The Effectiveness of Digital Story Telling

In EFL Classroom

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ABSTRACT

The research aims to find out the effectiveness of Digital Story Telling media in listening class students at University of PGRI Yogyakarta. This research was experimental research which used quasi experimental method. Therefore, the data were collected by observation, interview, test, and questionnaire. Samples of this research were 28 students of 10 male and 18 female in the second semester English department students. The samples were divided into two groups, there were experiment group and control group. Both of groups were given pretest before treatment and posttest after treatment. Students in experiment group got treatment to study English listening by Digital Story Telling. The result of the research shows that Digital Story Telling is effective to improve listening skill. Result of the hypothesis measured from the post-test of the experiment class. The result shows the value of significance t-test is 0.000 which is lower than 0.05. It means that Ha is accepted and H0 is rejected. Mean of control group in pre-test is 34.28, thus in experiment group is 37.85. Mean of control group in post-test is 39.28, while in experiment group 47.14. It concludes that Digital Story Telling as media is effective to improve student in learning listening at second-semester student in English Language Education Study Program at the University of PGRI Yogyakarta.

1. INTRODUCTION

Listening is viewed as having the most important role in communication for daily or education, learning do not a success if there will not any input. Though listening, students can express that listening has an important thing to communicate. Especially, for students in the English Language Education study program. Listening to class is one of essential subjects. This subject aims to develop listening skills. In listening class process, the lecturer needs to take control student's confidence and help the student to build their knowledge to overcome their problems in listening process, and also prepare since the beginning of a listening process to the process of listening

comprehension.

The lecturer can create pre-listening activities before thestudents start to read by giving the stimulation that related to thestudents 'background knowledge, effective communication is all about understanding what is being said. This statement is supported by DAS (2014) states that by effective communication the teacher can introduce effectiveand creative solutions to thestudents' problem in the classroom. Based on aninterview from the lecturer of the listening class, students havefaced some problems in the learning process. The student has difficulty catching the idea or message because of speaker's speed of speaking too fast. They cannot comprehend easier because they are lack understanding. Meanwhile, nowadays students are more interested in digital media. In solving those problems, various media should be applied in the listening class. One of the appropriate media to teach basic listening is Digital Story Telling (DST). Digital storytelling is a technology application that is good for learning process also to help teacher to overcome some of the problem to productively using this media in classrooms. This media make it possible to become creative storyteller trough the traditional processes of conducting some research, writing script, selecting a topic, also to developing an interesting story. According to Robin (2008:222) from the combination traditional processes with various types of multimedia, recorded audio, video clips, and music including computer based graphics it can be played on computer, burned on a DVD or uploaded on a web site.

According to Hamdy (2017:114), Digital StoryTelling is the modern version of the traditional art of storytelling which uses digital media. It isthe way of sharing information through words and actions using electronic or mechanical tools with the purpose of transferring meaning. As its name implies, digital storytelling uses digital devices, software applications and multiple types of media suchas text, image, voice (narration), music, or video.

2. RESEARCH METHOD

This research wasconducted at the second semester class of EnglishLanguage Education Study Program at the University of PGRI Yogyakarta. This research is experimental research design. According to Sugiyono (2016:72) the research that purposed to find the cause-effectrelationship among variables ina controlled condition

is considered as experimental research. Sugiyono (2016:73) states that experimental research aims at identifying the efficiency and effectiveness of an approach, technique, method, or learning media, after the good result can be applied to the learning process. It is called experimental study because it starts with states the experimental hypothesis as a prediction that the treatment will have a certain effect on the subject condition.

This research design applied quasi-experimental research which has experimental class and control class. The important thing of experimental research is to manipulate and control the conditions that they are interested in, measure the difference that it makes, and introduce an innovation. To identify if there is any significant influence the use of digital storytelling strategies for learners' listening skills, this research used pre-test and post- test control group design, with the schema. This research used as pre-experiment method by using pre-test and post-test design, the researcher used comparative technique to compare and analyze the students' scores before and after being taught by using this media. The results of data were calculate by SPSS 16. Thus research also used the validity and reliability statistical. There are content and empirical validity to test the validation of the test. Content validity was used to validate the lesson plan and test. This research was validated by the lecturer.

Reliability refers to our measure repeatedly delivering the same (or near same) results. According to Sugiyono (2016: 130) stated that reliability is requirement to test the instrument validity. In this research, the test of reliability instrument used the coefficient of Alpha Cronbach. The hypothesis test used Paired Sample T-Test in SPSS 16 application. The test was conducted by several steps, namely: determining the value of t-count, determining the value of t-table and determining the significance of t-value. The value of t-count was the result of the analysis by using SPSS 16 application. It can be seen in the output. The value of the t-table was the result of the description of the statistical table in significance level $0.05:2 = 0.025$ (two-tailed test) with a degree of freedom (df) is n-1. Then, the value of significance should be lower than the 5% significance level (< 0.05).

3. RESEARCH FINDING

This research was conducted in the second semester class of English Language Education Study Program at The University of PGRI Yogyakarta. The class consists of 28 students that divided into control and experiment group. The sample was chosen by using random sampling technique. Both of those groups were treated in completely different method after the experiment group is taught by using digital storytelling

media meanwhile the control group is taught by using conventional media. The students' basic conditions are measured by using pre-test. The students are divided into two groups, experiment and control groups. Both of the groups got the same test, but different treatment. The experiment group is taught by using digital story telling media, then the control group using audio as the listening media.

Table 4.0 the test result of control group

Control Group				
No	Name	Pre-test	Post-test	Gain
				Score
1.	S	40	50	10
2.	W	20	30	10
3.	AON	30	30	0
4.	PSK	30	40	10
5.	RS	30	30	0
6.	DF	30	40	10
7.	LA	40	50	10
8.	FRHD	10	20	10
9.	MA	60	60	0
10.	ERI	30	30	0
11.	G	50	50	0
12.	YH	40	40	0
13.	DSA	20	30	10
14.	ASW	50	50	0
Mean		34.28571	39.28571	

The table above shows that the students' basic condition in listening comprehension based on the pre-test result. The result above shows that the

students in the control group have the average score 34. The lowest score in pre-test is 10, and the higher score 60. Meanwhile, in the post-test the lowest score is 20, and the highest score is 60.

Table 4.1 the test result of experiment group

Experiment Group				
No.	Name	Pre-Test	Post-Test	Gain Score

1.	IJ	10	30	20
2.	BMYA	10	30	20
3.	SNC	60	70	10
4.	YM	20	20	0
5.	ES	30	40	10
6.	MN	30	40	10
7.	RNN	50	60	10
8.	R	40	50	10
9.	AYS	50	50	0
10.	ASJ	30	40	10
11.	MIA	50	60	10
12.	AT	30	40	10
13.	FYWA	60	70	30
14.	NHBA	60	60	0
	Mean	37.8571	47.14286	

The result shows that students in the experiment group have the average score 37. The lowest score in pre-test is 10, and the higher score 60. Meanwhile, in the post-test the lowest score is 20, and the highest score is 70. Since the mean scores of the post-test are higher that pre-test from the data above it can be

concluded that the using of Digital Story Telling strategy is effective in teaching listening at university grade.

Table 4.6 the result comparison of experiment and control group post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experiment	14	20	70	47.14	15.407
Post-Test Control	14	20	60	39.29	11.411
Valid N	14				

The table above shows the descriptive statistic of the experiment and control group post-test result. It can be seen that the mean score of experiment group is higher than the control group. The minimum score of experiment group is 20, same as the control group, the maximum score of experiment group is 70, the control group maximum score is 60. The mean of experiment group post-test score is 47,14, meanwhile the control group is 39,29. The following table is the data distribution of students' post-test score, in order to make the data are easier to be interpreted.

Table 4.14 T-Test Result

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test Experiment - Post-Test Experiment	-9.286	6.157	1.646	-12.841	-5.731	-5.643	13	.000

It can be concluded that the use of digital story telling media is effective in teaching listening, since the gained point of the experiment group is higher than the control group. The gained point shows 5,00 for the control group, and 9,28 for the experiment group (9,28 > 5,00). That statement is supported by the T-test result that shows the significance value is lower than 0,05. is lower than alpha (0, 000 < 0, 05), which means that H0 is rejected and Ha is accepted.

4. CONCLUSION

The previous chapters has discussed and elaborated about the implementation of digital story telling media in the listening class. It can be concluded as follows: The use of digital story telling media in listening class support students' learning activity. It is an effective media that appropriate for the students of second semester class in English Language Education Study Program at the University of PGRI Yogyakarta. The media can help students to improve their achievement in listening comprehension. Meanwhile, the conventional media is less effective, because students' achievement did not get the significant improvement.

As a result of the hypothesis measured from the post-test and questionaire of the experiment class. From experiment score of students' post-test is 70, and the lowest is 20. Meanwhile the table above that highest from control score of students' post-test is 60, and the lowest is 20. The result shows that the average students in the experiment group have the average score 47 while the result of control group have the average score 39. The result shows the value of significance t-test is 0.000 which is lower than 0.05. It means that Ha is accepted and H0 is rejected.

5. ACKNOWLEDGEMENTS

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