identify particular details from a spoken text, such as names, places, numbers, events, or key facts. Harmer (2007) states that this indicator requires selective attention, as learners must focus on relevant information while ignoring less important parts of the text. This skill is often assessed through tasks such as answering factual questions, completing tables, or identifying details mentioned in the listening material. In this research, listening for specific information is important to measure students' accuracy in understanding spoken input.

**3) Listening for inference**

Refers to students' ability to understand implied meanings that are not directly stated in the spoken text. According to Vandergrift and Goh (2012), inferential listening requires higher-order cognitive processes, including interpreting context, using background knowledge, and making logical assumptions based on clues provided by the speaker. This indicator reflects deeper comprehension, as learners are expected to go beyond literal meaning and interpret the intended message. In digital storytelling activities, students may practice inferential listening by interpreting characters' intentions, motives, or implied messages.

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**4) Listening for attitude and emotion**

Involves recognizing the speaker's feelings, opinions, or attitudes through tone of voice, stress, intonation, and choice of words. Harmer (2007) explains that understanding attitude and emotion helps learners interpret meaning more accurately and respond appropriately in communication. This indicator is particularly relevant in spoken texts that contain expressive language, such as dialogues, conversations, and storytelling. Through digital storytelling, students are exposed to emotional expressions that support the development of this aspect of listening comprehension.

In this research, these indicators are used as the basis for constructing pre-test and post-test instruments to assess students' listening comprehension ability. The application of these indicators allows the researcher to measure students' listening performance systematically and to examine the effect of digital storytelling on students' listening comprehension skills.

**e. Stages of Listening Process**

Listening comprehension is a complex skill that can be better understood by breaking it down into several stages. According to Harmer (2007), effective listening involves three main stages: pre-listening, while-listening, and post-listening. Each stage has distinct purposes and strategies that help learners process spoken language more effectively, particularly in an EFL context.

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The pre-listening stage involves preparing learners to understand the upcoming listening text. Harmer (2007) explains that teachers can activate learners' prior knowledge, introduce key vocabulary, and discuss the topic to help students predict content. By engaging in pre-listening activities, learners can set purposes for listening and make connections with their existing knowledge, which facilitates comprehension and reduces cognitive load.

During the while-listening stage, learners actively process the spoken input. Rost (2011) states that this stage requires learners to monitor their understanding, focus on key information, and take notes if necessary. While-listening strategies can include identifying main ideas, recognizing specific details, and making inferences. In this stage, learners are encouraged to pay attention to both linguistic and contextual clues to construct meaning from the audio or multimedia input.

The post-listening stage focuses on consolidating and extending comprehension after the listening activity. Harmer (2007) emphasizes that learners can summarize the content, respond to questions, discuss interpretations, and reflect on what they have understood. Post-listening activities not only reinforce comprehension but also provide opportunities for learners to practice speaking and writing skills based on what they have heard.

Overall, understanding and implementing these stages of listening is essential for effective listening instruction. According to Rost (2011),

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carefully structured pre-listening, while-listening, and post-listening activities help learners become more strategic and active listeners. Integrating these stages with multimedia materials, such as digital storytelling, can further enhance students' engagement and comprehension by providing meaningful and contextualized listening experiences.

## **2. Digital Storytelling**

### **a. Definition of Digital Storytelling**

Digital storytelling is increasingly recognized as an effective instructional approach in education because it integrates technology with meaningful learning experiences. From an educational perspective, digital storytelling supports students in constructing knowledge actively through the use of multimedia. Robin (2008) states that digital storytelling is a powerful teaching and learning tool that promotes student-centered learning by allowing learners to create, interpret, and share stories using digital media. This process encourages learners to become active participants rather than passive receivers of information.

In the context of language learning, digital storytelling plays an important role in developing learners' language skills, especially listening comprehension. Digital stories provide authentic language input through spoken narration accompanied by visual support. Mayer (2009) explains through the Cognitive Theory of Multimedia Learning that learners understand information better when verbal and visual elements

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are presented together. The combination of images, audio, and text in digital storytelling helps learners process spoken language more effectively and reduces cognitive load.

Digital storytelling enhances listening comprehension through the integration of audio, images, and text, each contributing uniquely to the learning process. Regarding audio, Vandergrift & Goh (2012) emphasize that spoken narration provides essential verbal input that learners must process actively. Mayer (2009), in his Cognitive Theory of Multimedia Learning, explains that audio supports comprehension through the auditory channel and helps learners integrate verbal information effectively.

Robin (2016), videos in digital storytelling engage multiple senses simultaneously, allowing learners to observe gestures, facial expressions, and scene changes that clarify meaning. Berk (2009) also emphasizes that video helps maintain learners' attention and improves retention by presenting information in a realistic and interactive way. Integrating video into digital storytelling allows learners to process spoken input more effectively, as they can connect auditory information with visual context and narrative flow. Consequently, the inclusion of video makes digital storytelling a richer and more effective tool for developing listening comprehension, especially in EFL classrooms.

Concerning images, Mayer (2009) and Berk (2009) argue that visual elements support learners in connecting spoken language with

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concrete representations. Mayer (2009) highlights the multimedia principle, which states that information presented through both words and images enhances understanding more effectively than words alone. Berk (2009) emphasizes that visual elements increase learners' attention and retention of information.

Regarding text, Mayer (2009), Robin (2016), and Morra (2013) explain that written words, such as subtitles or key vocabulary displayed during a digital story, strengthen comprehension by providing a visual representation of the spoken language. Mayer (2009) points out that text can serve as a reinforcement mechanism (redundancy principle) to support understanding. Robin (2016) highlights that text helps learners notice new vocabulary and sentence structures, while Morra (2013) notes that textual support benefits learners with visual learning preferences or those who struggle with purely auditory input.

Therefore, the multimodal nature of digital storytelling, which integrates audio, images, and text, plays a critical role in enhancing students' listening comprehension by providing contextualized, meaningful, and engaging input. This makes digital storytelling an effective instructional medium for developing listening skills, particularly in junior high school EFL classrooms.

Furthermore, digital storytelling enhances learners' motivation and engagement in the learning process. When students are exposed to stories presented in digital formats, they tend to show higher interest and

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attention. Sadik (2008) argues that digital storytelling increases students' motivation because it allows them to connect emotionally with the content and relate it to their own experiences. This emotional engagement is important in language learning, as motivated learners are more willing to listen, understand, and respond to spoken language.

Another important aspect of digital storytelling is its ability to support meaningful and contextualized learning. Digital stories often present language in real-life or realistic situations, making it easier for learners to understand meaning in context. Hafner and Miller (2011) state that digital storytelling helps learners develop language skills by providing contextualized input and opportunities for interpretation. Through stories, learners are exposed to natural language use, including pronunciation, intonation, and expressions used in daily communication.

In addition, digital storytelling supports the development of higher-order thinking skills alongside language skills. Learners are encouraged to analyze, interpret, and reflect on the content of the story. Digital storytelling promotes critical thinking, creativity, and communication skills, as learners are required to understand the message, infer meaning, and respond to the story. These skills are closely related to listening comprehension, as effective listening involves not only understanding literal meaning but also interpreting and evaluating spoken messages.

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Based on these explanations, digital storytelling can be considered an effective instructional medium in language learning, particularly for improving listening comprehension. By integrating audio, visual, and textual elements, digital storytelling provides rich and meaningful listening input that supports comprehension, motivation, and engagement. Therefore, digital storytelling is relevant to be applied in English language teaching at the junior high school level as an innovative approach to enhance students' listening comprehension skills.

Fun learning is a learning approach that emphasizes enjoyment, engagement, and meaningful participation in the learning process. Bergin (2010) explains that enjoyable learning environments help students develop positive emotions toward learning, which can increase attention, motivation, and learning persistence. When students enjoy the learning process, they are more likely to remain focused and actively involved in classroom activities.

In language learning, fun learning is closely related to students' emotional and cognitive readiness. Goh (2010) states that listening comprehension is influenced not only by linguistic knowledge but also by learners' affective factors such as motivation and confidence. A fun learning atmosphere helps students feel relaxed and motivated, enabling them to process spoken language more effectively during listening activities.

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Furthermore, Vandergrift and Goh (2012) emphasize that active engagement is essential in developing listening comprehension. Fun learning encourages students to stay attentive and interact meaningfully with listening materials. When learners are actively engaged and emotionally involved, they can construct meaning from spoken input more successfully.

Based on these expert perspectives, fun learning is relevant to this research because Digital Storytelling creates an enjoyable and engaging learning environment through the use of audio, visuals, and narrative elements. This fun learning atmosphere supports students' listening comprehension and helps them understand spoken English more effectively.

### **b. Advantages of Digital Storytelling**

Digital storytelling is also beneficial in developing students' digital literacy and multimodal competence. In modern education, students are required to understand and interpret information presented through various media. Ohler (2013) states that digital storytelling helps learners develop digital literacy by combining narrative skills with the use of technology. Through digital stories, students learn to interpret meaning from audio, visuals, and text simultaneously, which supports language learning in digital contexts.

From a socio-cultural perspective, digital storytelling allows learners to construct meaning through personal and social experiences.

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Hull and Katz (2006) argue that storytelling in digital form enables students to connect language learning with their identities and real-life experiences. This connection helps learners engage more deeply with the content, making listening activities more meaningful and relevant.

In addition, digital storytelling supports multimodal learning by presenting information through multiple modes. Berk (2009) explains that multimedia materials enhance students' attention and memory because learners process information through both visual and auditory channels. This multimodal presentation is particularly effective for listening comprehension, as students are supported by visual cues while listening to spoken language.

Digital storytelling also aligns with student-centered learning approaches. Morra (2013) states that digital storytelling places students at the center of the learning process by encouraging active participation, exploration, and interpretation. Learners are not only listeners but also meaning-makers who actively engage with the story content.

**c. Disadvantages of Digital Storytelling**

Despite its many advantages, digital storytelling also has several limitations that need to be considered in educational contexts. From a practical perspective, the implementation of digital storytelling often depends on the availability of technological resources. Robin (2008) states that limited access to computers, multimedia devices, and stable internet connections can hinder the effective use of digital storytelling in

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classrooms, particularly in schools with insufficient technological infrastructure.

Another limitation of digital storytelling is related to technical challenges faced by both teachers and students. Digital storytelling requires basic technological skills, such as using audio, video, and editing softwars. Ohler (2013) explains that students who are unfamiliar with digital tools may experience difficulties during the learning process, which can reduce their focus on language learning objectives. As a result, teachers may need to spend additional time providing technical guidance.

In addition, digital storytelling can be time-consuming to implement in classroom settings. The process of planning, creating, and presenting digital stories often requires more time compared to traditional teaching methods. Robin and McNeil (2012) argue that the time needed to design and complete digital storytelling activities may be challenging within limited classroom schedules. This issue can affect the effectiveness of lesson planning if not managed carefully.

Another potential drawback of digital storytelling is the risk of cognitive overload. When students are exposed to too many multimedia elements at the same time, they may find it difficult to process information effectively. Mayer (2009) explains that excessive use of visuals, sounds, and text can overwhelm learners' cognitive capacity, leading to reduced comprehension. In such cases, students may focus

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more on technical or visual features rather than the learning content itself.

Furthermore, digital storytelling may shift students' attention away from language learning goals. Some students may prioritize the aesthetic or technical aspects of the digital story instead of focusing on listening comprehension or language accuracy. Without proper guidance, multimedia activities can distract learners from instructional objectives. Therefore, teachers need to carefully design digital storytelling activities to ensure that language learning remains the primary focus.

Based on these limitations, it is important for teachers to plan and implement digital storytelling carefully. Providing sufficient technical support, managing classroom time effectively, and aligning digital storytelling activities with learning objectives can help minimize its disadvantages. When implemented properly, the challenges of digital storytelling can be addressed to maximize its benefits for students' listening comprehension development.

## **B. Relevant Research**

Several previous studies support the use of digital storytelling in improving students' listening comprehension. Gültekin and Çirci (2017) conducted a study entitled "The Effect of Digital Storytelling on Listening Comprehension in Turkish Primary Education" in Turkey. Their study found that integrating digital storytelling into language instruction significantly improved students' listening comprehension in their first language. The

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researchers explained that the combination of audio and visual elements helped students focus on both the content and language form. However, the study was limited to first language learning and did not examine the effects in a foreign language context, which restricts its generalizability to EFL settings.

In Vietnam, Nguyen (2021) conducted a study titled “Digital Storytelling as a Tool to Enhance Listening Skills for EFL Learners” at a secondary school in Hanoi. The study revealed that using digital storytelling provided meaningful and contextualized input, which positively affected EFL learners’ listening skills. Nguyen explained that students were more motivated and engaged in listening activities when digital stories were used. Nevertheless, the study had a relatively small sample size and lacked a control group, which may limit the strength of the conclusions drawn.

Sönmez, Korkmaz, and Yıldırım (2023) carried out a study called “Enhancing Listening Comprehension through Audio-Visual Digital Storytelling in English as a Foreign Language” in Istanbul, Turkey. Their findings indicated that students who participated in digital storytelling activities demonstrated higher listening comprehension scores than those who received traditional instruction. The study highlighted that audio-visual support facilitated students’ understanding of spoken English and improved their attention to key details. The limitation of this study was that it focused only on short-term listening outcomes and did not investigate long-term retention of listening skills.

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In a study conducted in South Korea, Park and Kim (2020) entitled “The Impact of Digital Storytelling on EFL Listening Comprehension and Motivation” examined high school students’ listening comprehension and motivation. The research showed that digital storytelling increased students’ comprehension of dialogues and narratives while also enhancing their intrinsic motivation to participate in listening tasks. However, the researchers noted that the study did not analyze differences in individual learning styles, which could affect the outcomes of listening comprehension activities.

Furthermore, Alqahtani (2019) investigated “The Effectiveness of Digital Storytelling on Listening Comprehension Skills of Saudi EFL Learners” in a secondary school context in Saudi Arabia. The results revealed that students exposed to digital storytelling performed significantly better in listening tests than students in a traditional learning environment. The study emphasized that contextualized and meaningful input is crucial in developing listening comprehension. Nevertheless, the research was limited to a single school and did not explore the effects of teacher facilitation on students’ listening outcomes.

Overall, these studies provide empirical support for the use of digital storytelling to enhance listening comprehension in both first language and EFL contexts. Despite their contributions, most studies have limitations, such as small sample sizes, short-term assessments, or lack of control for learner variables. These gaps justify the present research, which investigates the effect

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of digital storytelling on students' listening comprehension in an EFL context, particularly at the junior high school level in Indonesia.

**C. Operational Concept****1. Digital Storytelling (Variable X)**

Digital storytelling in this research refers to the use of multimedia-based stories in teaching listening comprehension. According to Robin (2008), digital storytelling consists of seven elements:

- a. Teacher's use a point of view (the narrator's perspective)
- b. Teacher's ability to build tension with a dramatic question (a key question that keeps the audience interested),
- c. Teacher's creation of depth through emotional content (feelings that make the story meaningful),
- d. Teacher's use of voice to bring the story to life with your voice (the narrator's voice to add a personal touch),
- e. Teacher's enhancement of the narrative using soundtracks (using music or sound effects to support the story),
- f. Teacher's economical use of information in the story (using content effectively without too much information),
- g. Teacher's control of the story's rhythm through effective pacing (the speed and timing of the story).

These elements help create engaging stories that support students' listening comprehension.

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## **2. Listening Comprehension (Variable Y)**

Listening comprehension refers to students' ability to understand spoken English. Brown (2004) states that listening comprehension is an active process involving the construction of meaning from spoken input. In this research, listening comprehension is measured through the following indicators:

- a.** Students are able to identify the main idea of the spoken text.
- b.** Students are able to find specific details such as names, places, times, and events
- c.** Students are able to infer implied meanings from the spoken text.
- d.** Students are able to recognize the speaker's attitude, intention, or feeling expressed in the material.

## **D. Assumption and Hypothesis**

### **1. Assumption**

The researcher assumes that digital storytelling has a significant effect on students' listening comprehension. Students taught using digital storytelling are expected to show improvement in their listening comprehension.

### **2. Hypothesis**

- a.**  $H_0$ : There is no significant difference in students' listening comprehension before and after being taught using digital storytelling at SMPN 5 Tapung Hulu.

b.  $H_a$ : There is a significant difference in students' listening comprehension before and after being taught using digital storytelling at SMPN 5 Tapung Hulu.

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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research employed a quantitative approach because it involved numerical data and statistical analysis to examine the effect of a treatment. In this research, quantitative research is used to objectively measure and analyze students' listening comprehension scores before and after the treatment. According to Ary et al. (2010), quantitative research uses objective measurement and numerical data to answer research questions or test hypotheses. Creswell (2012) explains that quantitative methods allow researchers to identify patterns, relationships, and effects through statistical procedures. Meanwhile, Sugiyono (2017) states that quantitative research is suitable for examining the effectiveness of a teaching intervention, as it provides measurable evidence of changes in students' performance.

In this research, an experimental approach is applied to investigate the effect of digital storytelling on students' listening comprehension. According to Creswell (2012), experimental research allows researchers to determine whether a specific intervention produces measurable changes in participants' outcomes. The design of this research was a pre-experimental design, specifically the one-group pretest–posttest design. Creswell (2017) explains that this design involves one group that is given a pre-test, followed by a treatment, and then a post-test. The differences between pre-test and post-test scores indicate the effect of the treatment.

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The design of this research can be illustrated as follows:

**Table III. 1**  
**Research Design**

Group	Pre-test	Treatment	Post-test
Experiment	X <sub>1</sub>	X	X <sub>2</sub>

Where:

X<sub>1</sub> = Pre-test

X = Treatment (Digital Storytelling)

X<sub>2</sub> = Post-test

This design was chosen because it is suitable for examining the effect of digital storytelling on students' listening comprehension in a real classroom setting.

### **B. Location and Time of the Research**

This research was conducted at SMPN 5 Tapung Hulu, located in Kampar Regency, Riau Province. The research was carried out during the 2024/2025 academic year, after the researcher completed the teaching and learning process and data collection.

### **C. Subject and Object of the Research**

The subject of this research was the ninth-grade students of SMPN 5 Tapung Hulu, specifically class IX A. The object of this research was the students' listening comprehension and the use of digital storytelling as a teaching medium.

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## D. Population and Sample

### 1. Population

The population of this research consisted of all ninth-grade students at SMPN 5 Tapung Hulu. There were three classes:

**Table III. 1**  
**Population of the Research**

No.	Class	Numbers of Students
1.	IX A	34
2.	IX B	34
3.	IX C	33
	<b>Total</b>	<b>101</b>

### 2. Sample

The sample of this research was class IX A, consisting of 34 students. The sampling technique used was purposive sampling, because the class met the criteria needed for the research and was accessible for data collection (Sugiyono, 2011).

## E. Technique of Data Collection

### 1. Test

A test is an instrument used to measure students' ability, knowledge, or performance in a particular domain. In educational settings, tests are essential tools for evaluating students' learning achievement and determining whether instructional objectives have been achieved. Tests also help teachers and researchers identify students' strengths and weaknesses, especially in language learning where systematic assessment is required.

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According to Brown (2004), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. Similarly, Ary et al. (2010) define a test as a set of stimuli presented to individuals in order to obtain responses that can be scored numerically. These definitions indicate that a test is a structured and objective instrument designed to collect measurable data related to students' learning outcomes.

Therefore, a test is widely used in educational research to assess students' learning outcomes objectively and systematically. In quantitative research, tests are commonly administered as pre-tests and post-tests to measure students' performance before and after a treatment. The results of these tests provide numerical data that can be analyzed statistically to determine the effectiveness of a particular teaching method or instructional strategy.

**a. Pre-test**

The pre-test is an assessment conducted before the treatment to determine students' initial level of listening comprehension. Its purpose is to measure what students already know and identify their strengths and weaknesses in listening skills. Ary et al. (2010) explain that pre-tests help researchers determine baseline data so that any improvement can be accurately measured. In this study, the pre-test consisted of 15 multiple-choice questions based on listening materials, covering indicators such as listening for main ideas, specific information, inference, and attitude/emotion.

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**b. Treatment**

The treatment refers to the teaching intervention aimed at improving students' listening comprehension. In this research, the treatment was implemented through teaching listening by using digital storytelling. Digital storytelling integrates audio, images, text, and video, which provides students with meaningful and contextualized listening input. This integration helps students understand spoken English more easily and increases their engagement during the learning process.

According to Brown (2004), the use of authentic and meaningful input, such as stories presented with multimedia elements, can enhance students' listening comprehension. Digital storytelling allows students to receive language input in a natural context, supporting their ability to identify main ideas, specific information, and implied meanings. In addition, multimedia-based instruction helps maintain students' attention and motivation, which are important factors in successful listening comprehension.

The treatment followed three stages of listening activities: pre-listening, while-listening, and post-listening. In the pre-listening stage, students' prior knowledge was activated and they were encouraged to predict the content of the story. During the while-listening stage, students focused on understanding the story by monitoring comprehension and taking notes. In the post-listening stage, students



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summarized the story, responded to comprehension questions, and reflected on what they had learned, as suggested by Harmer (2007) and Rost (2011). The treatment was conducted during regular English lessons over a series of sessions.

Therefore, the listening test measured students' listening comprehension based on six indicators.

**Table III. 2**  
**The blueprint of the Instruments**

No	Indicators of Items	Number of Items	Items
1.	<b>Understand the main idea</b> Students can understand the main point of what they hear.	3	1,15
2.	<b>Find important details</b> Students can find key information like names, numbers, or places in the listening.	3	2,3,5
3.	<b>Use what they already know</b> Students use their previous knowledge or experience to help understand.	2	10,14
4.	<b>Understand hidden meaning</b> Students can understand what is meant even if it is not said directly.	3	4,8,9
5.	<b>Follow the speech as it happens</b> Students can keep up with the speech without missing important parts.	2	11,12
6.	<b>Give proper responses</b> Students can answer or react correctly based on what they heard.	3	6,7,13

**Table III. 3**  
**The Classification of Student Score**

No.	Reliability	Category
1.	81-100	Very Good
2.	61-80	Good
3.	41-60	Moderate
4.	21-40	Low
5.	0-20	Very low

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**c. Post-test**

The post-test is an assessment administered after the treatment to measure students' listening comprehension following the instructional intervention. In educational research, post-tests are commonly used to determine students' learning outcomes after they have received a particular teaching method or strategy. The post-test helps identify whether there is an improvement in students' listening comprehension as a result of the treatment.

According to Ary et al. (2010) and Creswell (2012), post tests are used to evaluate the effectiveness of teaching methods by comparing students' performance before and after the intervention. The comparison between pre-test and post-test results provides empirical evidence of students' learning progress and allows researchers to determine whether the treatment has a significant effect on students' achievement.

In this study, the post-test consisted of 15 multiple-choice questions that were similar in format and difficulty to those of the pre-test and covered the same listening comprehension indicators.

**2. Validity and Reliability****a. Validity**

Validity refers to the extent to which an instrument measures what it is intended to measure. In this research, content validity was used to ensure that the test items adequately represented the listening

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comprehension indicators being assessed. According to Brown (2003), content validity is achieved when the test items are aligned with the learning objectives and skills that are intended to be measured. Therefore, the listening test items in this study were developed based on the listening comprehension indicators and learning objectives, ensuring that the test accurately measured students' listening comprehension.

**b. Reliability**

Reliability refers to the consistency and stability of an instrument in measuring what it is intended to measure. A reliable instrument produces consistent results when administered to the same group under similar conditions. In educational research, reliability is an important aspect because it ensures that the data obtained from the instrument are dependable and can be trusted for further analysis.

In this research, the reliability of the listening test was measured using Cronbach's Alpha, which is commonly used to determine the internal consistency of test items. The reliability analysis was conducted using SPSS version 25. Cronbach's Alpha measures how well the items in a test are related to one another and whether they consistently measure the same construct, in this case students' listening comprehension.

The result of the reliability analysis showed a Cronbach's Alpha coefficient of 0.85. According to commonly accepted criteria, a reliability coefficient above 0.70 indicates good reliability, while a coefficient above 0.80 indicates high reliability. Therefore, the coefficient of 0.85 indicates

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that the listening test used in this research had a high level of reliability and was consistent for measuring students' listening comprehension. This result confirms that the instrument was appropriate and dependable for collecting data in this study.

## **F. Technique of Data Analysis**

The data were analyzed using SPSS.

### **1. Normality Test**

A normality test was conducted to determine whether the data were normally distributed.

### **2. Paired Sample T-Test**

A paired-sample t-test was used to determine whether there was a significant difference between students' pre-test and post-test scores.

- a.  $H_0$  is accepted if  $\text{sig.} > 0.05$
- b.  $H_a$  is accepted if  $\text{sig.} < 0.05$

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that digital storytelling is effective in improving students' listening comprehension at SMPN 5 Tapung Hulu. Before the implementation of digital storytelling, students' listening comprehension was categorized as low to moderate, as shown by the pre-test mean score of 46.18, indicating that many students had difficulties in understanding spoken English through conventional teaching methods. After the use of digital storytelling, the post-test mean score increased to 64.99, with more students achieving good and very good categories, showing a significant improvement in their listening comprehension. The result of the paired samples t-test also revealed a significant difference between the pre-test and post-test scores, with a significance value (2-tailed) of 0.000, which is lower than 0.05, leading to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ). Therefore, it can be concluded that digital storytelling provides meaningful listening input, increases students' motivation, and effectively supports students' understanding of spoken English. Suggestion

#### B. Suggestions

##### 1. For English Teachers

English teachers are encouraged to use digital storytelling as an alternative teaching strategy, especially in teaching listening skills. By

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integrating audio, visuals, and storytelling elements, teachers can create a more engaging learning environment and help students improve their listening comprehension.

**2. For Students**

Students are expected to be more active and motivated in learning listening skills through digital storytelling. They should take advantage of multimedia learning to improve their understanding of spoken English and develop better listening strategies.

**3. For Schools**

Schools are suggested to support the use of technology-based learning by providing adequate facilities such as audio-visual equipment and internet access. This support will help teachers implement digital storytelling effectively in the classroom.

**4. For Future Researchers**

Future researchers are recommended to conduct further studies on digital storytelling by involving larger samples, different education levels, or other language skills such as speaking, reading, or writing. Further research may also explore the long-term effects of digital storytelling on students' language development.

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## State Islamic University of Sultan Syarif Kasim Riau

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## APPENDIX 1

### LESSON PLAN

UIN SUSKA RIAU

**MODUL AJAR****IDENTITAS MODUL**

Satuan Pendidikan	: SMP Negeri 5 Tapung Hulu
Kelas/Semester	: IX / Semester 1
Materi	: Descriptive Text
Mata Pelajaran	: Bahasa Inggris
Tahun Ajaran	: 2025/2026
Alokasi Waktu	: 6 Pertemuan x 2 JP (2 x 40 menit) = 12 JP
Metode Pembelajaran	: Digital Storytelling

**CAPAIAN PEMBELAJARAN**

Menyimak - Berbicara: Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pengantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah.

Dalam pembelajaran listening comprehension descriptive text dengan metode digital storytelling: Peserta didik mampu memahami berbagai teks lisan dalam bentuk descriptive text (mendeskripsikan orang, tempat, binatang, dan benda) melalui media digital storytelling secara tepat dan percaya diri. Peserta didik menunjukkan peningkatan kemampuan mendengarkan (listening comprehension) yang mencakup aspek pemahaman isi teks, penangkapan ide pokok dan detail spesifik, identifikasi generic structure (identification and description), pengenalan language features (Simple Present Tense, adjectives, specific participants), serta kemampuan menyimpulkan makna dari konteks melalui pendekatan pembelajaran berbasis teknologi.

Dalam proses pembelajaran, peserta didik terlibat aktif menyimak cerita digital yang mendeskripsikan berbagai objek melalui media audio-visual, kemudian menjawab pertanyaan pemahaman, mengidentifikasi struktur dan unsur kebahasaan, serta mendiskusikan informasi yang diperoleh. Peserta didik juga mampu mengevaluasi pemahaman mendengarkan mereka berdasarkan umpan balik dari guru maupun latihan soal, serta memperbaiki kesulitan dalam memahami pengucapan, kosakata, dan struktur kalimat dalam teks lisan descriptive.

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**TUJUAN PEMBELAJARAN**

1. Identify the generic structure of descriptive text (identification and description) through digital storytelling media.
2. Recognize the language features commonly found in descriptive text, such as Simple Present Tense, adjectives, specific participants, and action verbs.
3. Demonstrate comprehension of descriptive texts about people, places, animals, and things by identifying main ideas and specific details from digital stories.
4. Analyze and compare various types of descriptive texts (person, place, animal, thing) to understand their characteristics.
5. Write descriptive texts with appropriate structure, varied vocabulary, and correct grammar.
6. Utilize digital storytelling as a learning medium to support comprehension and writing skills in descriptive text.

**KOMPETENSI AWAL**

Students are able to identify the social function, generic structure (identification and description), and language features of descriptive text, such as the use of Simple Present Tense, adjectives, and specific participants, through listening and writing activities supported by digital storytelling.

**PROFIL PELAJAR PANCASILA**

1. **Beriman dan berakhlak mulia** – Menggunakan digital storytelling secara positif dan bertanggung jawab.
2. **Berkebinaaan global** – Menghargai keragaman dalam mendeskripsikan orang, tempat, dan budaya.
3. **Bergotong royong** – Berkolaborasi dalam diskusi kelompok dan peer review.
4. **Mandiri** – Menunjukkan kemandirian dalam menulis descriptive text.
5. **Bernalar kritis** – Menganalisis struktur teks dan melakukan inferensi.
6. **Kreatif** – Menulis descriptive text dengan kreativitas dan variasi kosakata.

**SARANA DAN PRASARANA**

- Lingkungan Belajar: Ruang kelas
- Papan tulis dan Spidol
- Komputer/Laptop, LCD Proyektor, dan Speaker
- Jaringan Internet

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**TARGET PESERTA DIDIK**

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

**PEMAHAMAN BERMAKNA**

Descriptive text adalah jenis teks yang menggambarkan seseorang, tempat, binatang, atau benda secara detail. Teks ini memiliki struktur identification (pengenalan objek) dan description (penjelasan karakteristik). Topik ini melatih kemampuan memahami dan menulis dengan fokus pada Simple Present Tense, adjectives, dan specific participants. Materi disajikan melalui digital storytelling yang memvisualisasikan objek secara naratif, sehingga siswa dapat memahami struktur teks, menangkap detail, dan memproduksi teks deskriptif mereka sendiri.

**PERTANYAAN PEMANTIK**

1. Can you describe your favorite person? What makes them special?
2. What is your favorite place and why?
3. What animal do you find most interesting? Can you describe it?
4. Have you ever watched digital stories in English? How did they help you understand better?

**LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**
**PERTEMUAN KE-1 (2x40 menit) Pre-Test**

Tahapan	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru mengucap salam</li> <li>• Guru mengarahkan ketua kelas untuk memimpin kelas lalu dilanjutkan dengan berdoa</li> <li>• Guru mengecek kehadiran peserta didik</li> <li>• Guru melakukan apersepsi: “What do you know about descriptive text?”</li> <li>• Guru menyampaikan tujuan pembelajaran</li> </ul>	10 Menit
Inti	<ul style="list-style-type: none"> <li>• Guru menjelaskan pengertian descriptive text, fungsi sosial, generic structure (identification &amp; description), dan language features (Simple Present Tense, adjectives,</li> </ul>	60 menit

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<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru memberikan contoh descriptive text singkat</li> <li>• Guru menjelaskan bahwa pre-test akan menggunakan audio dari digital story</li> <li>• Guru memutar audio dari video: <a href="https://youtu.be/zmQ3hB5xoA8?si=gtYEKZNGhso0RDrY">https://youtu.be/zmQ3hB5xoA8?si=gtYEKZNGhso0RDrY</a> (hanya audio, tanpa visual)</li> <li>• Peserta didik mendengarkan dan mencatat informasi penting</li> <li>• Guru membagikan soal pre-test:           <ul style="list-style-type: none"> <li>- 10 soal pilihan ganda (multiple choice)</li> <li>- 5 soal benar/salah (true/false)</li> </ul>           Total: 15 soal         </li> <li>• Peserta didik mengerjakan pre-test secara individu</li> <li>• Guru memantau peserta didik selama mengerjakan pre-test</li> <li>• Guru mengumpulkan hasil pre-test untuk dianalisis sebagai data awal penelitian</li> </ul>	10 Menit
<b>Assesmen</b>	Pre-test: 10 pilihan ganda + 5 true/false (total 15 soal)	
<b>PERTEMUAN KE-2 (2x40 menit)</b>		
<b>Tahapan</b>	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru mengucap salam dan berdoa</li> <li>• Guru mengecek kehadiran</li> <li>• Guru me-review materi descriptive text pertemuan</li> </ul>	10 menit

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<b>© Hak cipta milik UIN Suska Riau</b> <b>Inti</b> <b>State Islamic University of Sultan Syarif Kasim Riau</b>	<p>sebelumnya</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan fokus hari ini: describing a person</li> <li>• Guru mengenalkan metode digital storytelling</li> </ul> <p><b>Pre-Viewing (10 menit):</b></p> <ul style="list-style-type: none"> <li>• Brainstorming: vocabulary untuk mendeskripsikan orang (physical appearance, personality)</li> <li>• Prediction: menebak isi video dari thumbnail</li> </ul> <p><b>While-Viewing (25 menit):</b></p> <ul style="list-style-type: none"> <li>• Guru memutar video digital storytelling: <a href="https://youtu.be/FU_0NF_jrgE?si=bd18p6ekbZ0KMkL0">https://youtu.be/FU_0NF_jrgE?si=bd18p6ekbZ0KMkL0</a></li> <li>• Viewing pertama: siswa mencatat siapa yang dideskripsikan, physical features, personality traits</li> <li>• Viewing kedua: fokus pada generic structure dan language features</li> <li>• Siswa mengidentifikasi adjectives dan Simple Present Tense yang digunakan</li> </ul> <p><b>Post-Viewing (25 menit):</b></p> <ul style="list-style-type: none"> <li>• Diskusi kelompok: menganalisis struktur dan language features</li> <li>• Latihan menulis: siswa menulis descriptive text tentang tokoh favorit (150 kata)</li> <li>• Beberapa siswa mempresentasikan hasil tulisan</li> </ul>	60 menit
<b>Penutup</b>	<p><b>Refleksi: perbedaan pre-test dan treatment 1</b></p> <ul style="list-style-type: none"> <li>• Kesimpulan tentang describing a person</li> <li>• Tugas: menulis descriptive text tentang anggota keluarga</li> <li>• Berdoa dan salam</li> </ul>	10 Menit
<b>Assesmen</b>	Observasi partisipasi, penilaian tulisan (content, organization, language, mechanics)	

PERTEMUAN KE-3 (2x40 menit)		
Tahapan	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Salam, berdoa, absensi</li> <li>• Review pertemuan sebelumnya</li> <li>• Sharing tugas rumah</li> <li>• Penjelasan fokus: describing an animal</li> </ul>	10 Menit
Inti	<p><b>Pre-Viewing (10 menit):</b></p> <ul style="list-style-type: none"> <li>• Vocabulary building: animal body parts, habitats, behaviors</li> <li>• Discussion: “What's your favorite animal?”</li> <li>• Siswa menuliskan 5 adjectives untuk binatang</li> </ul> <p><b>While-Viewing (25 menit):</b></p> <ul style="list-style-type: none"> <li>• Guru memutar video digital storytelling tentang binatang (pilihan guru: panda/dog/elephant)</li> <li>• Siswa mengisi graphic organizer: Animal name, Appearance, Habitat, Food, Behavior, Special features</li> <li>• Viewing kedua: note-taking adjectives dan descriptive phrases</li> </ul> <p><b>Post-Viewing (25 menit):</b></p> <ul style="list-style-type: none"> <li>• Compare &amp; Contrast: perbedaan describing person vs animal</li> <li>• Group activity: membuat mind map tentang binatang favorit</li> <li>• Individual writing: descriptive paragraph tentang binatang (150 kata)</li> <li>• Peer review</li> </ul>	60 menit
Penutup	<p><b>Gallery walk: siswa membaca karya teman</b></p> <ul style="list-style-type: none"> <li>• Refleksi pembelajaran</li> <li>• Tugas: mencari 1 video digital story tentang tempat</li> </ul>	10 Menit

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	<ul style="list-style-type: none"> <li>• Berdoa dan salam</li> </ul>	
<b>Assesmen</b>	Graphic organizer, descriptive paragraph, peer assessment	
<b>PERTEMUAN KE-4 (2x40 Menit)</b>		
<b>Tahapan</b>	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Salam, berdoa, absensi</li> <li>• Sharing video yang ditemukan siswa</li> <li>• Discussion: tempat wisata favorit</li> <li>• Fokus: describing a place</li> </ul> <p><b>Pre-Viewing (10 menit):</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: location prepositions, adjectives for places</li> <li>• Sensory words activity: What can you see/hear/smell/feel?</li> <li>• Prediction dari judul video</li> </ul> <p><b>While-Viewing (25 menit):</b></p> <ul style="list-style-type: none"> <li>• Guru memutar video digital storytelling tentang tempat (pilihan guru: Bali/beach/school)</li> <li>• First viewing: siswa menuliskan 10 adjectives</li> <li>• Second viewing: mengisi “Place Description Chart” (Place name, Location, Physical description, Atmosphere, Special features)</li> <li>• Mengidentifikasi prepositions of place</li> </ul> <p><b>Post-Viewing (25 menit):</b></p> <ul style="list-style-type: none"> <li>• Pair work: membandingkan catatan</li> <li>• Class discussion: teknik mendeskripsikan tempat</li> <li>• Individual task: menulis “My Favorite Place in My Town” (150 kata)</li> <li>• Self-assessment dengan checklist</li> </ul>	10 Menit
<b>Penutup</b>	<b>Sharing 3-4 karya terbaik</b> <ul style="list-style-type: none"> <li>• Feedback dari guru</li> </ul>	60 menit
		10 Menit

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	<ul style="list-style-type: none"> <li>• Tugas: revisi tulisan berdasarkan feedback</li> <li>• Berdoa dan salam</li> </ul>	
<b>Assesmen</b>	Observation checklist, writing task, self-assessment	
<b>PERTEMUAN KE-5 (2x40 Menit)</b>		
<b>Tahapan</b>	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Salam, berdoa, absensi</li> <li>• Show &amp; Tell: 3 siswa menunjukkan benda favorit</li> <li>• Review tiga jenis descriptive sebelumnya</li> <li>• Fokus: describing things</li> </ul>	10 Menit
	<p><b>Pre-Viewing (10 menit):</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: materials (metal, wood, plastic), shapes, sizes</li> <li>• Quick activity: “Describe the object” game</li> <li>• Membahas perbedaan describing things vs person/animal/place</li> </ul> <p><b>While-Viewing (25 menit):</b></p> <ul style="list-style-type: none"> <li>• Guru memutar video digital storytelling tentang benda (pilihan guru: book/smartphone/traditional instrument)</li> <li>• Siswa membuat “Object Description Web”: Shape/Size, Material, Color, Function/Use, Special Features</li> <li>• Viewing kedua: mencatat technical adjectives dan specific vocabulary</li> </ul> <p><b>Post-Viewing (25 menit):</b></p> <ul style="list-style-type: none"> <li>• Discussion: techniques for describing objects</li> <li>• Demonstration: guru mendeskripsikan benda step-by-step</li> <li>• Guided practice: siswa mendeskripsikan 1 benda di kelas secara lisan</li> <li>• Individual writing: “My Most Precious Thing” (150)</li> </ul>	60 menit

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<b>Penutup</b>	kata) <ul style="list-style-type: none"> <li>• Include: deskripsi fisik, fungsi, mengapa spesial, cerita di balik benda</li> </ul> <b>Voluntary sharing (3-4 siswa)</b> <ul style="list-style-type: none"> <li>• Feedback umum dari guru</li> <li>• Preview post-test pertemuan berikutnya</li> <li>• Berdoa dan salam</li> </ul>	10 Menit
<b>Assesmen</b>	Oral description, written description, creativity assessment	
<b>PERTEMUAN KE-6 (2x40 Menit)</b>		
<b>Tahapan</b>	<b>Kegiatan Pembelajaran</b>	<b>Aloka si Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Salam dan berdoa</li> <li>• Absensi</li> <li>• Review singkat semua jenis descriptive text yang sudah dipelajari</li> <li>• Penjelasan prosedur post-test</li> <li>• Motivasi dan penguatan percaya diri</li> </ul>	
<b>State Islamic University of Sultan Syarif Kasim Riau</b>	<b>Listening Comprehension Test (60 menit)</b> <ul style="list-style-type: none"> <li>• Guru memutar video digital storytelling: <a href="https://youtu.be/OTKtjqFzLc4?si=K88cj87j9dUK7UJF">https://youtu.be/OTKtjqFzLc4?si=K88cj87j9dUK7UJF</a></li> <li>• Siswa menonton video dengan seksama</li> <li>• Guru membagikan soal post-test:           <ul style="list-style-type: none"> <li>- 10 soal pilihan ganda (multiple choice)</li> <li>- 5 soal benar/salah (true/false)</li> </ul>           Total: 15 soal         </li> <li>• Siswa mengerjakan post-test secara individu</li> <li>• Soal mencakup:           <ul style="list-style-type: none"> <li>➤ Pemahaman isi teks (main idea, specific details)</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>➤ Identifikasi generic structure</li> <li>➤ Pengenalan language features</li> </ul> <ul style="list-style-type: none"> <li>• Inferensi informasi tersirat</li> </ul> <p>Guru memantau siswa selama mengerjakan post-test</p> <ul style="list-style-type: none"> <li>• Guru mengumpulkan hasil post-test untuk dianalisis dan dibandingkan dengan hasil pre-test.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Refleksi keseluruhan: “What have you learned from digital storytelling?”</li> <li>• Pengumuman hasil akan diberikan pertemuan berikutnya</li> <li>• Appreciation &amp; closing</li> <li>• Berdoa dan salam</li> </ul>	
<b>Assesmen</b>	<p>Post-test: 10 pilihan ganda + 5 true/false (total 15 soal), membandingkan skor pre-test dan post-test</p>	

**Total Skor Writing:** \_\_\_ / 20 x 5 = \_\_\_ / 100

**Analisis Data Penelitian:**

Untuk mengukur efektivitas metode digital storytelling, dilakukan perbandingan skor pre-test dan post-test menggunakan:

- **Uji Normalitas:** Untuk mengetahui distribusi data
- **Uji Hipotesis** (Paired Sample t-test atau Wilcoxon): Untuk mengetahui perbedaan signifikan antara pre-test dan post-test
- **N-Gain Score:** Untuk mengukur peningkatan pemahaman siswa

Formula N-Gain:

$$\text{N-Gain} = (\text{Skor Post-test} - \text{Skor Pre-test}) / (\text{Skor Maksimal} - \text{Skor Pre-test})$$

Kategori N-Gain:

- Tinggi:  $g > 0,7$
- Sedang:  $0,3 \leq g \leq 0,7$
- Rendah:  $g < 0,3$

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## **REFLEKSI GURU**

Setelah pembelajaran, guru merefleksikan:

1. Apakah video digital storytelling yang dipilih efektif?
2. Bagaimana respons siswa terhadap metode digital storytelling?
3. Apa kesulitan yang dihadapi siswa?
4. Apakah ada peningkatan dari pre-test ke post-test?
5. Apa yang perlu diperbaiki untuk pembelajaran selanjutnya?

## **LAMPIRAN**

### **A. Contoh Video Digital Storytelling yang Direkomendasikan:**

**Treatment 1 (Person):** [https://youtu.be/FU\\_0NF\\_jrgE?si=bd18p6ekbZ0KMkL0](https://youtu.be/FU_0NF_jrgE?si=bd18p6ekbZ0KMkL0)

**Treatment 2 (Animal):** Cari di YouTube dengan kata kunci:

- “descriptive panda digital story”
- “my pet dog descriptive storytelling”
- “elephant descriptive digital storytelling”

**Treatment 3 (Place):** Cari di YouTube dengan kata kunci:

- “Bali island descriptive storytelling”
- “beach description digital story education”
- “school building descriptive digital story”

**Treatment 4 (Thing):** Cari di YouTube dengan kata kunci:

- “favorite book descriptive digital storytelling”
- “smartphone description digital story”
- “traditional instrument descriptive storytelling”

### **B. Tips Memilih Video Digital Storytelling:**

1. Durasi 3-6 menit
2. Audio jelas tanpa background noise mengganggu
3. Visual mendukung narasi
4. Konten sesuai usia dan level siswa
5. Hindari video dengan terlalu banyak text on screen

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## APPENDIX 2 INSTRUMENT OF THE RESEARCH

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**PRE-TEST****Part A. Multiple Choice**

1. What is the title of the story?
  - a. Put Family First
  - b. Put Love First
  - c. Because I Love You
  - d. Mom Knows Best

Who always CURRICULUM VITAEs has an answer to everything?

- a. The teacher
- b. The mother
- c. The father
- d. The boy

What does the mother say when she makes her child eat vegetables?

- a. "Because it's healthy"
- b. "Because I love you"
- c. "Because you must grow fast"
- d. "Because you need energy"

4. What is her reason when she asks her child to do homework?

- a. It is important for school
- b. She loves her child
- c. The teacher will be angry
- d. She wants good grades

What does the mother do when the child is sick?

- a. She takes him to the doctor
- b. She lays beside him
- c. She gives him medicine only
- d. She ignores him

What does the mother say when the child is struggling?

- a. "Don't give up"
- b. "You can stop"
- c. "Try again later"
- d. "It's okay to fail"

What does the mother ask the child to clean?

- a. The house
- b. The school
- c. The room
- d. The yard

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What does the mother do even when she is tired from work?

- a. She plays games
- b. She cooks dinner
- c. She still says “Because I love you”
- d. She tells the child to sleep early

What happens when the child says “I’m sorry”?

- a. The mother gets angry
- b. The mother says “Because I love you”
- c. The child cries
- d. The father answers

10. At the end of the story, what does the child say?

- a. “I don’t like her rules”
- b. “I love her too”
- c. “I want to be free”
- d. “I will never forgive her”

**Part B. True/False**

11. The mother’s answer always changes depending on the situation. (True/False)
12. The mother reminds her child to put love first. (True/False)
13. The mother says “Because I love you” when the child is doing homework. (True/False)
14. The child does not understand his mother’s love. (True/False)
15. The story teaches us that love is the universal language. (True/False)

**Answer Key**

<b>Part A</b>	<b>Part B</b>
1. B	11. False
2. B	12. True
3. B	13. True
4. B	14. False
5. B	15. True
6. A	
7. C	
8. C	
9. B	
10. B	

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**POST-TEST****Part A: Multiple Choice**

1 Where does the family spend most of their time together?

- a. In the kitchen
- b. In the bedroom
- c. In the living room
- d. In the dining room

2 What is the house rule about devices?

- a. No devices in the kitchen
- b. No devices in the bedrooms
- c. No devices outside
- d. No devices after 9 PM

3. What do the children often do in the living room with technology?

- a. Play video games alone
- b. Watch TV silently
- c. Play fun games online or watch videos
- d. Use phones secretly

4. Why do the parents want technology used in the living room?

- a. To control the internet speed
- b. To use it safely
- c. To save electricity
- d. To avoid noise

5. What kind of discussions happen in the living room?

- a. Family discussions and advice
- b. Political debates
- c. School debates
- d. Online meetings

6. What do the children have to show during family meetings?

- a. Laughter
- b. Anger
- c. Respect
- d. Silence

7. What activity do they do every evening in the living room?

- a. Watching news
- b. Saying a lotto (prayer)
- c. Eating dinner
- d. Reading books

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**Answer Key**

<b>Part A</b>	<b>Part B</b>
1. C	11. False
2. B	12. True
3. C	13. True
4. B	14. False
5. A	15. True
6. C	
7. B	
8. C	
9. B	
10. C	



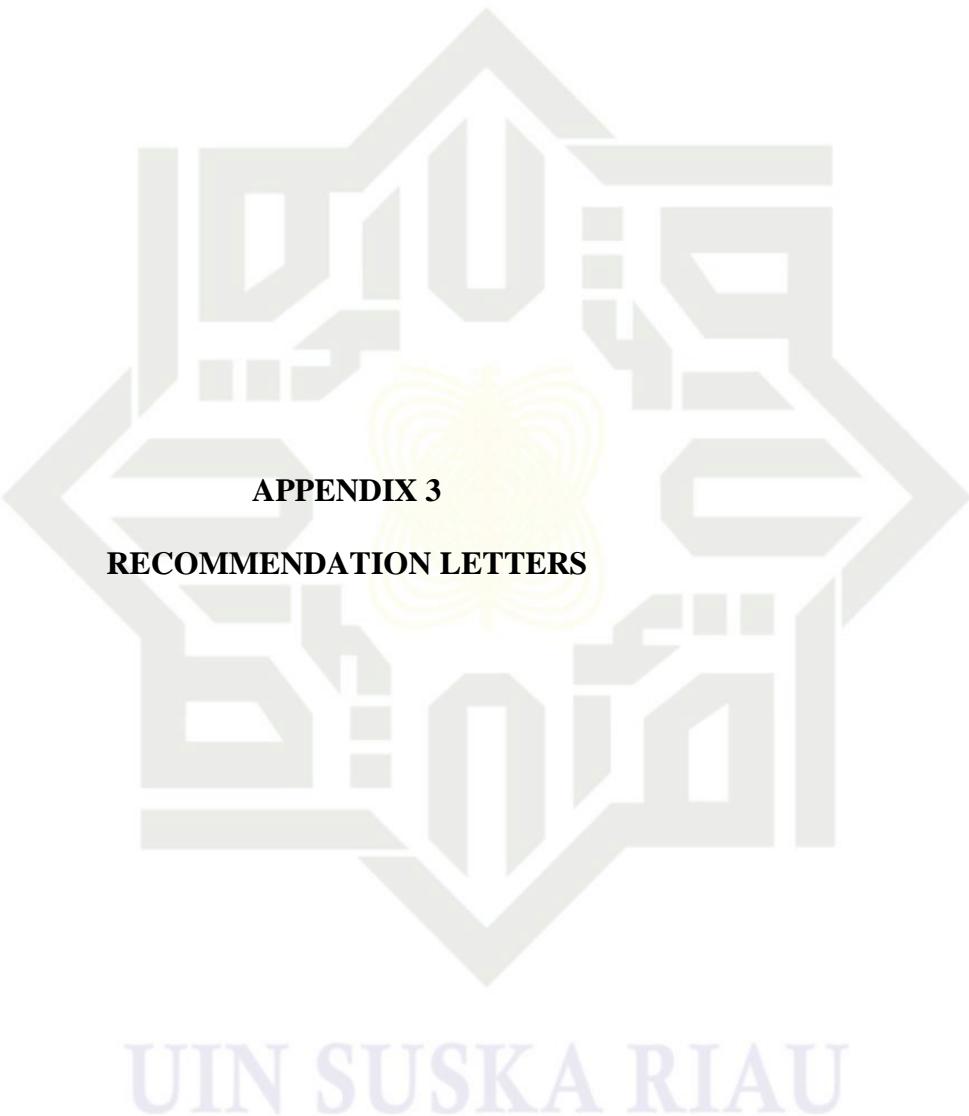
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Pekanbaru, 2 Oktober 2024

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : MUHAMMAD FARHANSYAH

NIM / HP : 12110412956/082283005108

Tempat / tanggal lahir: Pekanbaru/16 April 2003

Semester / Tahun : VII / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul "**USING DIGITAL STORIES: IT'S EFFECT ON STUDENTS' LISTENING COMPREHENSION AT MA AL-MUNAWWARAH PEKANBARU**"  
Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Bapak Robi Kurniawan, S.Pd., M.A.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

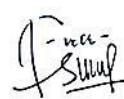
Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

*Wassalmua'alaikum Wr. Wb*

MENGETAHUI  
Ketua Jurusan

Dr. Faizha Anastasia, S.S., M.Hum.  
NIP. 198106112008012017

Hormat Saya,



Muhammad Farhansyah  
NIM. 12110412956



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 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id. E-mail: ftk\_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/22655/2024

Pekanbaru, 22 Oktober 2024

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada

Yth.

1. Robi Kurniawan, MA

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	:	Muhammad Farhansyah
Nim	:	12110412956
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	Using Digital Stories: Its Effect On Students' Listening Comprehension At Ma Al Munawwarah Pekanbaru
Waktu	:	6 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m

an. Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag.



Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : *proposal*  
 Seminar usul Penelitian :  
b. Penulisan Laporan Penelitian :  
2. Nama Pembimbing : *Robi Kurniawan, M.Pd*  
a. Nomor Induk Pegawai (NIP) : *19850916 2023 211008*  
3. Nama Mahasiswa : *Muhammad Farhansyah*  
4. Nomor Induk Mahasiswa : *12110412 956*  
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	24 April 2025	<i>Sinopsis judul</i>	<i>✓</i>	
2.	29 April 2025	<i>Bimbingan BAB I</i>	<i>✓</i>	
3	2 Mei 2025	<i>Bimbingan BAB II</i>	<i>✓</i>	
4	7 Mei 2025	<i>Bimbingan BAB III</i>	<i>✓</i>	
5.	16 Mei 2025	<i>Acc proposal</i>	<i>✓</i>	<i>Acc</i>

Pekanbaru, ..... 20 25  
Pembimbing,*Robi Kurniawan, S.Pd, M.A.*  
NIP. *19850916 2023 211008*

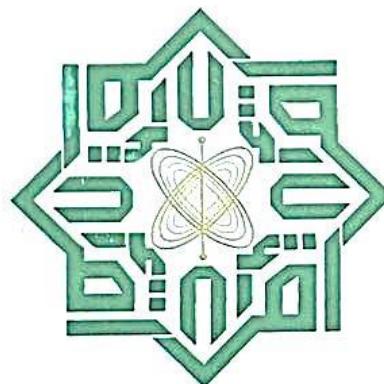
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**USING DIGITAL STORYTELLING: ITS EFFECT ON STUDENTS' LISTENING  
COMPREHENSION AT SMKS PGRI PEKANBARU****RESEARCH PROPOSAL**

Acc. for a proposal  
seminar

07/2025  
  
Robi Hurniawan, S.Pd., M.A

**By****MUHAMMAD FARHANSYAH**

SIN.12110412956

DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
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**LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL**

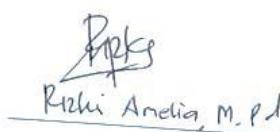
Nama : Muhammad Farhansyah  
 Nomor Induk Mahasiswa : 12110412982  
 Hari/Tanggal : Rabu, 21 Mei 2025  
 Judul Proposal Penelitian : Using digital Storytelling: its effect on Students' listening comprehension  
 At. smk PGRI Pekanbaru

NO	URAIAN PERBAIKAN
1.	Revise back ground
2.	Revise formulation of the problem
3.	Revise assumption & hipotesis
4.	Revise table
5.	Revise tense
6.	Revise references
7.	<del>Revise</del> See examiner notes
8.	Revise operational concept
9.	Add theories of digital storytelling
10.	Revise relevant research
11.	Revise time and location of the research
12.	Revise population & sample.

Pengaji I

  
 Dr. Edyurina Anastasia, M.Hum

Pekanbaru, 21 Mei 2025  
 Pengaji II

  
 Rizki Anelia, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki  
 proposal mahasiswa yang dibimbing

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**PENGESAHAN PERBAIKAN**  
**UJIAN PROPOSAL**

Nama Mahasiswa

: Muhammad Farhansyah

Nomor Induk Mahasiswa

: 12110412556

Hari/Tanggal Ujian

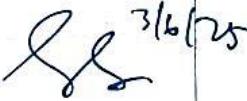
: Rabu, 21 Mei 2025

Judul Proposal Ujian

: Using Digital Storytelling: Its Effect on  
Students' Listening Comprehension at  
SMKS PGRI Pekanbaru

Isi Proposal

: Proposal ini sudah sesuai dengan masukan dan saran yang  
dalam Ujian proposal.

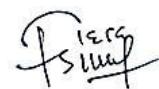
No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, M. Hum	PENGUJI I		3/6/25
2.	Rieki Annelia, M.Pd	PENGUJI II		

Mengetahui  
Dekan  
Wakil Dekan I



Dr. Zarkasih, M.Ag.  
NIP. 19721017 199703 1 004

Pekanbaru, 28 Mei 2025  
Peserta Ujian Proposal



Muhammad Farhansyah  
NIM. 12110412556

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Fax. (0761) 561647 Web www.fk.uinluska.ac.id, E-mail: efak\_uinluska@yahoo.co.id

Nomor : B-11051/Un.04/F.II.3/PP.00.9/2025  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 04 Juni 2025

Yth : Kepala  
SMP Negeri 5 Tapung Hulu  
di  
Tempat

*Assalamu 'alaikum Warhmatullahi Wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

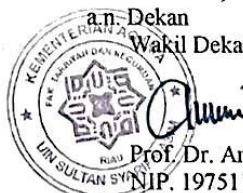
Nama	:	Muhammad Farhansyah
NIM	:	12110412956
Semester/Tahun	:	VIII (Delapan)/ 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,  
a.n Dekan  
Wakil Dekan III



Prof. Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 001

Tembusan:  
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

im Riau



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Fax. (0761) 561647 Web. www.fk.uinsuska.ac.id, E-mail: effak\_uinsuska@yahoo.co.id

Nomor : B-19850/Un.04/F.II/PP.00.9/09/2025

Pekanbaru, 08 September 2025

Sifat : Biasa

Lamp. : 1 (Satu) Proposal

Hal : *Mohon Izin Melakukan Riset*

Yth : Kepala  
SMP Negeri 5 Tapung Hulu  
Di Kampar

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Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Muhammad Farhansyah
NIM	: 12110412956
Semester/Tahun	: IX (Sembilan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : USING DIGITAL STORYTELLING: ITS EFFECT ON STUDENTS' LISTENING COMPREHENSION AT SMPN 5 TAPUNG HULU

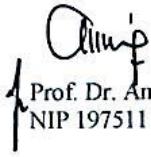
Lokasi Penelitian : SMP Negeri 5 Tapung Hulu

Waktu Penelitian : 3 Bulan (08 September 2025 s.d 08 Desember 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,  
a.n. Rektor  
Dekan

  
Prof. Dr. Amirah Diniaty, M.Pd. Kons.  
NIP 19751115 200312 2 001

Tembusan :  
Rektor UIN Sultan Syarif Kasim Riau

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**DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA**  
**UPT SMP NEGERI 5 TAPUNG HULU**

Alamat: Jalan Belanda Dusun I Desa Danau Lancang Kec.Tapung Hulu Kab.Kampar-Riau NSS/NPSN:201140641005/10494914  
Email: smpnlima\_tpahu@yahoo.co.id

Nomor : 400.3.11.2/UPT.SMPN.5.TAPHUL/551      Danau Lancang, 9 November 2025  
Lampiran : -  
Hal : Surat Selesai Melakukan Penelitian

Kepada :  
Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau  
Di \_\_\_\_\_ Tempat

Menanggapi surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan No. B-19850/Un.04/F.II/PP.00.9/09/2025 Tanggal 8 September 2025 perihal Permohonan Izin Melakukan Riset, pada Mahasiswa :

Nama : Muhammad Farhansyah  
NIM : 12110412956  
Program Studi : Pendidikan Bahasa Inggris

Melalui surat ini kami beritahukan bahwa nama tersebut diatas benar menyelesaikan PraRiset di UPT SMP Negeri 5 Tapung Hulu.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Diketahui,  
Kepala UPT SMP Negeri 5 Tapung Hulu





**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing	:	Thesis
a. Seminar usul Penelitian	:	
b. Penulisan Laporan Penelitian	:	
2. Nama Pembimbing	:	Robi Kurniawan, M.A
a. Nomor Induk Pegawai (NIP)	:	19850916 2023 11 008
3. Nama Mahasiswa	:	Muhammad Farhansyah
4. Nomor Induk Mahasiswa	:	1210412956
5. Kegiatan	:	

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	Jumat / 12/ 2025	Instrument Penelitian		
2.	Senin 15 Sept 2025	Data penelitian		
3	Jumat 15 Sept 2025	Metode / desain penelitian		
4	Sabtu 27 Okt 2025	Indicator riset		
5.	Rabu, 12 Nov 2025	Rebut and conclusion		
6	Jumat 14 Nov 25	Final draft		PCU. for exam

Pekanbaru, 14 Nov 2025  
Pembimbing,



Robi Kurniawan, S.Pd., M.A  
NIP. 19850916 2023 11 008

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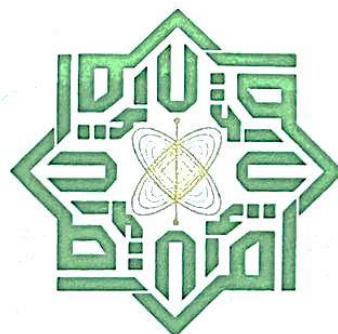
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**USING DIGITAL STORYTELLING: ITS EFFECT ON STUDENTS'  
LISTENING COMPREHENSION AT SMPN 5 TAPUNG HULU**

**RESEARCH PROPOSAL**



By

**MUHAMMAD FARHANSYAH**  
SIN.12110412956

Acc. for Munago  
Examination  
14/25  


Robi Kurniawan, S.Pi  
Supervisor

DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU

1446 H/2025M

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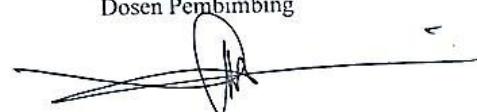


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Alamat: Jl. H. R. Soebrantas Km 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**DAFTAR NILAI SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU**

NO	NAMA	NIM/BP	NILAI	KETERANGAN
			ANGKA/HURUF	
1.	Muhammad Farhansyah	12110412956	83	

Pekanbaru, 14 November 2025  
Dosen Pembimbing

  
Robi Kurniawan, S.Pd., M.A.  
NIP. 198509162023211008

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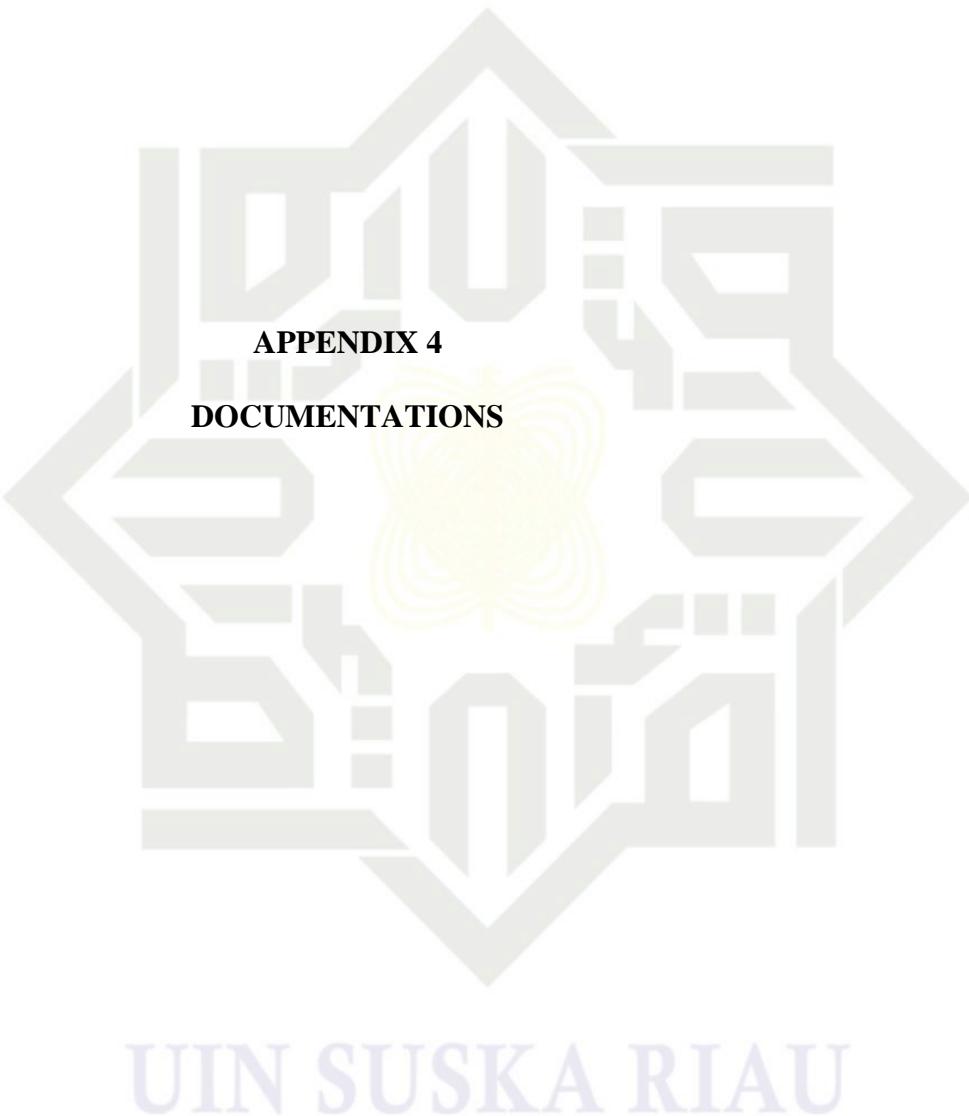
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**CURRICULUM VITAE**

Muhammad Farhansyah was born in Pekanbaru on April 16, 2003. He is the child of Mr. Yasri and Mrs. Murniati. Currently, he resides in Pekanbaru, Riau. He began his formal education at MAS Al Munawwarah Pekanbaru and graduated in 2021. After completing his secondary education, he continued his study at the university level. In 2021, Muhammad Farhansyah was accepted as a student in the Department of English Education, Faculty of Education and Teacher Training, Universitas Islam Negeri Sultan Syarif Kasim Riau. During his academic journey, he actively engaged in academic activities and teaching-related programs to enhance his professional and pedagogical skills. In the course of his study, he successfully completed the Kuliah Kerja Nyata (KKN) program in Batu Teritip, Dumai. Furthermore, he joined the Pre-Service Teacher Practice (PPL) program at SMK PGRI Pekanbaru, where he gained valuable experience in teaching and classroom management. To fulfill the requirements for obtaining an undergraduate degree in English Education, he conducted a research study and completed his undergraduate thesis entitled: **“USING DIGITAL STORYTELLING: ITS EFFECT ON STUDENTS’ LISTENING COMPREHENSION AT SMPN 5 TAPUNG HULU.”**