# CHAPTER IINTRODUCTION

This study investigates the implementation of the Digital Narrative as a media to improve the students’ listening comprehension at one class on one Senior High School in Garut. This chapter presents elaborates eight sections. Those are research background, scope of the research, research question, the objective of the research, research method, the significance of the research, definition of terminologies, the assumption and hypothesis.

* 1. Research Background

Listening is the ability of humans to listen and understand what the speaker means by using their sense of hearing. It is the first step of human communication before speaking, reading, and writing. Aside from listening, reading, and writing, some components support these activities, such as grammar and vocabulary (CJ, Atmowardoyo, & Weda., 2018). Listening is one of the language skills that students must acquire when learning English (Marleni, 2015).

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

Listening skills can be taught through various techniques, including utilizing a tape recorder, answering questions based on the text, rewriting songs, seeing video movie clips or listening to a CD-Rom, listening to the radio and employing dictation (Nor, 2014). The teacher tries to utilize the best technique to help the students comprehend their lesson better, and they can use it to improve their listening comprehension in EFL classroom.

The digital revolution has become a factor that encourages teachers to be more creative when creating educational materials. Using technology and

digital media can help teachers convey their teaching materials more efficiently while also assisting students in getting more out of the subject. The teacher can utilize various techniques, such as media, to help students absorb the lesson more easily when teaching listening. Using alternative media to support the teaching and learning process is good (Adawiyah, 2017). As an alternative media, a digital narrative can be used to teach listening skills (Budianto, Azmi, & Putera, 2021).

According to Koenitz (2010), Digital Narrative, also called IDN (Interaction Digital Narrative), is defined as “an expressive narrative form in digital media realized in a system containing potential narratives and experienced through a process that results in products that represent instantiated narratives.” It can use non-physical media to tell a story, such as the digital equivalent of film techniques, stills, audio-only, or any other form of non-physical media (material that exists only as electronic files as opposed to actual paintings or photographs on paper sounds stored on tape or disc, movies stored on film).

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

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

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

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

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

Based on the description, it can be concluded that digital narrative is not limited to a single subject but encompasses a wide range of topics. In another way, future research is needed to integrate digital narrative more deeply and comprehensively. Therefore, the researcher was interested in doing a study titled "STUDENTS' IMPROVEMENT IN LISTENING COMPREHENSION THROUGH DIGITAL NARRATIVE MEDIA" on the use of Digital Narrative Media in teaching listening, which included the missing words of narrative text and the multiple-choice to know the students listening comprehension.

* 1. Scope of the Research

This research aims to see how Digital Narrative Media can help students improve their listening comprehension. The text structure and language component, which refers to vocabulary, was the focus of this study.

* 1. Research Question

Based on the background of the research, the problem statement was formulated in question form in the following “Is Digital Narrative Media effective to improve Students’ listening comprehension?”.

* 1. The Objective of the Research

The objective of this study is to examine the effect of the Digital Narrative Media in improving students' listening comprehension, as stated in the problem described above.

* 1. The Significance of the Research

A process listening procedure modified in this study is expected to give its contribution to both theoretical and practical uses as follows:

1. Theoretical benefit

By the end of the research accomplished, it is expected as input for educational experts to develop a further Digital Narrative Media for listening comprehension as teaching methods, especially as an English teaching method which is still newly implemented.

1. Practical benefits

By the end of the research accomplished, it is expected:

1. As input for the teacher concerned to determine learning strategies and choose appropriate teaching media specifically for teaching English listening skills.
2. As input for school managers to pay attention and complete the means and for learning media, especially teaching infrastructure Language, because this digital narrative technique needs a suitable way.
	1. Definition of Terminologies

There are terms used in this research that need to be defined. They are as follows:

1. Digital Narrative Media

Digital Narrative, also called IDN (Interaction Digital Narrative), is defined as “an expressive narrative form in digital media realized in a system containing potential narratives and experienced through a process that results in products that represent instantiated narratives.” (as cited in Koenitz, 2010). It can use non-physical media to tell a story, such as the digital equivalent of film techniques, stills, audio-only, or any other form of non-physical media (material that exists only as electronic files as opposed to actual paintings or photographs on paper sounds stored on tape or disc, movies stored on film).

In this research, the Digital Narrative Media is defined as a helpful medium that uses video for teaching listening. The students fill in the blanks of a certain story to improve their listening comprehension.

1. Listening Comprehension

According to O‘Malley, Chamot, and Kupper (1989 as cited in Pourhossein Gilakjani & Ahmadi, 2011), Listening comprehension is an active process in which the listener generates meaning from contextual information and past knowledge, depending on a variety of strategic resources to complete the task requirement.

In this research, listening comprehension is the process to take the information which students have already heard from the story and be able to fill in the blanks on the story that’s on the test.

1. Improvement

According to Oxford University Press (2003, p.216), improvement is the process of becoming better or making something better.

Moreover, as cited in (Duncan, 2011), improvement is defined as an “ ongoing effort to make incremental improvements to products, services, or process over time.”

In this research, the meaning of improving itself refers to the students’ listening comprehension. The research wants to examine the students’ listening improvement by using the Digital Narrative as a medium of teaching listening at one class of one Senior High School in Garut.

* 1. The Assumption and Hypothesis

Digital Narrative Technique is still newly implemented in listening comprehension in EFL classroom. The researcher believes that in this research, the digital narrative technique can improve students’ listening comprehension.

Based on the previous description, the following types of hypotheses can be estimated:

H₀: Using the Digital Narrative Media is not effective to improve students‘ listening comprehension

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