



**THE USE OF DIGITAL STORY TO IMPROVE THE TENTH GRADE  
STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT**

**THESIS**

**BY:**

**ARIN NI'MATUL IZZA**

**NIM. 150210401075**

**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS DEPARTMENT**

**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

**2020**



**THE USE OF DIGITAL STORY TO IMPROVE THE TENTH GRADE  
STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT**

**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at  
the English Education Study Program, Language and Arts Department,  
Faculty of Teacher Training and Education,  
Jember University

**BY:  
ARIN NI'MATUL IZZA**

**NIM. 150210401075**

**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS DEPARTMENT**

**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

**2020**

## **DEDICATION**

This Thesis is dedicated to:

1. My beloved parents: Didik Mardianto and Nur Yul Farida
2. My beloved brother: Muhammad Rizki Ulul Albab
3. All of my beloved family and friends that I cannot mention one by one



**MOTTO**

*“When you talk, you are only repeating what you already know. But if you listen, you may learn something new.”*

**(Dalai Lama)**



**STATEMENT OF THE THESIS AUTHENTICITY**

I certify that this research is an original work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been allowed.

Jember, September 2020

Arin Ni'matul Izza  
NIM. 150210401075

**CONSULTANT'S APPROVAL**

**THE USE OF DIGITAL STORY TO IMPROVE THE TENTH GRADE  
STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT**

**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at  
the English Education Study Program, Language and Arts Department,  
Faculty of Teacher Training and Education,  
Jember University

By  
**ARIN NI'MATUL IZZA**  
**150210401075**

Approved by:

Consultant I

Consultant II

**Dra. Zakiyah Tasnim, M.A**  
**NIP. 19620110 198702 2 001**

**Eka Wahyuningsih, S.Pd., M.Pd.**  
**NIP. 197006121995122001**

**APPROVAL OF THE EXAMINATION COMMITTEE**

This thesis entitled “The Use of Digital Story to Improve the Tenth Grade Students’ Listening Comprehension Achievement” is approved by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day :

Date :

Place : The Faculty of Teacher Training and Education

The Examination Committee

The Chairperson,

The Secretary,

Dra. Zakiyah Tasnim, M.A  
NIP. 19620110 198702 2 001

Eka Wahyuningsih, S.Pd., M.Pd.  
NIP. 197006121995122001

The Members,

Signatures

1. Prof. Dr. Budi Setyono, M.A  
NIP. 196307171990021001

1.

2. Dra. Made Adi Andayani T., M. Ed.  
NIP. 196303231989022001

2.

The Dean

The Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D  
NIP. 196808021983031004

## ACKNOWLEDGEMENT

First of all, I would like to express my greatest gratitude to Allah SWT, who has given me guidance and blessing so that I am finally able to finish my thesis entitled “The Use of Digital Story to Improve the Tenth Grade Students’ Listening Comprehension Achievement”.

Secondly, I would like to express my deepest appreciation and sincere thanks to:

1. The Dean of the Faculty of Teacher Training and Education, the University of Jember.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Education Study Program.
4. My first consultant, Dra. Zakiyah Tasnim, M.A. and my second consultant Eka Wahjuningsih, S.Pd, M.Pd., for their valuable guidance, patience and contribution in helping me to finish this thesis.
5. All my examination committees, Prof. Dr. Budi Setyono, M.A., and Dra. Made Adi Andayani T., M.Ed.
6. My academic supervisor, Dra. Made Adi Andayani T., M.Ed.
7. The principal, the English teacher and X MMD (Multimedia) 1 students at SMKN 5 Jember for giving me an opportunity, help and support to conduct this research.

Finally, I hope this thesis will provide some advantages for the researcher and readers. Any constructive suggestions and criticism will be wisely appreciated to make this thesis better.

Jember, September 2020

The Writer



**TABLE OF CONTENTS**

<b>TITLE</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iii</b>
<b>STATEMENT OF THE THESIS AUTHENTICITY</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>THE LIST OF APPENDICES</b> .....	<b>x</b>
<b>THE LIST OF TABLES</b> .....	<b>xi</b>
<b>THE LIST OF FIGURES</b> .....	<b>xii</b>
<b>SUMMARY</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Research Background.....	1
1.2 Research Questions .....	3
1.3 Research Objective.....	3
1.4 Research Contributions .....	4
1.4.1 Theoretically .....	4
1.4.2 Practically .....	4
1.4.3 Empirically.....	4
<b>CHAPTER II RELATED LITERATURE REVIEW</b> .....	<b>5</b>
2.1 Listening Comprehension.....	5
2.2 Listening Comprehension Achievement.....	6
2.3 Narrative Text .....	6
2.4 Digital Story .....	7
2.5 The Strengths and the Weaknesses of Digital Story .....	8
2.6 Steps of Teaching Listening Comprehension by Using Digital Story.....	9
2.7 Previous Study .....	11
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>14</b>
3.1 Research Design.....	14
3.2 Research Context .....	16
3.3 Research Participants .....	16
3.4 Data Collection Methods.....	17
3.4.1 Listening Comprehension Achievement Test.....	17

3.4.2 Observation .....	18
3.4.3 Questionnaire .....	19
3.5 Data Analysis Method.....	19
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>21</b>
4.1 Findings .....	21
4.1.1 The Implementation of the Action .....	21
4.1.2 The Results of Observation .....	22
4.1.3 Questionnaire .....	24
4.1.4 The Result of the Students' Achievement in Listening Comprehension.....	34
4.1.5 Reflection.....	35
4.2 Discussion .....	36
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>	<b>38</b>
5.1 Conclusion .....	38
5.2 Suggestions .....	38
5.2.1 The English Teacher .....	38
5.2.2 The Students.....	38
5.2.3 The Other Researchers .....	38
<b>REFERENCES.....</b>	<b>40</b>

**THE LIST OF APPENDICES**

APPENDIX A : Research Matrix.....	43
APPENDIX B : Lesson Plan (Cycle 1 – Meeting 1) .....	44
APPENDIX C : Lesson Plan (Cycle 1 – Meeting 2) .....	57
APPENDIX D : Listening Comprehension Test .....	71
APPENDIX E : The Results of Observation .....	78
APPENDIX F : The Results of the Students’ Listening Comprehension Test .....	80
APPENDIX G : The Result of Interview (Preliminary Study) .....	81
APPENDIX H : The Students’ Previous Score SMKN 5 Jember Class: X MMD 1 .....	82
APPENDIX I : The Sample Of The Students’ Worksheet In Meeting 1 .....	83
APPENDIX J : The Sample Of The Students’ Worksheet In Meeting 2 .....	89
APPENDIX K : The Sample Of The Students’ Listening Comprehension Test In Meeting 3 .....	95
APPENDIX L : The Sample of Students’ Questioner about the Use of Digital Story in Listening Comprehension Achievement.....	99
APPENDIX M : The Permission Letter for Accomplishing the Research .....	105
APPENDIX N : The Statement Letter of Accomplishing the Research from the Principal of SMKN 5 Jember .....	106

**THE LIST OF TABLES**

Table 3. 1 The Design of this Classroom Action Research .....15

Table 3. 2 Observation Checklist of the Students' Participation .....18

Table 4. 1 the Percentage of the Students' Participation in Meeting 1 and 2.....23

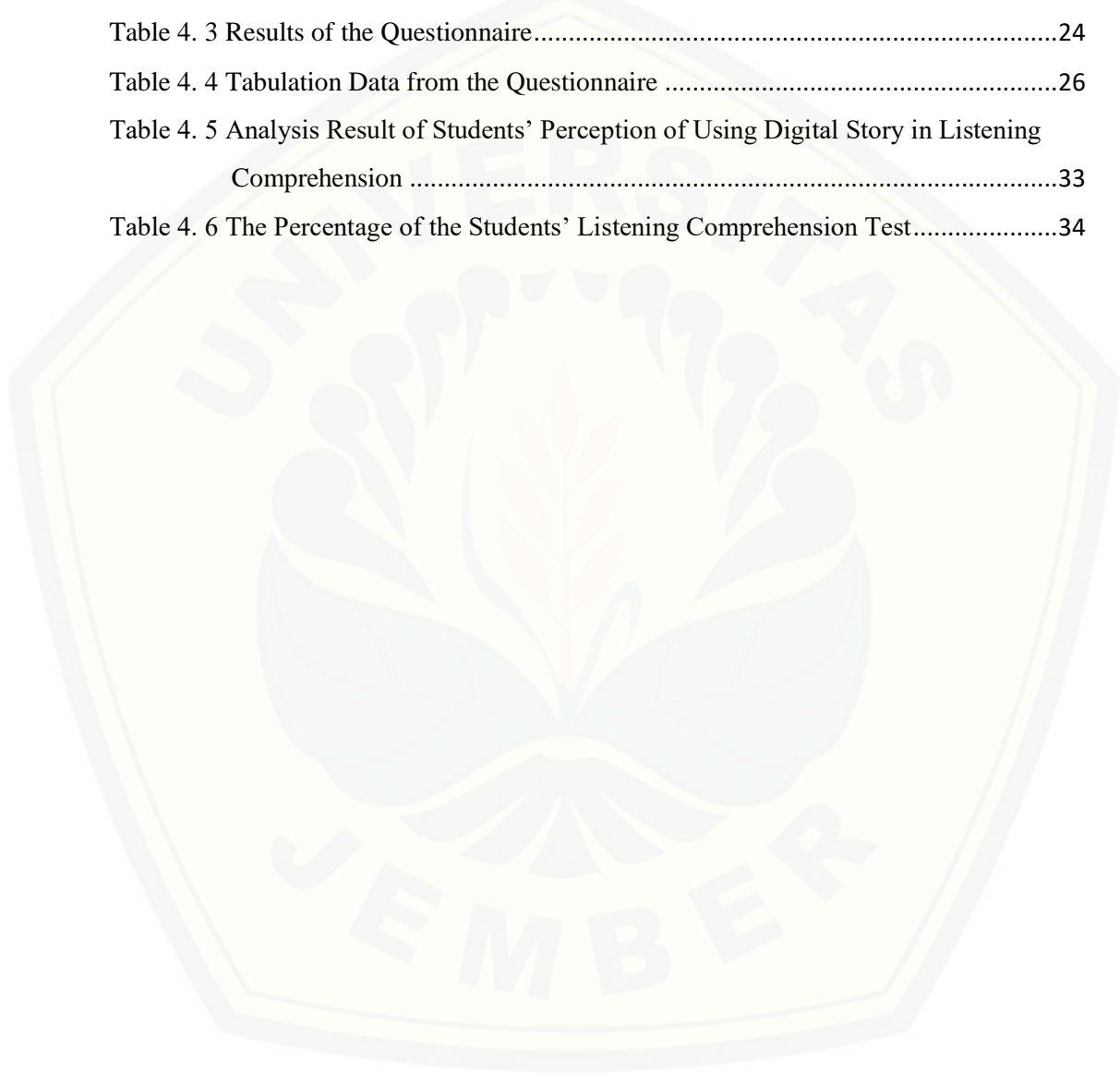
Table 4. 2 the Average Percentage of the Students' Participation .....23

Table 4. 3 Results of the Questionnaire.....24

Table 4. 4 Tabulation Data from the Questionnaire .....26

Table 4. 5 Analysis Result of Students' Perception of Using Digital Story in Listening  
Comprehension .....33

Table 4. 6 The Percentage of the Students' Listening Comprehension Test.....34



**THE LIST OF FIGURES**

Figure 4. 1 The Improvement of the Students' Active Participation ..... 23

Figure 4. 2 The Improvement of the Students' Listening Comprehension  
Achievement by Using Digital Story ..... 35



## SUMMARY

**The Use of Digital Story to Improve the Tenth Grade Students' Listening Comprehension Achievement. Arin Ni'matul Izza, 150210401075; 90 pages; English Education Program; Language and Arts Department; the Faculty of Teacher Training and Education, the University of Jember.**

This classroom action research was intended to improve the X MMD (Multimedia) 1 grade students' listening comprehension achievement by using digital story. Based on the interview with the English teacher, it was found out that the students still had difficulties in listening where they could not control the speed of delivery, or how fast the speaker speaks. Besides having a limited vocabulary and media, the students were not interested in the material and they got bored. To solve this problem, the English teachers need to find creative media to make listening activity more effective and fun. One of the media that can be used is digital story.

This research was done in one cycle which consisted of three meetings. The first and second meetings were used for the implementation of the action while the last meeting was intended for the listening comprehension test. The criteria of success determined by the researcher was 75% of the students achieved the standard minimum score (75) and 75% of the students actively participated in the teaching and learning process. The results of observation in Cycle 1 showed that the percentage of the students' active participation increased from meeting 1 that was 77% to 91% in meeting 2. It means that the media has been successful to encourage the students' participation. Besides, the percentage of the students who achieved the standard minimum score increased from pre-Cycle that was 42.85% to 85.70%. in Cycle 1. It can be concluded that Cycle 1 succeeded in improving the students' listening comprehension achievement because more than 75% of the students achieved the standard minimum score. The action was stopped because the result of the observation and listening comprehension achievement test had achieved the minimum requirement.

Based on the results above, it can be concluded that the use of digital story could improve the tenth grade students' listening comprehension achievement and their active participation. Therefore, it is suggested for the English teacher to use digital story as an interesting media to teach listening comprehension. For the students, it is expected that the use of digital story can improve their listening comprehension achievement. For future researchers, it is expected that the result of this research can be used by future researchers to conduct further research dealing with a similar topic by using the same research design on different language skill. Besides, the researcher also suggests future researchers to implement the digital story for different level of subjects, schools, and different text type of genre as well.

## CHAPTER I INTRODUCTION

This chapter presents the introduction of this research. It includes of research background, research questions, research objectives, and research contributions.

### 1.1 Research Background

One of the language skills that take most important role in communication is listening skill. Wacker and Hawkins (1995) state that listening skill is the most commonly used skill at a rate of 45% in daily life. Mendelsohn (1994) also claims that listening takes up 40-50% of communication time; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Listening is the only comprehension skill used by individuals during their preschool period, and also in school, before they learn to speak, read and write.

In teaching listening, teachers need to take into account an explicit focus on this skill. Actually, teaching listening comprehension is not easy to do. This is because listening is an internal process that cannot be directly observed. Therefore, it will be difficult for the teacher to know whether their students really understand or not. Additionally, sometimes the students do not want to ask about what they do not know, so, the teacher cannot help to explain more the unknown context or materials. To teach more effectively, teachers need to find new media for teaching listening. Teacher as a facilitator of learning should find an effective way to create an active and enjoyable learning atmosphere.

There are some teaching media available now. One of them is digital story which is useful to be applied in teaching listening. Digital stories, a way of expressing stories by using technology, are effective tools for developing students' listening skills (Verdugo & Belmonte, 2007). Digital stories can be defined as using computer-based tools and multimedia such as graphics, video, pictures, photographs, music, voice over and texts to tell personal, historical stories or stories that inform or instruct (Robin, 2006; Jakes & Brennan, 2005; Chung, 2007). Digital stories are often in the form of computer or web-based forms of traditional stories. Gregori-Signes (2008) classifies digital stories into



two categories, social digital stories and educational digital stories, whilst Robin (2006) categorizes the types of digital stories as personal narratives, stories that examine historical events, and stories that inform or instruct. It can be concluded that digital story is a media to tell stories through computer and multimedia such as video, pictures, music, voice over and texts.

By interviewing the English teacher of SMKN 5 Jember, it was known that the students there still had difficulties in listening, that they could not control the speed of delivery, or how fast the speaker speaks. They had a limited vocabulary and encountered unknown word which caused them to stop and thought about the meaning of that word and thus missed the next part of the speech. Besides, the limited media also made the students uninterested and got bored. It could be seen that they were lazy to join to the listening activity. Therefore, digital story was used as the media to help the students solve those problems. Researchers such as Hibbing and Rankin-Erikson (2003) found that the use of multimedia in teaching helps students retain new information. In addition, digital stories can provide educators with a powerful tool to use in their classrooms. By using digital story students are more comfortable in listening, they can listen carefully and comprehend it easily (Robin, 2008). Digital stories attempt to hold one's attention and make the lesson more fun and attractive. That is why it is necessary to apply digital story in teaching listening comprehension.

The study by Mehmet & Gultekin (2017) examined the effect of digital story on the Turkish (mother language) listening skills of the fourth grade students. The students listened to and watched all the digital stories twice during the application process, which enabled them to be exposed to the language for longer times. Besides, the classroom observation reports and the interviews with the teacher and the students provided positive feedback on the students' performance of the listening tasks and the effects of digital story in developing listening comprehension skills.

Verdugo & Belmonte (2007) examined the use of digital stories to improve listening comprehension with Spanish young learners and concluded that the use of digital story in teaching listening comprehension was effective. Besides, the

use of digital story in teaching listening showed good learning interest from students after the writer taught them by using digital story.

Shanti (2013) examined the use of digital stories for listening comprehension among primary Chinese medium school pupils. It was found out that 30 primary year 3 students (aged 9) were involved in the listening/viewing of 8 animations of fairy tales over a period of 8 weeks. The findings based on the observations revealed that the students displayed high levels of interest, attention and motivation. The students also showed interest in fairy tales. The results from the comprehension exercises showed some level of improvement in their comprehension of the stories. The findings indicate the potential of digital stories in increasing the level of motivation, interest, and attention in ESL/EFL learning.

This present study is aimed to bridge the gap by proposing a research to improve the students' listening comprehension achievement by using digital story and to increase the students' active participation in listening comprehension by using digital story in SMKN 5 Jember.

### **1.2 Research Questions**

According to the background of the research discussed above, this study was focused on answering three research questions which could be formulated as follows:

- a. Can the use of digital story improve the tenth grade students' listening comprehension achievement at SMKN 5 Jember?
- b. Can the use of digital story in listening comprehension increase the tenth grade students' active participation at SMKN 5 Jember?
- c. How are the students' responses towards the implementation of digital stories?

### **1.3 Research Objective**

Based on the research questions above, there were three objectives of this research:

- a. To improve the tenth grade students' listening comprehension achievement by using digital story at SMKN 5 Jember

- b. To increase the tenth grade students' active participant in listening comprehension by using digital story at SMKN 5 Jember.
- c. To know the students' responses towards the implementation of digital stories.

#### **1.4 Research Contributions**

This research was expected to give three contributions as the following:

##### **1.4.1 Theoretically**

The result of this research was expected to enrich the theory of using digital story in teaching listening for the tenth grade students in Vocational High School.

##### **1.4.2 Practically**

- a. For the English teacher

The result of this research would serve as the best media for teachers in teaching listening comprehension in Vocational High School.

- b. For the students

The finding of this research would improve the students' ability in listening comprehension.

##### **1.4.3 Empirically**

The next researchers could use this study as their references in conducting the same study on different language skill.

## CHAPTER II RELATED LITERATURE REVIEW

This chapter presents some theories related to the research questions. They are listening comprehension, listening comprehension achievement, narrative text, digital story, the strengths of digital story, step of teaching listening by using digital story and previous research review.

### 2.1 Listening Comprehension

Listening is one of the most important language skills which is a part in communication. Through listening we can share our ideas with other people. Listening is the most frequently used language skill in everyday life. According to Brown (2001:247), listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking. It means that listening is the most important thing in daily activities. Listening is an active process by which we make sense of, assess, and respond to what we hear (Nunan, 1998). The more often we hear, the more we can understand something. As listeners listen, they process not only what they hear but also connect it with other information they have already known. So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge.

Listening comprehension is a process, a very complex process (Buck, 2001:1). Richards (2005:3) also states that listening as comprehension has assumption that the main function of listening is to facilitate understanding of spoken language. The students do not only have to pay attention on what they hear but also have to use their knowledge. It is also supported by Buck (2001:31) who claims that listening comprehension is an active process of constructing meaning, and that is done by applying knowledge to the incoming sounds. Thus, it can be concluded that listening comprehension is the ability to grasp information and to comprehend information from a spoken message we hear. Comprehending information of what is being said is important.

## 2.2 Listening Comprehension Achievement

Listening comprehension achievement is the measurement to know how deep the students can get the information from what they are listening. McMillan (2001:17) states that achievement is the emphasis of what has been learned by the students on recent school learning. The measurement instrument of listening comprehension achievement itself is a test. Listening comprehension achievement in this research dealt with the result of listening activities that shows the students' ability in comprehending a text. The students' listening comprehension achievement was measured by giving the students a listening comprehension test. In this research, extensive listening comprehension was the focus because it concerned with comprehending the main and detail ideas. Based on 2013 Curriculum, listening materials are about descriptive text, report text, recount text, procedure text, and narrative text. This research was focused on narrative text because it has familiar vocabularies and can create good atmosphere that will enable the students to understand the information they heard. The following part explains about narrative text.

## 2.3 Narrative Text

Narrative text is a kind of text about the activities that happened chronologically in the past time. It has a structural organization that includes the beginning, the middle, and an end of the story. Around this organizational structure there might be built several story episodes comprising characters, setting, problem, goal, actions, and resolution/solution (Angela, 2004:74). The purpose is to amuse and sometimes it can give moral education to the reader. The main characteristics of narrative text are as follows:

- a. Neo (2005) states that a narrative has a structure, a shape or a pattern. The text structures of narrative text are as follows:
  1. The composition. It establishes the characters and situation.
  2. Rising action. It refers to a series of complication leading to the climax.
  3. Complication which consists of the problem that rises in the story.

4. The resolution which consists of the characters finding out the solution of the problem that happened.
- b. According to Anderson (1997:8), the language features usually found in narrative text are:
1. Specific characters
  2. Time words to tell when they occur
  3. Verbs to show the actions that occur in the story
  4. Descriptive words to portrait the characters and setting

Meanwhile, Derewianka (1990) notes several common grammatical patterns. They are: specific, often individual participants with defined identities; major participants with human, or sometimes animal with human characteristics; use of action verbs to refer to events; use of past tense to locate events in relation to speakers' or writers' time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial phrases to indicate place and time; use of adjective to describe nouns.

Narrative can include stories such as: fairy tales, fables, short stories, fantasy, legend, and mystery. In this research, the researcher used legend. It can be more interesting to the students because legend is a story that tells somewhere between myth and historical fact about particular figure or person. Legend is one of the examples of narrative text that has some messages that can give moral education.

In conclusion, narrative text is a text that has orientation (introducing the characters, time and place), complication or problem (the characters face problem), and resolution (it will be presented to solve the problem). At the end of narrative text, the story may present happy or sad ending, also shows the moral value of the story.

## **2.4 Digital Story**

The growth of technology has become a factor which makes a teacher more creative in developing their teaching materials. In this research, the researcher used a digital media named digital story in teaching listening comprehension.

According to Robin (2006) digital story combines the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music and video. These multimedia elements are blended together using computer software, to tell a story that usually revolves around a specific theme or topic and often contains a particular point of view. Most digital stories are relatively short with a length of between 2 and 10 minutes, and are saved in a digital format that can be viewed on a computer or other device capable of playing video files. In addition, digital stories are typically uploaded to the internet where they may be viewed through any popular web browser.

The emergence of digital story in teaching and learning a language has become a powerful technology that can be used by teacher to support them in teaching. The success of using technology and digital media can make teacher easily present their teaching material and also help students to get more from the material.

## **2.5 The Strengths and the Weaknesses of Digital Story**

### **A. The Strengths of Digital Story**

According to Robin (2008), the strengths of digital story are:

1. Digital stories create space for listening
2. Digital stories lead with the narrative
3. Digital stories can be uploaded to blogs, wikis, and other websites, including YouTube.
4. Digital stories let students use technology at their own pace.
5. Digital stories contain a mix of images, video clips and other visual representations.

### **B. The Weaknesses of Digital Story**

Meanwhile, the weaknesses of digital story are:

1. Using digital story sometimes make the students too enjoy in watching the digital story without having perception about learning. They are unconsciously forgot about the point that they should get from watching the digital story
2. The digital story will be useless if it has poor quality of the sound.

Besides, using digital story, however, may have weaknesses are such as inconvenience and fear of technology and the preparedness of the teacher in using the digital story (Cakir, 2006). These problems may be tackled by teachers being prepared and well-acquainted with technology and having a technicians to help in the preparation.

## **2.6 Steps of Teaching Listening Comprehension by Using Digital Story**

In order to help students and facilitate the improvement of their listening abilities in classroom by using digital story, the researcher applies the step of teaching listening comprehension proposed by Wilson J.J (2008) as follows:

### **a. The pre-listening stage**

Pre-listening activities help to hear and give some clues about the activity expectations mostly by activating schemata. They serve the goal of ensuring students to know what they need to know before they listen. Listeners need to know things like the speaker's way of talking, the length of the text, the listener's role, information about the topic, specialized vocabulary, and the relationship between listener and speaker (Wilson, 2008). A study conducted by Zohrabi et al. (2015) state that learners who are exposed to pre-listening activities performed better than those who did not take pre-listening activities. Those activities activate the students' schemata and help students to predict what they will hear. Activating schemata means activating students' prior knowledge. Activities to activate learners' schemata might include brainstorming, visuals, realia, text and words, situations and opinions, ideas and facts. In this research, the researcher showed a realia because using realia was helpful in activating schemata. For example a photo, a map, a brochure or any other object related to the listening text make students activate their prior knowledge and help them better understand the listening (Wilson, 2008).

**There are several things that teachers should avoid during the pre-listening stage, they are:**

1. A pre-listening task should not be too long. It should be precise and clear.



2. The activity should not give too much information about the listening text. It should just introduce the topic.
3. The teacher should not talk too much: he or she should let the students talk and share their ideas.
4. A pre-listening activity topic should not be too general and unrelated to the listening text (Wilson, 2008, p.40).

**b. The while-listening stage**

While-listening activities are directly related to the listening text and students perform the task either during the listening process or immediately after the listening. Therefore, the teacher needs to match the activities to the instructional goal, the listening purpose, and the students' proficiency level. Underwood (1989, p.49-72) explains the goal of while-listening tasks as being something that helps the learners understand the messages of the listening text. She also gives some specific examples of while-listening activities: making/checking items in pictures, storyline picture sets, putting pictures in order, true/false, form/chart completion, completing grids, predicting, carrying out actions, multiple choice completion (p. 49-72). Well-designed while-listening activities help students to understand the listening text, to give clues about how to respond, to provide a focus, to indicate the important parts while listening, to keep listeners alert and to permit them to understand the text's structure. In this research, the digital story was applied in this stage. The teacher played the digital story twice. The students watched and tried to find the main idea and supporting details idea of digital story. The teacher gave the students 10 questions of multiple choices and 10 questions of true/false questions and asked them to answer the questions.

**c. Post-listening stage**

Underwood (1989) describes post-listening task as an activity that is realized after the listening, merging all the work performed. She also asserts that post-listening tasks require more time than other tasks because students deal with thinking, discussing, reflecting and writing processes. It can be named as the more reflective part of the lesson.

“Checking and summarizing” is one of the examples of activity type that can be performed as post-listening task. In this research, first the teacher puts students into small groups to lower individual speaking anxiety. The teacher’s role, here, is to monitor students and to stimulate them by attracting their attention to the related and interesting points. Then, they share their ideas as a class and then students can summarize the important parts. Other types of post-listening activities are discussions, creative responses, critical responses, information exchanges, problem solving, and reconstructing the listening text (Wilson, 2008)

## 2.7 Previous Study

There were a number of previous studies in this topic. Mehmet & Gultekin (2017) conducted a study entitled “*The Use of Digital Story to Develop Listening Comprehension Skills*”. The aim of this study was to determine the effect of digital story on the Turkish (mother language) listening skills of the fourth grade students. The study used mixed method and was conducted in two of the fourth grade classrooms (ages 9-10 years) in a primary school in Eskisehir city, Turkey, during the 2014-2015 spring semester. The post-test results of the listening comprehension test showed that the experimental group gave more correct answers to the given questions after they listened to and watched digital story. The classroom observation reports and the interviews with the teacher and the students showed positive feedback on the students’ performance on listening tasks and the effects of digital stories on developing listening comprehension skills.

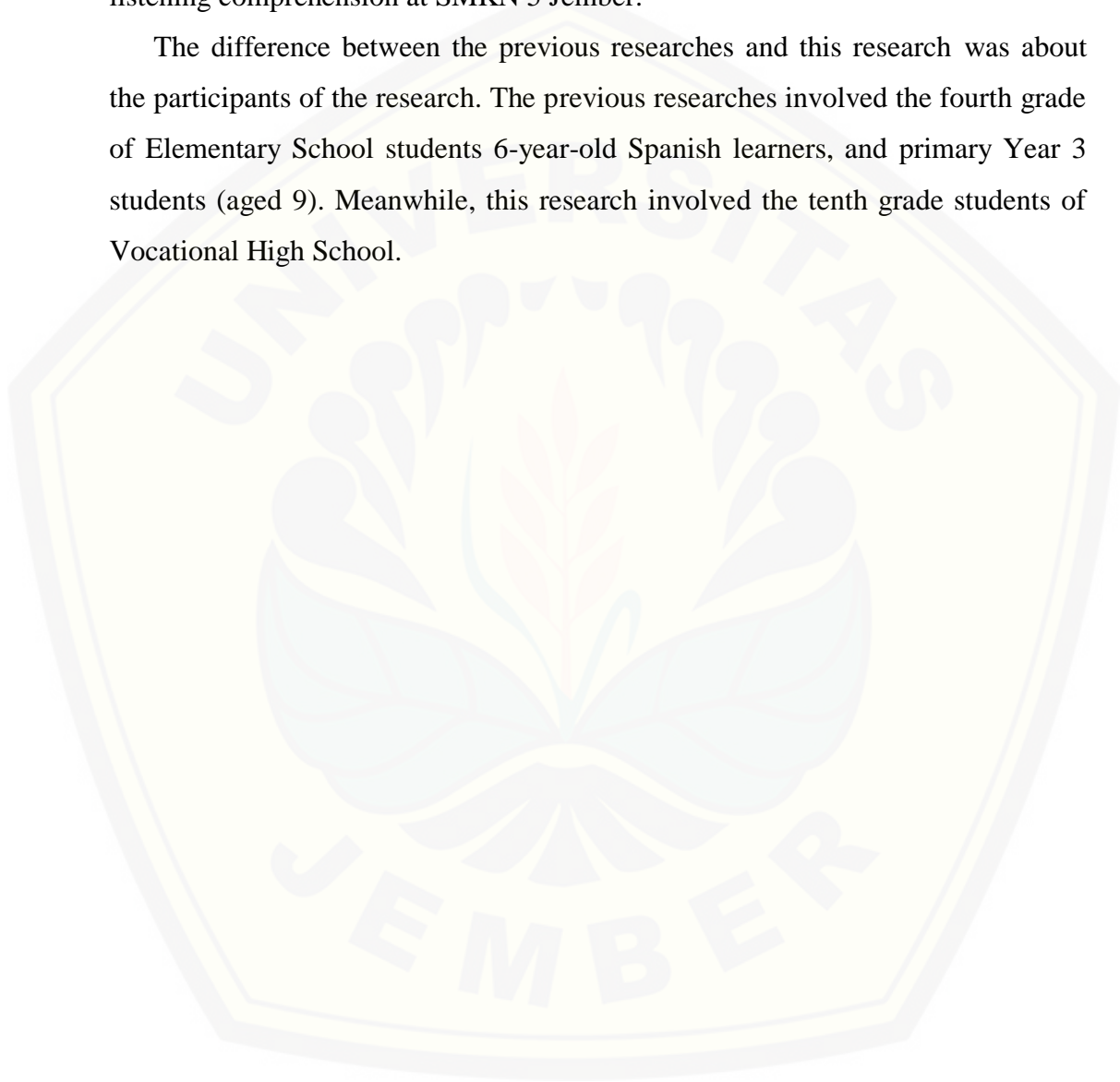
The second study was done by Verdugo & Belmonte (2007), entitled “*Using Digital Stories to Improve Listening Comprehension with Spanish Young Learners of English*”. This study was focused on finding out whether or not the use of digital story developed the students’ listening comprehension. It can be concluded that both groups departed from a similar previous level of English. Students at this level were able to understand simple statements and basic vocabulary about numbers, colors and animals. To assess the initial test reliability, the Cronbach alpha coefficient was calculated. The value obtained was considered satisfactory for the test internal consistency ( $\alpha = 0.814$ ). Data obtained in the

analysis of the final tests, however, show that the control groups slightly decreased the mean if compared with the one obtained in the initial test (11.22 vs. 11.57), whereas the experimental ones increased the test mean (11.09 vs. 12.24). In this case, the differences between the two groups were statistically significant ( $p < 0.05$ ). The effect sizes, as the values of *Cohen's d* indicate, were medium to large (0.6). That is, there was a non-overlap of 38.2% in the distribution of scores for the experimental and the control group (Cohen, 1988).

The third study was done by Shanti (2013) entitled “ *The Use of Digital Stories for Listening Comprehension among Primary Chinese Medium School Pupils: Some Preliminary Findings*”. This article reports on preliminary findings based on observations and comprehension exercises during an on-going study on the use of digital stories for listening comprehension among Primary Year 3 students in a Chinese medium school. The preliminary findings informed the main study that looked at the effectiveness of digital stories for listening comprehension. 30 Primary Year 3 students (aged 9) were involved in the listening/viewing of 8 animations of fairy tales over a period of 8 weeks. The findings based on the observations revealed that the students displayed high levels of interest, attention and motivation. The students also showed interest in fairy tales. The results from the listening comprehension exercises also show some positive results. One of the reasons for the focus on listening comprehension in this study is due to students’ poor results in comprehension exercises. Whether in the exams or classroom exercises, the highest marks obtained by this group of students, rarely exceeded 50 percent. In fact, a majority of the students obtained less than 30 percent. Thus, comprehension questions are a big challenge for the students. The purpose of the exercises was to test the students’ listening comprehension of the two stories, namely ‘Beauty and the Beast’ and ‘The Ugly Duckling’. The results showed that out of 30 students, 23 (63%) obtained 50 percent and more. Out of this, 10 students managed to obtain a B, followed by 3 students who obtained an A. While the findings here are only from two comprehension exercises, the improvement is obvious as in the past the students could hardly get more than 5 correct answers out of 10.

Based on the previous studies above, it could be concluded that digital story could be used as an effective media to improve the students' listening comprehension achievement. Therefore, the researcher used those research findings to support the idea of using digital story to improve the students' listening comprehension at SMKN 5 Jember.

The difference between the previous researches and this research was about the participants of the research. The previous researches involved the fourth grade of Elementary School students 6-year-old Spanish learners, and primary Year 3 students (aged 9). Meanwhile, this research involved the tenth grade students of Vocational High School.



### CHAPTER III RESEARCH METHOD

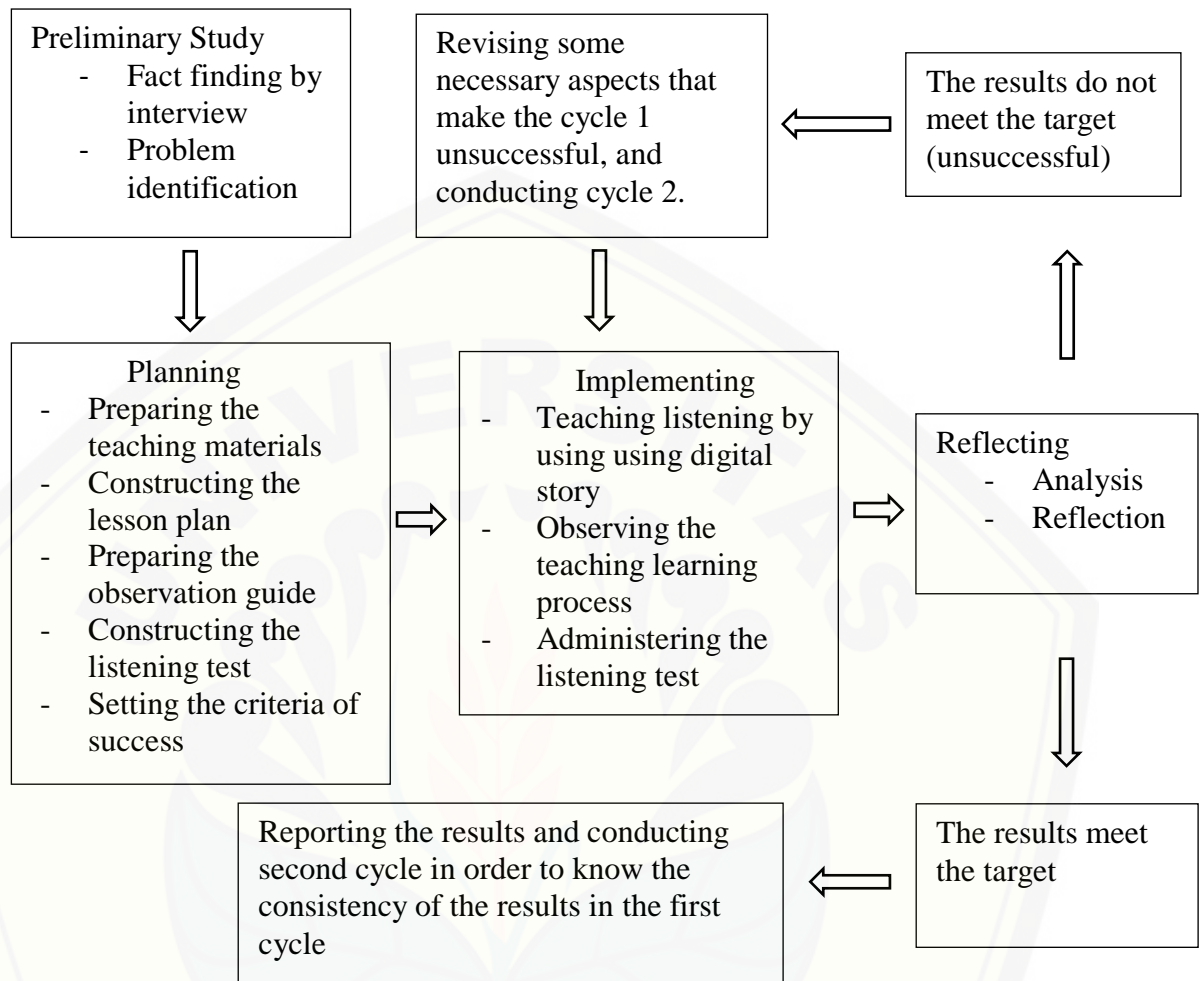
This chapter presents the research method of this research. It includes the research design, research context, research participants, data collection method, and data analysis method.

#### 3.1 Research Design

Classroom Action Research (CAR) was used in this research because this research was intended to improve the tenth grade students' listening achievement by using digital story. According to Arikunto (1998, p. 9), classroom action research is a research which is done in the classroom by doing intentional activities. Further, Arikunto (1998) says that in conducting a classroom action research, a researcher needs to do it collaboratively with another researcher or team. Creswell (2012:577) also claims that action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information, and subsequently improve the ways their teaching, and their students in learning. Dealing with the statement above, this classroom action research was conducted collaboratively with the English teacher.

According to Lodico *et al*, (2010:322) a classroom action research uses cycle model that consists of five steps. They are reflecting, getting data, planning, acting, and analyzing the result of the action. To be more specific, this research was focused on finding and defining the research problem, reflecting and identifying the problem of the research, gathering the data of the research, planning the action of the research, implementing the action of the research and analyzing the results of the action. The design of this research was used based on Kemmis and McTaggart (1998). It could be illustrated by using the following diagram:

Table 3. 1 The Design of this Classroom Action Research



Adapted from Kemmis and McTaggart (1998)

The activities of the research are as follows:

1. Interviewing the English teacher of SMKN 5 Jember as the preliminary study to find and identify the problem to be researched.
2. Observing the classroom to know the students' participation during the teaching learning process of listening before they are taught listening comprehension by using digital story.
3. Planning the actions by constructing the lesson plan
4. Implementing the actions in the first cycle in teaching listening comprehension.

5. Observing the students' activities during the implementation of the action.
6. Administering a listening comprehension achievement test after doing the action in the first cycle.
7. Analysing the result of listening comprehension achievement test.
8. Analysing the result of classroom observation.
9. Reflecting the result of listening comprehension achievement test and the result of classroom observation.

### **3.2 Research Context**

The researcher conducted this research at SMKN 5 Jember because of some reasons; first, the tenth grade students at SMKN 5 Jember still had difficulties in listening where they could not control the speed of delivery, or how fast the speaker speaks. They had limited vocabulary and would not encounter an unknown word which caused them to stop and thought about the meaning of that word that caused them miss the next part of the speech; second, the limited media used made the students uninterested and got bored; the last, the principal of SMKN 5 Jember gave permission to the researcher to conduct the research. Therefore, digital story was used as the media to help the students solve the problems. By using digital story students were more comfortable in listening to the story and they could listen carefully and comprehended it easily (Robin, 2008). That was why it was necessary to apply digital story in teaching listening comprehension.

### **3.3 Research Participants**

In this research, the participants were the tenth grade students (X MMD / Multimedia 1) at SMKN 5 Jember. They were chosen because they still had difficulties in listening, they could not control the speed of delivery, or how fast the speaker speaks. They had limited vocabulary and based on class observation the researcher found that the students did not participate actively in the teaching and learning process of listening comprehension. In addition, the limited media used could make the students uninterested and got bored.

### 3.4 Data Collection Methods

There were two kinds of data collection methods in this research, namely: listening comprehension achievement test and observation. Each point is explained in the following sections respectively.

#### 3.4.1 Listening Comprehension Achievement Test

According to Hughes (2003:13), achievement test is directly related to the language courses to establish how successful individual students, groups of students, or the course themselves are in achieving the objectives. In this research, the researcher used an achievement test to know how successful the students were in accomplishing the goal. Listening comprehension achievement test was constructed in the form of objective test where there was no judgment needed in the scoring system. Moreover, Ary, et al (2010:201) say that multiple choice and T/F question are quite objective because the scoring is done by comparing students' answers with the scoring key. Thus, an objective test in the form of multiple choice and T/F question were chosen because they did not need judgment from the researcher to correct the students' work.

Three stories had been selected from YouTube to be played to the students during class, over a period of three weeks. The stories selected are *Malin Kundang*, *The Legend of Tangkuban Perahu* and *the Legend of Prambanan Temple*. Each story lasted for about 2-6 minutes. The selection of stories was based on level of difficulty, interest (adequate for Vocational High Student), length (not too long for a listening activity to be conducted within a 90-minute lesson) and the assumption that the students were familiar with the legends.

Apart from this, legends were used due to the multitude of benefits they have on learners. The researcher chose local legend as a teaching material that hopefully could solve the problem found. It was the best choice for learning narrative text because the stories were familiar to the students. A local legend is usually a rumor or story based on a true, twisted, or fictional event that happened near one's own area. By using local legend text, it was easy for the students to comprehend the narrative text. Legends were used also because they were a great





**Notes:**

1. Listening and watching the digital story
2. Asking the question(s) in relation to the digital story
3. Answering the teacher's questions in relation to the digital story
4. Doing the exercises based on the digital story.

The students who fulfill  $\geq 3$  indicators will be categorized as active and the students who fulfill less than 3 indicators will be categorized as passive.

**3.4.3 Questionnaire**

Questionnaires a number of questions used to obtain information from respondents in terms of their personality or things. The questionnaire used in this research was closed questionnaire. It meant that on every question there were some alternative answers related to the question, so the respondents could easily choose the answer that already exists.

In arranging the questionnaire it consisted of some aspects, they were; aspects of identity, aspects of direction and aspects of questions that the researcher used to know the students of tenth-grade perception of using digital story in teaching listening comprehension at SMKN 5 Jember.

**3.5 Data Analysis Method**

The results which were analyzed by the researcher were the students' scores on listening comprehension test and the students' participation in each cycle. Besides, the researcher determined the criteria of success in order to know whether the action was successful or not. The criteria were as follows:

1. The use of digital story enhanced the students' listening comprehension achievement when 75% of the students achieved the standard minimum score 75.
2. The use of digital story enhanced the students' participation when 75% of the students participated actively in the teaching and learning process.

The researcher analyzed the result of the action by using three formulas below:

The results of the students' listening comprehension test were analyzed by using this formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

**E:** The percentage of the students who get  $\geq 75$

**n:** The total number of the students who get score  $\geq 75$

**N:** The total number of students

(Ali, 1993:186)

The results of students' participation were analyzed by using this formula:

$$E = \frac{A}{N} \times 100\%$$

Notes:

**E:** The percentage of the students' participation

**A:** The number of the students who participate actively in the teaching and learning process

**N:** The total number of the students

(Cohen et al, 2000:326)

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion and the suggestions of this research. Each part is presented as the following.

#### **5.1 Conclusion**

Based on the result of the data analysis and the discussion in the previous chapter, it can be concluded that the use of digital story in listening comprehension improved the tenth grade students' listening comprehension achievement at SMKN 5 Jember. It was proved by the number of the students passing the standard score of listening comprehension test by using digital story increased from 42.85% to 85.70% after the action was given, that was teaching listening by using digital stories.

In addition, teaching listening comprehension by using digital story could guide the students to comprehend the learning materials well. By using digital stories, the students were motivated and enjoyed to follow the activities in the teaching and learning process of listening comprehension

#### **5.2 Suggestions**

Based on the research results, the researcher would like to give some suggestions for the English teacher, the students, and the other researchers as the following.

##### **5.2.1 The English Teacher**

English teachers are suggested to use digital story in their listening class because using digital story can improve students' listening comprehension achievement.

##### **5.2.2 The Students**

The students are suggested to get involved seriously when the teacher uses digital story in the listening comprehension class, since it can assist them to comprehend the listening material easily.

##### **5.2.3 The Other Researchers**

For the other researchers, the result of this research is expected to give more information about teaching listening comprehension by using digital story.

Hopefully, the future researchers are suggested to use the research results as one of their references.



**REFERENCES**

- Ali, M. (1993). *Strategi Penelitian Pendidikan (The Strategy of Education Research)*. Bandung: PT. Angkasa.
- Anderson, Mark. (1997). *Text Type in English 2*. Australia: Macmillan Education Australia PTY LTD.
- Angela, C. (2004). *Beyond the Beginnings; Literacy Interventions for Upper Elementary English Language Learners*. Clevedon: Multilingual Matters Ltd.
- Arikunto, S. (1998). *Prosedur Penelitian Suatu Pendekatan Praktek*. Yogyakarta: Rineka Cipta.
- Ary, D., Jacobs, L.C., Sorensen, C. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Brown, H. D. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy*. White Plains: Addison Wesley Longman, Inc.
- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Cahir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology* – TOJET Vol. 5 No. 4
- Chung, S. K. (2007). *Art education technology: Digital storytelling*. *Art Education*, 60(2), 17-22.  
<http://dx.doi.org/10.1080/00043125.2007.11651632>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2<sup>nd</sup> ed)*. Hillsdale, NJ: Erlbaum
- Cohen, L., Manion, L., Morrison, K. (2000). *Research Method in Education*. 5<sup>th</sup> Edition. London: Taylor and Francis Group.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Derewianka. (1990). *Exploring How Texts Work*. Rozelle, N.S.W: Primary English Teaching Assosiation.

- Gregori-Signes, C. (2008). Integrating the old and the new: Digital story in the EFL language classroom. *Revista para Profesores de Inglés*, 16(1), 43-49. [https://www.academia.edu/2486449/Integrating\\_the\\_old\\_and\\_the\\_new\\_Digital\\_story\\_in\\_the\\_EFL\\_language\\_classroom](https://www.academia.edu/2486449/Integrating_the_old_and_the_new_Digital_story_in_the_EFL_language_classroom)
- Hibbing, A. N., & Rankin-Erikson, J. L. (2003). A Picture is Worth a Thousand Words: Using Visual Images to Improve Comprehension for Middle School Struggling Readers. *Reading Teacher*, 56(8), 758.
- Hughes, A. (2003). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Jakes, D. S. & Brennan. J. (2005). Capturing Stories, Capturing Lives: an Introduction to Digital Storytelling. [http://www.jakesonline.org/dstory\\_ice.pdf](http://www.jakesonline.org/dstory_ice.pdf)
- Kemmis, S., & R. MacTaggart. (1998). *The Action Research Planner*. Victoria: Deakin University Press.
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in Educational Research: From Theory to Practice*. 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.
- Levie, W. H., & Lentz, R. (1982). Effects of text illustrations: A review of research. *ECTJ*, 30, 195– 232
- McMillan, J. (2001). Secondary Teachers' Classroom Assessment and Grading Practices. *Educational Measurement: Issues and Practice*, 20(1), 20-32.
- Mehmet, F., & Gultekin. (2017). Use of Digital Stories to Develop Listening Comprehension Skills. *Issues in Educational Research*, 27(2).
- Mendelsohn, D.J. (1994). *Learning to Listen: A Strategy-based Approach for the Second Language Learner*. San Diego: Dominie Press
- Neo, Ernest. (2005). *Narrative for 'O' Level*. Malaysia: Longman.
- Nunan, D. (1998). *Approaches to Teaching Listening in the Language Classroom*. Paper presented at the Korea TESOL Conference, Seoul.
- Richards, J. C. (2005). Second Thoughts on Teaching Listening. *RELC Journal*, 36(1), 85-92.

- Robin, B. R. (2006). The Educational Uses of Digital Story. In C. Crawford (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2006*, 709-716. Chesapeake, VA:AACE. <http://digitalstory.coe.uh.edu/articles/Educ-Uses-DS.pdf>
- Robin, B. R. (2008). Digital Story: A Powerful Technology Tool for the 21<sup>st</sup> Century Classroom. *Theory Into Practice*, 47(3), 220-228.
- Shanti, C. (2013). *The Use of Digital Stories for Listening Comprehension among Primary Chinese Medium School Pupils: Some Preliminary Findings*. Johor: University Teknologi Malaysia
- Underwood, M. (1989). *Teaching Listening*. New York: Longman Inc.
- Verdugo, D. R. & Belmonte, I. A. (2007). Using Digital Stories to Improve Listening Comprehension With Spanish Young Learners Of English. *Language Learning & Technology*, 11(1), 87-101. <http://llt.msu.edu/vol11num1/ramirez/>
- Wacker, K & Hawkins, K. (1995). Curricula Comparison for Classes in Listening. *International Journal of Listening*, Vol. 09, pp 14-28.
- Wilson, J. J. (2008). *How to Teach Listening*. Essex: Pearson Education.
- Zohrabi, M., Sabouri, H., & Behgozin, M. (2015). The Impact of Pre-listening Activities on Iranian EFL Learner's Listening Comprehension of Authentic English movies. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(2), 42-56.



APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Use of Digital Story to Improve the Tenth Grade Students' Listening Comprehension Achievement	<p>a. How can the use of digital story improve the tenth grade students' listening comprehension achievement at SMKN 5 Jember?</p> <p>b. How can the use of digital story in listening comprehension increase the tenth grade students' active participation at SMKN 5 Jember?</p>	<p>a. <b>Independent Variable</b> The use of digital story to improve listening comprehension achievement</p> <p>b. <b>Dependent Variable</b> The tenth grade students' listening comprehension achievement</p>	<p>a. <b>Independent Variable</b></p> <ul style="list-style-type: none"> <li>• Pre – listening</li> <li>• While listening</li> <li>• Post – listening</li> </ul> <p>b. <b>Dependent Variable</b> The students' listening test scores. The indicators of listening are:</p> <ul style="list-style-type: none"> <li>• Listening and watching the digital story.</li> <li>• Asking the question(s) in relation to the digital story.</li> <li>• Answering the teacher's questions in relation to the digital story</li> <li>• Doing the exercises based on the digital story</li> </ul>	<p>1. <b>Respondents</b> The tenth grade students of SMKN 5 Jember in the 2019/2020 academic year.</p> <p>2. <b>Informant</b> The English teacher of the tenth grade students of SMKN 5 Jember</p> <p>3. <b>Document</b></p> <ul style="list-style-type: none"> <li>➤ The names and amount of the respondents</li> <li>➤ The English score of the first semester's final examination</li> </ul>	<p>1. <b>Research Design</b> The design of this research is Classroom Action Research (CAR) with the cycle model. Each cycle consists of :</p> <ul style="list-style-type: none"> <li>• Planning the action</li> <li>• Implementation of action</li> <li>• Observing the action and evaluating the class.</li> <li>• Analyzing data and reflecting the action</li> </ul> <p>2. <b>Area Determination Method</b> Purposive Method</p> <p>3. <b>Participant Determination Method</b> Cluster Random Sampling</p> <p>4. <b>Data Collection Methods</b></p> <ul style="list-style-type: none"> <li>• <b>Primary Data</b> <ul style="list-style-type: none"> <li>➤ Listening test</li> <li>➤ Observation</li> </ul> </li> <li>• <b>Supporting Data</b> <ul style="list-style-type: none"> <li>➤ Interview</li> <li>➤ Documentation</li> </ul> </li> </ul> <p>5. <b>Data Analysis Method</b> The data collected from listening test in each cycle will be analyzed by the formula:  <math display="block">P = \frac{n}{N} \times 100\%</math>                     The data collected from observation in each cycle will be analyzed by the formula:  <math display="block">P = \frac{n}{N} \times 100\%</math> </p>	<p>a. The use of digital story can improve the tenth grade students' listening comprehension achievement at SMKN 5 Jember</p> <p>b. The use of digital story in listening comprehension can increase the students' active participation</p>

**APPENDIX B****LESSON PLAN  
(Cycle 1 – Meeting 1)**

School	: SMKN 5 Jember
Class/Semester	: X / 1
Subject	: Bahasa Inggris
Skill	: Listening
Genre	: Narrative Text
Topic	: Malin Kundang
Time Allocation	: 2x45 minutes

**I. CORE COMPETENCE**

**KI 3** : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

**KI 4** : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*.

Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah

konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

## II. BASIC COMPETENCES AND INDICATORS

BASIC COMPETENCES	INDICATORS
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya	3.8.1 Finding the theme of the digital story 3.8.2 Finding the characters of the digital story. 3.8.3 Finding the setting of the digital story 3.8.4 Finding the plot of the digital story 3.8.5 Finding the point of view of the digital story 3.8.6 Finding the moral value of the digital story
4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks	4.8.1 Retelling the digital story

## III. LEARNING OBJECTIVES

- 3.8.1 Students will be able to find the theme of the digital story
- 3.8.2 Students will be able to find the characters of the digital story
- 3.8.3 Students will be able to find the setting of the digital story

- 3.8.4 Students will be able to find the plot of the digital story
- 3.8.5 Students will be able to find the point of view of the digital story
- 3.8.6 Students will be able to find the moral value of the digital story
- 4.8.1 Students will be able to retell the digital story

## VI. LEARNING MATERIALS

*(The materials are attached)*

## V. MEDIA, SOURCES AND TOOLS

- a. **Media** : Powerpoint, digital story about Malin Kundang
- b. **Sources** :
- <http://britishcourse.com/narrative-text-definition-purposes-generic-structures-language-features.php>
  - <https://www.youtube.com/watch?v=HbJwo8hbk18>
- c. **Tools** : Laptop, speaker, LCD

## VI. TEACHING METHOD

- a. **Approach** : Scientific approach
- b. **Method** : Individual work

## VII. LEARNING ACTIVITIES

<b>OPENING ACTIVITY</b>		
<b>Pre-listening stage</b>		
<b>Teacher</b>	<b>Students</b>	<b>Time</b>
<ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The teacher checks the attendance list.</li> <li>3. The teacher gives leading questions.</li> <li>4. The teacher informs the students about the material and objectives of the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students respond and greet the teacher.</li> <li>2. The students raise hand when their name is called.</li> <li>3. The students answer the questions given by the teacher.</li> <li>4. The students pay attention to the teacher's explanation about the material and</li> </ol>	10'

	the learning objectives of the lesson.	
<b>MAIN ACTIVITY</b>		
<b>While listening stage</b>		
Observation		
1. The teacher divides the students into seven groups. Each group consists of five students. 2. The teacher plays the digital story about Malin Kundang twice	1. The students sit based on their group 2. The students pay attention on the digital story about Malin Kundang	15'
Questioning		
1. The teacher guides the students to ask intrinsic element of narrative text	1. The students ask intrinsic element of narrative text.	10'
Collecting Information		
1. The teacher plays the digital story for the last time. 2. The teacher asks the students to find the main idea and supporting details idea (intrinsic element) of the digital story. 3. The teacher asks some of groups to present their findings.	1. The students pay attention on the digital story 2. The students find the main idea main idea and supporting details idea (intrinsic element) of the digital story 3. Some of groups present their findings.	20'
Associating		
1. The teacher asks the students to answer questions related to the digital story in the form of multiple choice and true or false questions individually.	1. The students answer questions related to the digital story in the form of multiple choice and true or false questions individually,	15'
<b>Post-listening Stage</b>		
Communicating		
1. The teacher asks some of students to retell the	1. Some of students retell the digital story in	10'

digital story in front of class.	front of class.	
<b>CLOSING ACTIVITY</b>		
<ol style="list-style-type: none"><li>1. The teacher arises the students' reflection by asking them about what they have got and what they have learnt.</li><li>2. The teacher guides the students to conclude the lesson today.</li><li>3. The teacher closes the lesson by greeting.</li></ol>	<ol style="list-style-type: none"><li>1. The students reflect on what they have got and what they have learnt.</li><li>2. The students conclude the lesson orally.</li><li>3. The students greet the teacher.</li></ol>	10'

## Appendix 1

### Material

#### a. The Definition of Narrative Text

A narrative text is an imaginative story to entertain people.

#### b. Generic Structures of Narrative Text

- Orientation: It is about the opening paragraph where the characters of the story are introduced
- Complication: Where the problems in the story are developed.
- Resolution: Where the problems in the story are solved.
- Reorientation: Lesson from the story.

#### c. Language Features of Narrative Text

- Simple past tense
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character (Malin Kundang)
- Action verbs (killed, went, walked, etc)

#### d. Intrinsic Elements of Narrative Text

- Theme is the central message or the purpose of the story.
- Figures and characterization is the actor in the story and its character.
  - Setting
    - a. Place : where the story happened
    - b. Time : when the story happened
  - Plot is the element that describes the structure of the story.
  - Point of view
    - a. First person
    - b. Third person
- Moral value is the message of the story

## Appendix 2

### Script

#### Malin Kundang

This is a story about Malin Kundang. He was a boy from a very poor family who lived with his mom. His father was a sailor but he had already died. Malin was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom, until one day he slipped off and hurt himself. The wound left a scar on his hand.

When Malin grew up, he decided to go to the city, so one day he would become rich by the time he went back to the village. Malin's mother disagreed with his decision because he was the only one she had. But Malin had already made up his mind. His mother had no other choice but to let her only child.

Malin was travelling by sea, so he came along with one rich merchant. He was hoping to become one of his crew and learned from that merchant. Malin went to anyplace wherever the wind took him. Soon he would become a great successful man.

Many years passed since then. Malin became a rich merchant because of his hard work and married the most beautiful girl in the world and he had forgotten his mother as well as the village.

On the other hand, Malin's mother was getting older. She missed her child so much that she had always waited for Malin's return at the harbour everyday until one day there was a merchant who stopped by the village. She knew it was Malin at the moment she saw him. What made her so sure was because of the scar on his hand. But Malin denied her as his mother because Malin felt ashamed to his wife and the crew, then he went away.

Malin's mother was really upset then she started to curse him. On his journey Malin's ship began to shake and soon it turned into a stone, until now.

(Source. <https://www.youtube.com/watch?v=HbJwo8hbk18>)

The digital story was edited by the researcher



**Appendix 3****Task****I. Answer the questions below by crossing A, B, C, D, or E correctly based on the story you have watched.**

1. Where did Malin go when he was adult?
  - a. Malin went sailing
  - b. Malin went to city
  - c. Malin went swimming
  - d. Malin went to search for his mother
  - e. Malin went to his father's grave
2. What is the complication of the story?
  - a. Malin was a good son
  - b. Malin's wife was ugly
  - c. Malin found a big cave
  - d. Malin did not recognize her mother
  - e. Malin's wife loved Malin's mother
3. Where did Malin meet his mother?
  - a. In his house
  - b. In a restaurant
  - c. In a station
  - d. In a city
  - e. In a village
4. What is the moral value from the story?
  - a. We must not be egoistic
  - b. We must be positive thinking
  - c. Never be a cruel son/daughter
  - d. We must be naughty
  - e. Leave our old mother
5. "Malin was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom."  
What does the word *he* refer to?

- a. Malin Kundang  
b. Malin's father  
c. Malin's neighbor
- d. Malin's brother  
e. Malin's friend
6. "On the other hand, Malin's mother was getting older. She missed her child so much."  
The underlined word refers to...
- a. Malin's sister  
b. Malin's wife  
c. Malin's mother
- c. Malin's mother in law  
d. Malin's grandmother
7. "Malin's ship began to shake and soon *it* turned into a stone, until now."  
The word *it* refers to ...
- a. Malin Kundang  
b. Malin's stone  
c. Malin's friend
- d. Malin's ship  
e. Malin's wife
8. Malin was a smart boy but a bit *naughty*.  
The word *naughty* can be replaced by ....
- a. Calm  
b. Nice  
c. Behaved
- d. Good  
e. Annoying
9. Malin has become a *rich* merchant.  
The antonym of *rich* is ...
- a. Wealthy  
b. Fat  
c. Poor
- d. Easy  
e. Plush
10. What is the main idea of the text?
- a. Malin Kundang is a rebellious son  
b. Malin did not recognize her mother  
c. Malin's wife loved Malin's mother  
d. We must have positive thinking  
e. Malin found a big cave

**II. Write T for the true statement and F for the false statement in the box, based on the story you have watched.**

1. An old woman and her daughter lived in a little village. (...)
2. One day Malin Kundang told his mother that he would go to city and work there. (...)
3. Malin Kundang was lazy in a big town and he became a poor man (...)
4. He remembered his poor old mother. (...)
5. The ship was drowned and it was changed into a stone. (...)
6. “she had always waited for Malin’s return at the harbor everyday until one day there was a merchant..”  
The underlined word refers to harbor (...)
7. “Malin was travelling by sea, so *he* came along with one rich merchant.” The word *he* refers to Malin’s neighbor. (...)
8. Malin has become a rich merchant because of his *hard* work. The synonym of hard is weak. (...)
9. “Malin’s mother disagreed with his decision..”  
The antonym of the underlined word is agreed. (...)
10. The main idea of the story is Malin’s wife loved Malin’s mother (...)

**Appendix 4****Answer Key****A. Multiple choice questions**

1. B. Malin went to city
2. D. Malin did not recognize her mother
3. E. In a village
4. C. Never be a cruel son/daughter
5. A. Malin Kundang
6. C. Malin's mother
7. D. Malin's ship
8. E. Annoying
9. C. Poor
10. A. Malin Kundang is a rebellious son

**B. True false question**

1. False
2. True
3. False
4. False
5. True
6. True
7. False
8. False
9. True
10. False

**Table of Test Items Distributor**

Listening Comprehension	Multiple Choice	True False Question	
Finding Main Idea	1	1	
Identifying pronominal references	3	2	
Inferying the meaning of the unknown word	2	2	
Answering question beginning with what, where, when, why.	4	5	
Total	10	10	20

**Appendix 5****EVALUATION SHEET**

The students' participation will be observed by using the observation checklist.

The observation checklist is as follows.

Students' Initial Names	Indicators				Active	Passive
	1	2	3	4		

**Notes:**

1. Listening and watching the digital story
2. Asking the question(s) in relation to the digital story
3. Answering the teacher's questions in relation to the digital story
4. Doing the exercises based on the digital story.

Notes: The students who fulfill  $\geq 3$  indicators will be categorized as active and the students who fulfill less than 3 indicators will be categorized as passive.

2. The score of listening comprehension exercise will be calculated by using the following formula:

$$\text{Score} = \frac{\text{Correct answer}}{\text{Whole questions}} \times 100$$

Collaborator

Jember,  
Researcher

**WAHYU EKAWATI**

NIP. 19690110 199003 2 006

**ARIN NI'MATUL IZZA**

NIM 150210401075

**APPENDIX C****LESSON PLAN****(Cycle 1 – Meeting 2)**

School	: SMKN 5 Jember
Class/Semester	: X / 1
Subject	: Bahasa Inggris
Skill	: Listening
Genre	: Narrative Text
Topic	: The Legend of Tangkuban Perahu
Time Allocation	: 2x45 minutes

**I. CORE COMPETENCE**

**KI 3** : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

**KI 4** : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*.

Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

## II. BASIC COMPETENCES AND INDICATORS

BASIC COMPETENCES	INDICATORS
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya	3.8.1 Finding the theme of the digital story 3.8.2 Finding the characters of the digital story. 3.8.3 Finding the setting of the digital story 3.8.4 Finding the plot of the digital story 3.8.5 Finding the point of view of the digital story 3.8.6 Finding the moral value of the digital story
4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks	4.8.1 Retelling the digital story



**III. LEARNING OBJECTIVES**

- 3.8.1 Students will be able to find the theme of the digital story
- 3.8.2 Students will be able to find the characters of the digital story
- 3.8.3 Students will be able to find the setting of the digital story
- 3.8.4 Students will be able to find the plot of the digital story
- 3.8.5 Students will be able to find the point of view of the digital story
- 3.8.6 Students will be able to find the moral value of the digital story
- 4.8.1 Students will be able to retell the digital story

**VII. LEARNING MATERIALS**

*(The materials are attached)*

**V. MEDIA, SOURCES AND TOOLS**

- a. **Media** : Powerpoint, digital story about The Legend of Tangkuban Perahu
- b. **Sources** :
  - <http://britishcourse.com/narrative-text-definition-purposes-generic-structures-language-features.php>
  - <https://www.youtube.com/watch?v=-9XqvN9x00s>
- c. **Tools** : Laptop, speaker, LCD

**VI. TEACHING METHOD**

- a. **Approach** : Scientific approach
- b. **Method** : Individual work

**VII. LEARNING ACTIVITIES**

<b>OPENING ACTIVITY</b>		
<b>Pre-listening stage</b>		
<b>Teacher</b>	<b>Students</b>	<b>Time</b>
1. The teacher greets the students. 2. The teacher checks the attendance list. 3. The teacher gives leading questions.	1. The students respond and greet the teacher. 2. The students raise hand when their name is called. 3. The students answer	10'

4. The teacher informs the students about the material and objectives of the lesson.	the questions given by the teacher. 4. The students pay attention to the teacher's explanation about the material and the learning objectives of the lesson.	
<b>MAIN ACTIVITY</b> <b>While listening stage</b>		
Observation		
1. The teacher divides the students into seven groups. Each group consists of five students. 2. The teacher plays the digital story about Tangkuban Perahu twice	1. The students sit based on their group 2. The students pay attention on the digital story about Tangkuban Perahu	15'
Questioning		
1. The teacher guides the students to ask about intrinsic element of narrative text	1. The students ask about intrinsic element of narrative text.	10'
Collecting Information		
1. The teacher plays the digital story for the last time. 2. The teacher asks the students to find the main idea and supporting details idea (intrinsic element) of the digital story. 3. The teacher asks some of groups to present their findings.	1. The students pay attention on the digital story 2. The students find the main idea main idea and supporting details idea (intrinsic element) of the digital story 3. Some of groups present their findings.	20'
Associating		
1. The teacher asks the students to answer questions related to the digital story in the form of multiple choice and	1. The students answer questions related to the digital story in the form of multiple	15'

true or false questions individually.	choice and true or false questions individually,	
<b>Post-listening Stage</b> Communicating		
1. The teacher asks some of students to retell the digital story in front of class.	1. Some of students retell the digital story in front of class.	10'
<b>CLOSING ACTIVITY</b>		
<ol style="list-style-type: none"> <li>1. The teacher arises the students' reflection by asking them about what they have got and what they have learnt.</li> <li>2. The teacher guides the students to conclude the lesson today.</li> <li>3. The teacher closes the lesson by greeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students reflect on what they have got and what they have learnt.</li> <li>2. The students conclude the lesson orally.</li> <li>3. The students greet the teacher.</li> </ol>	10'

## Appendix 1

### Material

#### a. The Definition of Narrative Text

A narrative text is an imaginative story to entertain people.

#### b. Generic Structures of Narrative Text

- Orientation: It is about the opening paragraph where the characters of the story are introduced
- Complication: Where the problems in the story are developed.
- Resolution: Where the problems in the story are solved.
- Reorientation: Lesson from the story.

#### c. Language Features of Narrative Text

- Simple past tense
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character (Sangkuriang)
- Action verbs (killed, went, walked, etc)

#### d. Intrinsic Elements of Narrative Text

- Theme is the central message or the purpose of the story.
- Figures and characterization is the actor in the story and its character.
  - Setting
    - c. Place : where the story happened
    - d. Time : when the story happened
  - Plot is the element that describes the structure of the story.
  - Point of view
    - c. First person
    - d. Third person
- Moral value is the message of the story

## Appendix 2

### Script

#### The Legend of Tangkuban Perahu

Once upon a time in west Java, there lived a wise king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tool fell to the ground. She was very tired at the time so she was too lazy to take it. Then she just shouted out loud. She shouted “Anybody there? Bring me my tool. I will give you special present. If you are female, I will consider you as my sister. If you are male, I will marry you”. Suddenly a male dog, its name was Tumang, came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had to marry Tumang and left her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much. He often went hunting to the forest using his arrow. When he went hunting, Tumang was always with him. In the past there were many deer in Java so Sangkuriang often hunted for deer. One day, Dayang Sumbi wanted to have deer’s heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the forest with his arrow and his faithful dog, Tumang. After several days in the wood, Sangkuriang could not find any deer. They all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. At home he gave Tumang’s heart to her mother.

But Dayang Sumbi knew that it was Tumang’s heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an

eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry.

But then Dayang Sumbi recognized a scar on his Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told Sangkuriang but Sangkuriang did not believe her. He wished that they marry soon. So Dayang Sumbi gave a very difficult condition. She wanted Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spirits Sangkuriang tried to build them. By midnight he had finished the lake by building a dam in Citarum river. Then he started building the boat. It was almost dawn when he nearly finished it. Meanwhile Dayang Sumbi kept watching on them. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that it was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help Sangkuriang could not finish the boat. Sangkuriang was very angry. He kicked the boat. Then the boat turned out to be Mount Tangkuban Perahu. It means boat upside down. From a distant it looks like a boat upside down.

(Source: <https://www.youtube.com/watch?v=-9XqyN9x00s>)

The digital story was edited by the researcher

**Appendix 3****Task****I. Answer the questions below by crossing A, B, C, D, or E correctly based on the story you have watched.**

1. What did Sangkuriang do to Tumang in the woods?
  - a. He gave Tumang some food
  - b. He killed Tumang
  - c. He took Tumang for a walk
  - d. He asked Tumang to hunt for some food
  - e. He asked Tumang to kill deers
2. Why did Dayang Sumbi chase away Sangkuriang? Because she...
  - a. Killed Tumang
  - b. Gave her a deer's heart
  - c. Left Tumang in the wood
  - d. Asked Dayang Sumbi to kill Tumang
  - e. Played with Tumang in the wood
3. Who was the woman loved by Sangkuriang when he was an adult?
  - a. His mother
  - b. His friend
  - c. Citizen
  - d. His neighbor
  - e. His sister
4. How did Dayang Sumbi know that Sangkuriang was her son?
  - a. Sangkuriang's scar in his head
  - b. Someone told her
  - c. Sangkuriang's scar in his shoulder
  - d. Sangkuriang's scar in his hand
  - e. She dreamt about it

5. “Her name was Dayang Sumbi. *She* liked weaving very much.” What does the word *she* refer to ...
- a. Dayang Sumbi’s sister
  - b. Dayang Sumbi’s pet
  - c. Sangkuriang’s sister
  - d. Dayang Sumbi
  - e. Sangkuriang’s friend
6. Once she was weaving a cloth when one of her tool fell to the ground. She was very tired at the time so she was too lazy to take it. The underlined word refers to...
- a. Her veil
  - b. Her tool
  - c. Her dress
  - d. Her skirt
  - e. Her shoes
7. She wanted Sangkuriang to build a lake and a boat in one night. With the help of genie and spirits Sangkuriang tried to build *them*. The word *them* refers to...
- a. Sangkuriang’s spirits
  - b. Lakes
  - c. Lake and boat
  - d. Jewelries
  - e. Temples
8. Dayang Sumbi was very *surprised*. The word surprised can be replaced by...
- a. Shocked
  - b. Coolness
  - c. Unsurprising
  - d. Calmness
  - e. Happiness
9. It was impossible for them to marry. The antonym of *impossible* is...
- a. Useless
  - b. Unworkable
  - c. Possible
  - d. Hopeless
  - e. Absurd
10. What is the main idea of the text?
- a. Dayang Sumbi killed Tumang



- b. Tumang a dog husband
- c. The legend of Tangkuban Perahu
- d. Dayang Sumbi's rejection to marry Sangkuriang
- e. Dayang Sumbi loved Sangkuriang

**II. Write T for the true statement and F for the false statement in the box, based on the story you have watched.**

1. Dayang Sumbi likes weaving very much. (...)
2. Sangkuriang killed Tumang in the wood. (...)
3. Sangkuriang gave deer's heart to Dayang Sumbi that made Dayang Sumbi angry. (...)
4. Dayang Sumbi wanted Sangkuriang to build a lake and a boat in a one night. (...)
5. In the end, Sangkuriang could finish the boat. (...)
6. Then the boat turned out to be Mount Tangkuban Perahu. From a distant it looks like a boat upside down  
The underlined word refers to Mount Tangkuban Perahu (...)
7. It was impossible for *them* to marry. The word *them* refers to Sangkuriang and Dayang Sumbi. (...)
8. ....so she stayed *young* forever. The antonym of young is old. (...)
9. So Dayang Sumbi gave a very difficult condition. The underlined word's synonym is easy. (...)
10. The main idea of the story is Dayang Sumbi killed Tumang (...)

**Appendix 4****Answer Key****I. Multiple choice questions**

1. B. He killed Tumang
2. A. Killing Tumang
3. A. His mother
4. A. Sangkuriang's scar in his head
5. D. Dayang Sumbi
6. B. Her tool
7. C. Lake and boat
8. A. Shock
9. C. Possible
10. C. The legend of Tangkuban Perahu

**II. True False questions**

1. True
2. True
3. False
4. True
5. False
6. True
7. True
8. True
9. False
10. False

**Table of Test Items Distributor**

Listening Comprehension	Multiple Choice	True False Question	
Finding Main Idea	1	1	
Identifying pronominal references	3	2	
Infering the meaning of the unknown word	2	2	
Answering question beginning with what, where, when, why.	4	5	
Total	10	10	20

**Appendix 5****EVALUATION SHEET**

The students' participation will be observed by using the observation checklist.

The observation checklist is as follows.

Students' Initial Names	Indicators				Active	Passive
	1	2	3	4		

**Notes:**

1. Listening and watching the digital story
2. Asking the question(s) in relation to the digital story
3. Answering the teacher's questions in relation to the digital story
4. Doing the exercises based on the digital story.

Notes: The students who fulfill  $\geq 3$  indicators will be categorized as active and the students who fulfill less than 3 indicators will be categorized as passive.

3. The score of listening comprehension exercise will be calculated by using the following formula:

$$\text{Score} = \frac{\text{Correct answer}}{\text{Whole questions}} \times 100$$

Collaborator

Jember,  
Researcher

**WAHYU EKAWATI**  
NIP. 19690110 199003 2 006

**ARIN NI'MATUL IZZA**  
NIM 150210401075

**APPENDIX D****LISTENING COMPREHENSION TEST****I. Answer the questions below by crossing A, B, C, D or E based on the story you have watched.**

1. Who was Roro Jonggrang?
  - a. King Prambanan's daughter
  - b. King Prambanan's wife
  - c. Bandung Bondowoso's wife
  - d. Bandung Bondowoso's daughter
  - e. Bandung Bondowoso's sister
2. How was Bandung Bondowoso like?
  - a. Bossy, powerful, and cruel
  - b. Bossy, kind, and smart
  - c. Cruel, bossy, and patient
  - d. Powerful, cruel, and arrogant
  - e. Powerful, smart, and bossy
3. Why did Bandung Bondowoso fall in love with Roro Jonggrang?
  - a. Because Roro Jonggrang was smart
  - b. Because Roro Jonggrang was kind
  - c. Because Roro Jonggrang was beautiful
  - d. Because Roro Jonggrang was rich
  - e. Because Roro Jonggrang was patient
4. What was the prerequisite given by Roro Jonggrang?
  - a. To build a hundred temples
  - b. A treasures galore
  - c. Magnificent place
  - d. To build a thousand temples
  - e. Authorization
5. Why did Roro Jonggrang want to fail Bandung Bondowoso's effort?

- a. Because Bandung Bondowoso was cruel
  - b. Because Bandung Bondowoso was powerful
  - c. Because Bandung Bondowoso was arrogant
  - d. Because Roro Jonggrang did not like him
  - e. Because Bandung Bondowoso was bossy
6. Why did Bandung Bondowoso need help from the genies?
- a. Because he was a superpower man
  - b. Because it was impossible to fulfill the recruitment
  - c. Because he was a tricky man
  - d. Because the genies already made the temples
  - e. Because he was a strong man
7. Bandung Bondowoso was so bossy, *powerful*, and cruel. The italic word can be replaced by...
- a. Weak
  - b. Strong
  - c. Powerless
  - d. Low
  - e. Poor
8. Jonggrang was confused. *Her* mind was spinning...  
The italic word refers to ...
- a. King Prambanan's wife
  - b. Roro Jonggrang
  - c. Roro Jonggrang's sister
  - d. Bandung Bondowoso's sister
  - e. Bandung Bondowoso's wife
9. Then, Bondowoso was furious and endangered her family ....  
The underlined word refers to...
- a. Roro Jonggrang
  - b. Bandung Bondowoso's wife
  - c. Bandung Bondowoso's sister
  - d. A young girl

e. A villager

10. But, she was not *possible* to say yes because Jonggrang did not like Bondowoso.

The antonym of *possible* is ...

- a. Credible
- b. Believable
- c. Workable
- d. Realizable
- e. Impossible

**II. Write T for the true statement and F for the false statement in the box, based on the story you have watched.**

1. Prambanan was being colonized by a man named Bandung Bondowoso. (...)
2. Roro Jonggrang was not King Prambanan's daughter. (...)
3. Bandung Bondowoso wanted to be Roro Jonggrang's husband because she was very beautiful. (...)
4. Roro Jonggrang gave Bandung Bondowoso prerequisite. (...)
5. Roro Jonggrang asked ninety-nine temples to Bandung Bondowoso. (...)
6. Bandung Bondowoso did not ask help to genies. (...)
7. Bandung Bondowoso could build a thousand temples. (...)
8. Roro Jonggrang accepted Bandung Bondowoso as her husband. (...)
9. Bandung Bondowoso was so bossy, powerful, and cruel. The antonym of cruel is hard. (...)
10. He said while pointing his finger at Jonggrang. So magically *she* was instantly turned into a stone statue. The italic word refers to Roro Jonggrang. (...)

**Appendix 1****Answer Key****I. Multiple choice question**

1. A. King Prambanan's daughter
2. A. Bossy, powerful, and cruel
3. C. Because Roro Jonggrang was beautiful
4. D. To build a thousand temples
5. D. Because Roro Jonggrang did not like him
6. B. Because it was impossible to fulfill the recruitment
7. B. Strong
8. B. Roro Jonggrang
9. A. Roro Jonggrang
10. E. Impossible

**II. True/False question**

1. True
2. False
3. True
4. True
5. False
6. False
7. False
8. False
9. True
10. True



Table of Test Items Distributor

Listening Comprehension	Multiple choice	True/False question	
Identifying pronominal references	2	1	
Inferring the meaning of the unknown word	2	1	
Answering question beginning with what, where, when, why.	6	8	
Total	10	10	20

## Appendix 2

### Script

#### The Legend of Prambanan Temple

Once upon a time in Java, there was a great kingdom named Prambanan. Their life was peaceful and lot of together. But one day the kingdom of Prambanan was colonized by a man named Bandung Bondowoso. Bandung Bondowoso was so bossy, powerful, and cruel. Someday, Bandung Bondowoso saw Roro Jonggrang, the daughter of King Prambanan who was a beautiful woman ever. "How beautiful you are the princess. I want you to be my lady." talked Bandung Bondowoso.

The next day, "Jonggrang, I want you to be my lady." asked Bandung Bondowoso to Roro Jonggrang. Jonggrang kept hearing Bandung Bondowoso's question. "How dare you are. Yet know me don't want to be your queen." said Roro Jonggrang in her mind. "What should I do?" Jonggrang was confused. Her mind was spinning as she reverses. Then, Bondowoso would be furious and endangered her family and the people of Prambanan. But, she was not possible to say yes because Jonggrang did not like Bondowoso.

"Jonggrang, can you answer it?" demanded Bondowoso. Finally, Jonggrang got the idea. "I am willing to be your wife but there are prerequisite before it." she said. "What are the conditions? One treasures galore or the magnificent place?". "No my Lord." said Roro Jonggrang. "I ask for temple. The mount must be thousand pieces." Bondowoso was shocked and screamed. "A thousand pieces?". "Yes. And the temple must be completed in a single night."

Since then, Bondowoso thought of how to make a thousand temples. Bondowoso stood in front of the altar stone but arms stretched out. "Help me". Shortly, thereafter the sky became dark. Moment later, the genie was already swarming troops Bondowoso. "What should I do?" asked the leader of the genie. "Help me to build a thousand of temples." said Bandung Bondowoso. The genie

immediately moved to and fro, carried out their responsibilities. In a short time, the temples have been nearly thousand pieces.

Meanwhile, quietly Jonggrang observed from a distance. She was anxious knowing Bondowoso's genie aided by chirps. "Oh my God, what should I do?" said Roro Jonggrang in her mind. She was looking for a reason how to solve the condition. The royal ladies shall assemble and aside to collect strong. "Fast but on the head." commanded Jonggrang. Most of the other ladies shaft messing mortal. Genie off out spirit troops already got down was freaking."Sun will rise" , cried the genie. "We have to go before the sun scorched our body," said another genie. The genie scattered left the place. Bondowoso was surprised to see the panic genie forces.

In the morning, Bondowoso invited Jonggrang to the temple. "The temple which you request has been established." Jonggrang immediately calculate the number of the temple. It turned out that there were only 99 pieces. "My majesty, you have failed to qualify which I ask." Bondowoso was surprised to learn the deficiency. He became very angry to Jonggrang. "So you must complete it." "Oh what happened to me? No". He said while pointing his finger at Jonggrang. So magically she was instantly turned into a stone statue. Until now the temples still exist and are located in the region of Prambanan Central Java and is called Jonggrang temple.

(Source: <https://www.youtube.com/watch?v=cm7rZ16cCr0&t=214s>)

The digital story was edited by the researcher

## APPENDIX E

## The Results of Observation

No	Students' Initial Name	Meeting 1						Meeting 2					
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1	BBP	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
2	AFR	-	-	✓	✓		✓	-	✓	-	✓		✓
3	AS	✓	✓	-	✓	✓		-	✓	✓	✓	✓	
4	ARP	-	✓	-	✓		✓	✓	✓	✓	✓	✓	
5	ANH	-	✓	✓	✓	✓		-	✓	✓	✓	✓	
6	AII	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
7	BPSC	✓	-	✓	✓	✓		✓	✓	✓	✓	✓	
8	BS	✓	✓	✓	✓	✓		✓	-	✓	✓	✓	
9	CSA	-	✓	-	✓		✓	✓	-	✓	✓	✓	
10	DE	✓	✓	✓	✓	✓		-	✓	✓	✓	✓	
11	DAPS	✓	-	✓	✓	✓		✓	-	✓	✓	✓	
12	DNKW	✓	✓	-	✓	✓		✓	-	✓	✓	✓	
13	DAA	-	✓	✓	✓	✓		-	✓	✓	✓	✓	
14	EKF	✓	✓	✓	✓	✓		✓	-	✓	✓	✓	
15	FAV	✓	-	✓	✓	✓		✓	-	✓	✓	✓	
16	FRE	✓	-	✓	✓	✓		✓	✓	✓	✓	✓	
17	JAT	✓	✓	-	✓	✓		✓	-	✓	✓	✓	
18	MRAA	-	✓	-	✓		✓	-	-	✓	✓		✓
19	MYA	✓	✓	✓	✓	✓		✓	-	✓	✓	✓	
20	MARSP	✓	✓	-	✓	✓		-	✓	✓	✓	✓	
21	MSA	-	✓	✓	✓	✓		✓	-	✓	✓	✓	
22	MRR	✓	-	✓	✓	✓		✓	✓	✓	✓	✓	
23	MA	✓	✓	✓	✓	✓		✓	-	✓	✓	✓	
24	MDZ	-	-	✓	✓		✓	✓	✓	✓	✓	✓	
25	MFR	-	✓	-	✓		✓	✓	✓	✓	✓	✓	
26	MNK	✓	✓	✓	✓	✓		✓	-	✓	✓	✓	
27	NPR	-	✓	✓	✓	✓		✓	✓	✓	✓	✓	
28	NTR	✓	✓	-	✓	✓		✓	✓	-	✓	✓	
29	NIH	✓	-	✓	✓	✓		✓	✓	✓	✓	✓	
30	RA	✓	✓	-	✓	✓		✓	✓	✓	✓	✓	
31	SM	✓	-	✓	✓	✓		✓	✓	-	✓	✓	
32	SH	-	✓	-	✓		✓	-	-	✓	✓		✓

33	TNA	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			
34	U	-	-	✓	✓		✓	✓	✓	✓	✓	✓			
35	VL	✓	✓	-	✓	✓		✓	✓	✓	✓	✓			
<b>Total</b>							27	8						32	3
<b>Percentage</b>							77%	23%						91%	9%

**Notes:**

1. Listening and watching the digital story
2. Asking the question(s) in relation to the digital story
3. Answering the teacher's questions in relation to the digital story
4. Doing the exercises based on the digital story.

## APPENDIX F

## The Results of the Students' Listening Comprehension Test

NO	STUDENTS' INITIAL	SCORE	Achieved	Not Achieved
1	BBP	85	✓	
2	AFR	90	✓	
3	AS	60		✓
4	ARP	65		✓
5	ANH	85	✓	
6	AII	80	✓	
7	BPSC	95	✓	
8	BS	80	✓	
9	CSA	85	✓	
10	DE	80	✓	
11	DAPS	90	✓	
12	DNKW	85	✓	
13	DAA	90	✓	
14	EKF	85	✓	
15	FAV	90	✓	
16	FRE	90	✓	
17	JAT	85	✓	
18	MRAA	95	✓	
19	MYA	90	✓	
20	MARSP	90	✓	
21	MSA	80	✓	
22	MRR	90	✓	
23	MA	80	✓	
24	MDZ	95	✓	
25	MFR	85	✓	
26	MNK	80	✓	
27	NPR	90	✓	
28	NTR	90	✓	
29	NIH	85	✓	
30	RA	85	✓	
31	SM	85	✓	
32	SH	65		✓
33	TNA	65		✓
34	U	65		✓
35	VL	80	✓	
<b>Total</b>		2915/35=83,28	30 (85.7%)	5 (14%)

## APPENDIX G

**The Result of Interview  
(Preliminary Study)**

NO	QUESTIONS	ANSWER FROM INTERVIEWEE
1.	What curriculum is applied in this school?	SMKN 5 Jember has implemented curriculum 2013.
2.	What book do you use in teaching English?	English book published by Ministry of Education and Culture
3.	Have you ever applied digital story in teaching listening?	No, I have not.
4.	How do you teach listening to the students?	I usually use the textbook. Then, I use the recording from the book as the media to teach listening
5.	What problems do the students face in learning listening?	Students cannot control the speed of delivery, or how fast the speaker speaks. They have a limited vocabulary
6.	What kind of media do you usually apply to overcome the students' problem in learning listening?	I used recording as the media in teaching listening.
7.	What is the minimum requirement standard score of English in this school?	The KKM is 75

## APPENDIX H

## The Students' Previous Score SMKN 5 Jember

## Class: X MMD (Multimedia) 1

NO	NAME	SCORE
1	BRELYAN BAYU P	<b>85</b>
2	A. FAHRUL ROZIQIN	70
3	ABELIA SAFITRI	65
4	ADE ROCHMAN P	<b>80</b>
5	ALFIANSYAH NURIL H	60
6	AULIA INTAN ISTIANA	60
7	BIMA PRAHASTA S.C	60
8	BRAMANTA S	65
9	CICI SUCI ANGGR	60
10	DENIS OKTAVIAN	<b>85</b>
11	DHEVON ARDANA P.S	60
12	DINDA NAUSA KUSUMA W	60
13	DIYANA AYU ARISTWATI	<b>80</b>
14	EGGI KRISMANA F	60
15	FAUZA ALIF VIANTA	70
16	FRANS RAVAEEL EFENDI	<b>80</b>
17	JOVAN AURA TAZKIA	60
18	M. ROBY AGUSTIAN A	70
19	MAULIDYA YONA A	65
20	MOCH. ADIM RIZKY S.P	<b>85</b>
21	MOCH. SYAIF ALI A	<b>80</b>
22	MOHAMMAD RAFI R	70
23	MUHAMMAD ALDIANSYAH	45
24	MUHAMMAD DZAKI Z	70
25	MUHAMMAD FARHAN R	60
26	MUHAMMAD NUR KHOLIK	<b>80</b>
27	NABILA PUTRI RAMADANI	<b>85</b>
28	NADIA TRI RAHMAH	<b>85</b>
29	NURUL INTAN HIDAYATUL	<b>80</b>
30	ROFIATUL ADEWIYAH	65
31	SINDI MAHARANI	<b>85</b>
32	SUGI HARTONO	<b>80</b>
33	TRIA NITA AGUSTIN	60
34	UBAIDILLAH	<b>80</b>
35	VITA LESTARI	<b>85</b>
Mean Score		<b>42.85</b>



## APPENDIX I

## The Sample of the Students' Worksheet in Meeting 1

Name : MADIA TRI RAHMAT  
Class : XMMO 1

85

Exercise

I. Answer the questions below by crossing A, B, C, D, or E correctly based on the story you have watched.

1. Where did Malin go when he was adult?
  - a. Malin went sailing
  - b. Malin went to city
  - c. Malin went swimming
  - d. Malin went to search for his mother
  - e. Malin went to his father's grave
2. What is the complication of the story?
  - a. Malin was a good son
  - b. Malin's wife was ugly
  - c. Malin found a big cave
  - d. Malin did not recognize her mother
  - e. Malin's wife loved Malin's mother
3. Where did Malin meet his mother?
  - a. In his house
  - b. In a restaurant
  - c. In a station
  - d. In a city
  - e. In a village
4. What is the moral value from the story?
  - a. We must not be egoistic
  - b. We must have positive thinking
  - c. Never be a cruel son/daughter
  - d. We must be naughty
  - e. Leave our old mother
5. "Malin was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom."  
What does the word *he* refer to?
  - a. Malin Kundang
  - b. Malin's father
  - c. Malin's neighbor
  - d. Malin's brother
  - e. Malin's friend
6. "On the other hand, Malin's mother was getting older. She missed her child so much."  
The underlined word refers to...
  - a. Malin's sister
  - b. Malin's wife
  - c. Malin's mother
  - d. Malin's mother in law
  - e. Malin's grandmother
7. "Malin's ship began to shake and soon *it* turned into a stone, until now."

The word *it* refers to ...

- a. Malin Kundang
- b. Malin's stone
- c. Malin's friend
- d. Malin's ship
- e. Malin's wife

8. Malin was a smart boy but a bit *naughty*.

The word *naughty* can be replaced by ....

- a. Calm
- b. Nice
- c. Behaved
- d. Good
- e. Annoying

9. Malin has become a *rich* merchant.

The antonym of *rich* is ...

- a. Wealthy
- b. Fat
- c. Poor
- d. Easy
- e. Plush

10. What is the main idea of the text?

- a. Malin Kundang is a rebellious son
- b. Malin did not recognize her mother
- c. Malin's wife loved Malin's mother
- d. We must have positive thinking
- e. Malin found a big cave

II. Write T for the true statement and F for the false statement in the box, based on the story you have watched.

1. An old woman and her daughter lived in a little village. (F)
2. One day Malin Kundang told his mother that he would go to city and work there. (T)
3. Malin Kundang was lazy in a big town and he became a poor man. (F)
4. He remembered his poor old mother. (F)
5. The ship was drowned and it changed into a stone. (T)
6. "she had always waited for Malin's return at the harbor everyday until one day there was a merchant.." (T)  
The underlined word refers to harbor
7. "Malin was travelling by sea, so he came along with one rich merchant." The word *he* refers to Malin's neighbor. (F)
8. Malin has become a rich merchant because of his *hard* work. The synonym of hard is weak. (F)
9. "Malin's mother disagreed with his decision.." (T)  
The antonym of the underlined word is agreed.
10. The main idea of the story is Malin's wife loved Malin's mother (F)

Name : Maulidya Youca Alfandita .

Class : X MMD 1

go

Exercise

I. Answer the questions below by crossing A, B, C, D, or E correctly based on the story you have watched.

1. Where did Malin go when he was adult?
  - a. Malin went sailing
  - b. Malin went to city
  - c. Malin went swimming
  - d. Malin went to search for his mother
  - e. Malin went to his father's grave
2. What is the complication of the story?
  - a. Malin was a good son
  - b. Malin's wife was ugly
  - c. Malin found a big cave
  - d. Malin did not recognize her mother
  - e. Malin's wife loved Malin's mother
3. Where did Malin meet his mother?
  - a. In his house
  - b. In a restaurant
  - c. In a station
  - d. In a city
  - e. In a village
4. What is the moral value from the story?
  - a. We must not be egoistic
  - b. We must have positive thinking
  - c. Never be a cruel son/daughter
  - d. We must be naughty
  - e. Leave our old mother
5. "Malin was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom."
 

What does the word *he* refer to?

<input checked="" type="checkbox"/> a. Malin Kundang	d. Malin's brother
b. Malin's father	e. Malin's friend
c. Malin's neighbor	
6. "On the other hand, Malin's mother was getting older. She missed her child so much."
 

The underlined word refers to...

a. Malin's sister	c. Malin's mother in law
b. Malin's wife	d. Malin's grandmother
<input checked="" type="checkbox"/> e. Malin's mother	
7. "Malin's ship began to shake and soon *it* turned into a stone, until now."

The word *it* refers to ...

- a. Malin Kundang
- b. Malin's stone
- c. Malin's friend
- d. Malin's ship
- e. Malin's wife

8. Malin was a smart boy but a bit *naughty*.

The word *naughty* can be replaced by ....

- a. Calm
- b. Nice
- c. Behaved
- d. Good
- e. Annoying

9. Malin has become a *rich* merchant.

The antonym of *rich* is ...

- a. Wealthy
- b. Fat
- c. Poor
- d. Easy
- e. Plush

10. What is the main idea of the text?

- a. Malin Kundang is a rebellious son
- b. Malin did not recognize her mother
- c. Malin's wife loved Malin's mother
- d. We must have positive thinking
- e. Malin found a big cave

II. Write T for the true statement and F for the false statement in the box, based on the story you have watched.

1. An old woman and her daughter lived in a little village. (F)
2. One day Malin Kundang told his mother that he would go to city and work there. (F) T
3. Malin Kundang was lazy in a big town and he became a poor man (F)
4. He remembered his poor old mother. (F)
5. The ship was drowned and it changed into a stone. (T)
6. "she had always waited for Malin's return at the harbor everyday until one day there was a merchant.." (T)  
The underlined word refers to harbor
7. "Malin was travelling by sea, so he came along with one rich merchant." The word *he* refers to Malin's neighbor. (F)
8. Malin has become a rich merchant because of his *hard* work. The synonym of hard is weak. (F)
9. "Malin's mother disagreed with his decision.." (T)  
The antonym of the underlined word is agreed.
10. The main idea of the story is Malin's wife loved Malin's mother (F)

Name : AFahrul Poziqin (02)  
Class : X NIMD 1

95

Exercise

I. Answer the questions below by crossing A, B, C, D, or E correctly based on the story you have watched.

1. Where did Malin go when he was adult?
  - a. Malin went sailing
  - b. Malin went to city
  - c. Malin went swimming
  - d. Malin went to search for his mother
  - e. Malin went to his father's grave
2. What is the complication of the story?
  - a. Malin was a good son
  - b. Malin's wife was ugly
  - c. Malin found a big cave
  - d. Malin did not recognize her mother
  - e. Malin's wife loved Malin's mother
3. Where did Malin meet his mother?
  - a. In his house
  - b. In a restaurant
  - c. In a station
  - d. In a city
  - e. In a village
4. What is the moral value from the story?
  - a. We must not be egoistic
  - b. We must have positive thinking
  - c. Never be a cruel son/daughter
  - d. We must be naughty
  - e. Leave our old mother
5. "Malin was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom."  
What does the word *he* refer to?
  - a. Malin Kundang
  - b. Malin's father
  - c. Malin's neighbor
  - d. Malin's brother
  - e. Malin's friend
6. "On the other hand, Malin's mother was getting older. She missed her child so much."  
The underlined word refers to...
  - a. Malin's sister
  - b. Malin's wife
  - c. Malin's mother
  - d. Malin's mother in law
  - e. Malin's grandmother
7. "Malin's ship began to shake and soon *it* turned into a stone, until now."

- The word *it* refers to ...
- Malin Kundang
  - Malin's stone
  - Malin's friend
  - Malin's ship
  - Malin's wife
8. Malin was a smart boy but a bit *naughty*.  
The word *naughty* can be replaced by ...
- Calm
  - Nice
  - Behaved
  - Good
  - Annoying
9. Malin has become a *rich* merchant.  
The antonym of *rich* is ...
- Wealthy
  - Fat
  - Poor
  - Easy
  - Plush
10. What is the main idea of the text?
- Malin Kundang is a rebellious son
  - Malin did not recognize her mother
  - Malin's wife loved Malin's mother
  - We must have positive thinking
  - Malin found a big cave

II. Write T for the true statement and F for the false statement in the box, based on the story you have watched.

- An old woman and her daughter lived in a little village. (F.)
- One day Malin Kundang told his mother that he would go to city and work there. (T.)
- Malin Kundang was lazy in a big town and he became a poor man. (F.)
- He remembered his poor old mother. (F.)
- The ship was drowned and it changed into a stone. (T.)
- "she had always waited for Malin's return at the harbor everyday until one day there was a merchant.."  
The underlined word refers to harbor (T.)
- "Malin was travelling by sea, so he came along with one rich merchant." The word *he* refers to Malin's neighbor. (F.)
- Malin has become a rich merchant because of his hard work. The synonym of hard is weak. (F.)
- "Malin's mother disagreed with his decision.."  
The antonym of the underlined word is agreed. (T.)
- The main idea of the story is Malin's wife loved Malin's mother. (F.)

## APPENDIX J

## The Sample of the Students' Worksheet in Meeting 2

90

Name : Dinda Nausa Kusuma w  
 Class : X MMD 1 (2)

I. Answer the questions below by crossing A, B, C, D, or E correctly based on the story you have watched.

- What did Sangkuriang do to Tumang in the woods?
  - He gave Tumang some food
  - He killed Tumang
  - He took Tumang for a walk
  - He asked Tumang to hunt for some food
  - He asked Tumang to kill deers
- Why did Dayang Sumbi chase away Sangkuriang? Because she...
  - Killed Tumang
  - Gave her a deer's heart
  - Left Tumang in the wood
  - Asked Dayang Sumbi to kill Tumang
  - Played with Tumang in the wood
- Who was the woman loved by Sangkuriang when he was an adult?
  - His mother
  - His friend
  - Citizen
  - His neighbor
  - His sister
- How did Dayang Sumbi know that Sangkuriang was her son?
  - Sangkuriang's scar in his head
  - Someone told her
  - Sangkuriang's scar in his shoulder
  - Sangkuriang's scar in his hand
  - She dreamt about it
- "Her name was Dayang Sumbi. *She* liked weaving very much." What does the word *she* refer to...
  - Dayang Sumbi's sister
  - Dayang Sumbi
  - Dayang Sumbi's pet
  - Sangkuriang's sister
  - Sangkuriang's friend
- Once she was weaving a cloth when one of her tool fell to the ground. She was very tired at the time so she was too lazy to take it. The underlined word refers to...
  - Her veil
  - Her tool
  - Her dress
  - Her skirt
  - Her shoes
- She wanted Sangkuriang to build a lake and a boat in one night. With the help of genie and spirits Sangkuriang tried to build *them*. The word *them* refers to...
 

a. Sangkuriang's spirits	d. Jewelleries
b. Lakes	e. Temples
<input checked="" type="checkbox"/> Lake and boat	

8. Dayang Sumbi was very *surprised*. The word *surprised* can be replaced by...
- a. Shock  
 b. Coolness  
 c. Unsurprising  
 d. Calmness  
 e. Happiness
9. It was impossible for them to marry. The antonym of *impossible* is...
- a. Useless  
 b. Unworkable  
 c. Possible  
 d. Hopeless  
 e. Absurd
10. What is the main idea of the text?
- a. Dayang Sumbi killed Tumang  
 b. Tumang a dog husband  
 c. The legend of Tangkuban Perahu  
 d. Dayang Sumbi's rejection to marry Sangkuriang  
 e. Dayang Sumbi loved Sangkuriang

**II. Write T for the true statement and F for the false statement in the box, based on the story you have watched.**

1. Dayang Sumbi likes weaving very much. (T)
2. Sangkuriang killed Tumang in the wood. (T)
3. Sangkuriang gave deer's heart to Dayang Sumbi that made Dayang Sumbi angry. (F)
4. Dayang Sumbi wanted Sangkuriang to build a lake and a boat in a one night. (T)
5. In the end, Sangkuriang could finish the boat. (T) X
6. Then the boat turned out to be Mount Tangkuban Perahu. From a distant it looks like a boat upside down. The underlined word refers to Mount Tangkuban Perahu. (T)
7. It was impossible for *them* to marry. The word *them* refers to Sangkuriang and Dayang Sumbi. (T)
8. ...so she stayed *young* forever. The antonym of *young* is old. (T)
9. So Dayang Sumbi gave a very difficult condition. The underlined word's synonym is easy. (F)
10. The main idea of the story is Dayang Sumbi killed Tumang. (F)



Name : M NUR KHOLIK  
Class : X M M D 1 (26)

85

I. Answer the questions below by crossing A, B, C, D, or E correctly based on the story you have watched.

1. What did Sangkuriang do to Tumang in the woods?

- a. He gave Tumang some food
- b. He killed Tumang
- c. He took Tumang for a walk
- d. He asked Tumang to hunt for some food
- e. He asked Tumang to kill deers

2. Why did Dayang Sumbi chase away Sangkuriang? Because she...

- a. Killed Tumang
- b. Gave her a deer's heart
- c. Left Tumang in the wood
- d. Asked Dayang Sumbi to kill Tumang
- e. Played with Tumang in the wood

3. Who was the woman loved by Sangkuriang when he was an adult?

- a. His mother
- b. His friend
- c. Citizen
- d. His neighbor
- e. His sister

4. How did Dayang Sumbi know that Sangkuriang was her son?

- a. Sangkuriang's scar in his head
- b. Someone told her
- c. Sangkuriang's scar in his shoulder
- d. Sangkuriang's scar in his hand
- e. She dreamt about it

5. "Her name was Dayang Sumbi. *She* liked weaving very much." What does the word *she* refer to...

- a. Dayang Sumbi's sister
- b. Dayang Sumbi
- c. Sangkuriang's sister
- d. Dayang Sumbi's pet
- e. Sangkuriang's friend

6. Once she was weaving a cloth when one of her tool fell to the ground. She was very tired at the time so she was too lazy to take it. The underlined word refers to...

- a. Her veil
- b. Her tool
- c. Her dress
- d. Her skirt
- e. Her shoes

7. She wanted Sangkuriang to build a lake and a boat in one night. With the help of genie and spirits Sangkuriang tried to build *them*. The word *them* refers to...

- a. Sangkuriang's spirits
- b. Lakes
- c. Lake and boat
- d. Jewelries
- e. Temples

8. Dayang Sumbi was very *surprised*. The word *surprised* can be replaced by...
- a. Shock  
 b. Coolness  
 c. Unsurprising  
 d. Calmness  
 e. Happiness
9. It was impossible for them to marry. The antonym of *impossible* is...
- a. Useless  
 b. Unworkable  
 c. Possible  
 d. Hopeless  
 e. Absurd
10. What is the main idea of the text?
- a. Dayang Sumbi killed Tumang  
 b. Tumang a dog husband  
 c. The legend of Tangkuban Perahu  
 d. Dayang Sumbi's rejection to marry Sangkuriang  
 e. Dayang Sumbi loved Sangkuriang

**II. Write T for the true statement and F for the false statement in the box, based on the story you have watched.**

1. Dayang Sumbi likes weaving very much. (F) X
2. Sangkuriang killed Tumang in the wood. (F)
3. Sangkuriang gave deer's heart to Dayang Sumbi that made Dayang Sumbi angry. (F) X
4. Dayang Sumbi wanted Sangkuriang to build a lake and a boat in a one night. (F) X
5. In the end, Sangkuriang could finish the boat. (F) F
6. Then the boat turned out to be Mount Tangkuban Perahu. From a distant it looks like a boat upside down. The underlined word refers to Mount Tangkuban Perahu. (F) X
7. It was impossible for *them* to marry. The word *them* refers to Sangkuriang and Dayang Sumbi. (T)
8. ...so she stayed *young* forever. The antonym of *young* is old. (T)
9. So Dayang Sumbi gave a very difficult condition. The underlined word's synonym is easy. (F) X
10. The main idea of the story is Dayang Sumbi killed Tumang. (F) X

Name : M. Daulah

Class : X. IPS.1

95

I. Answer the questions below by crossing A, B, C, D, or E correctly based on the story you have watched.

1. What did Sangkuriang do to Tumang in the woods?
  - a. He gave Tumang some food
  - b. He killed Tumang
  - c. He took Tumang for a walk
  - d. He asked Tumang to hunt for some food
  - e. He asked Tumang to kill does
2. Why did Dayang Sumbi chase away Sangkuriang? Because she...
  - a. Killed Tumang
  - b. Gave her a deer's heart
  - c. Left Tumang in the wood
  - d. Asked Dayang Sumbi to kill Tumang
  - e. Played with Tumang in the wood
3. Who was the woman loved by Sangkuriang when he was an adult?
  - a. His mother
  - b. His friend
  - c. Citizen
  - d. His neighbor
  - e. His sister
4. How did Dayang Sumbi know that Sangkuriang was her son?
  - a. Sangkuriang's scar in his head
  - b. Someone told her
  - c. Sangkuriang's scar in his shoulder
  - d. Sangkuriang's scar in his hand
  - e. She dreamt about it
5. "Her name was Dayang Sumbi. She liked weaving very much." What does the word she refer to ...
  - a. Dayang Sumbi's sister
  - b. Dayang Sumbi's pet
  - c. Sangkuriang's sister
  - d. Dayang Sumbi
  - e. Sangkuriang's friend
6. Once she was weaving a cloth when one of her tool fell to the ground. She was very tired at the time so she was too lazy to take it. The underlined word refers to...
  - a. Her veil
  - b. Her tool
  - c. Her dress
  - d. Her skirt
  - e. Her shoes
7. She wanted Sangkuriang to build a lake and a boat in one night. With the help of genie and spirits Sangkuriang tried to build them. The word them refers to...
  - a. Sangkuriang's spirits
  - b. Lakes
  - c. Lake and boat
  - d. Jewelleries
  - e. Temples



## APPENDIX K

## The Sample of the Students' Listening Comprehension Test in Meeting 3

## Sample 1 : The student who gets the higher score

95

Name : M. Roby Agustian Ananta  
Class : X MMD 1

I. Answer the questions below by crossing A, B, C, D or E based on the story you have watched.

- Who was Roro Jonggrang?
 

<input checked="" type="checkbox"/> a. King Prambanan's daughter	d. Bandung Bondowoso's daughter
b. King Prambanan's wife	e. Bandung Bondowoso's sister
c. Bandung Bondowoso's wife	
- How was Bandung Bondowoso?
 

<input checked="" type="checkbox"/> a. Bossy, powerful, and cruel	d. Powerful, cruel, and arrogant
b. Bossy, kind, and smart	e. Powerful, smart, and bossy
c. Cruel, bossy, and patient	
- Why did Bandung Bondowoso fall in love with Roro Jonggrang?
 

a. Because Roro Jonggrang was smart	d. Because Roro Jonggrang was rich
b. Because Roro Jonggrang was kind	e. Because Roro Jonggrang was patient
<input checked="" type="checkbox"/> c. Because Roro Jonggrang was beautiful	
- What was the prerequisite given by Roro Jonggrang?
 

a. To build a hundred temples	<input checked="" type="checkbox"/> d. To build a thousand temples
b. A treasures galore	e. Authorization
c. Magnificent place	
- Why did Roro Jonggrang want to fail Bandung Bondowoso's effort?
 

a. Because Bandung Bondowoso was cruel	
b. Because Bandung Bondowoso was powerful	
<input checked="" type="checkbox"/> c. Because Bandung Bondowoso was arrogant	
d. Because Roro Jonggrang did not like him	
e. Because Bandung Bondowoso was bossy	
- Why did Bandung Bondowoso need help from the genies?
 

a. Because he was a superpower man	
<input checked="" type="checkbox"/> b. Because it was impossible to fulfill the recruitment	
c. Because he was a tricky man	
d. Because the genies already made the temples	
e. Because he was a strong man	
- Bandung Bondowoso was so bossy, *powerful*, and cruel. The italic word can be replaced by ...
 

a. Weak	<input checked="" type="checkbox"/> b. Strong	c. Powerless	d. Low	e. Poor
---------	---	--------------	--------	---------

8. Jonggrang was confused. *Her* mind was spinning...
- The italic word refers to ...
- a. King Prambanan's wife  
~~X~~ b. Roro Jonggrang  
 c. Roro Jonggrang's sister  
 d. Bandung Bondowoso's sister  
 e. Bandung Bondowoso's wife
9. Then, Bondowoso would be furious and endanger her family ....
- The underlined word refers to...
- ~~X~~ a. Roro Jonggrang  
 b. Bandung Bondowoso's wife  
 c. Bandung Bondowoso's sister  
 d. A young girl  
 e. A villager
10. But, she was not *possible* to say yes because Jonggrang did not like Bondowoso.
- The antonym of *possible* is ...
- a. Credible  
 b. Believable  
 c. Workable  
 d. Realizable  
~~X~~ e. Impossible

II. Write T for the true statement and F for the false statement in the box, based on the story you have watched.

1. Prambanan was being colonized by a man named Bandung Bondowoso. (F.) X
2. Roro Jonggrang was not King Prambanan's daughter. (F.)
3. Bandung Bondowoso wanted to be Roro Jonggrang's husband because she was very beautiful. (T.)
4. Roro Jonggrang gave Bandung Bondowoso prerequisite. (T.)
5. Roro Jonggrang asked ninety-nine temples to Bandung Bondowoso. (F.)
6. Bandung Bondowoso did not ask help to genies. (F.)
7. Bandung Bondowoso could build a thousand temples. (F.)
8. Roro Jonggrang accepted Bandung Bondowoso as her husband. (F.)
9. Bandung Bondowoso was so bossy, powerful, and cruel. The antonym of cruel is hard. (F.)
10. He said while pointing his finger at Jonggrang. So magical *she* instantly turned into a stone statue. The italic word refers to Roro Jonggrang. (T.)

## Sample 2 : The student who gets the lowest score

60

Name : M. Atriansyah  
Class : X MMD 1

I. Answer the questions below by crossing A, B, C, D or E based on the story you have watched.

- Who was Roro Jonggrang?
  - King Prambanan's daughter
  - King Prambanan's wife
  - Bandung Bondowoso's wife
  - Bandung Bondowoso's daughter
  - Bandung Bondowoso's sister
- How was Bandung Bondowoso?
  - Bossy, powerful, and cruel
  - Bossy, kind, and smart
  - Cruel, bossy, and patient
  - Powerful, cruel, and arrogant
  - Powerful, smart, and bossy
- Why did Bandung Bondowoso fall in love with Roro Jonggrang?
  - Because Roro Jonggrang was smart
  - Because Roro Jonggrang was kind
  - Because Roro Jonggrang was beautiful
  - Because Roro Jonggrang was rich
  - Because Roro Jonggrang was patient
- What was the prerequisite given by Roro Jonggrang?
  - To build a hundred temples
  - A treasures galore
  - Magnificent place
  - To build a thousand temples
  - Authorization
- Why did Roro Jonggrang want to fail Bandung Bondowoso's effort?
  - Because Bandung Bondowoso was cruel
  - Because Bandung Bondowoso was powerful
  - Because Bandung Bondowoso was arrogant
  - Because Roro Jonggrang did not like him
  - Because Bandung Bondowoso was bossy
- Why did Bandung Bondowoso need help from the genies?
  - Because he was a superpower man
  - Because it was impossible to fulfill the recruitment
  - Because he was a tricky man
  - Because the genies already made the temples
  - Because he was a strong man
- Bandung Bondowoso was so bossy, *powerful*, and cruel. The italic word can be replaced by...
  - Weak
  - Strong
  - Powerless
  - Low
  - Poor

8. Jonggrang was confused. *Her* mind was spinning...

The italic word refers to ...

- a. King Prambanan's wife  
 b. Roro Jonggrang  
 c. Roro Jonggrang's sister  
 d. Bandung Bondowoso's sister  
 e. Bandung Bondowoso's wife

9. Then, Bondowoso would be furious and endanger her family ....

The underlined word refers to...

- a. Roro Jonggrang  
 b. Bandung Bondowoso's wife  
 c. Bandung Bondowoso's sister  
 d. A young girl  
 e. A villager

10. But, she was not *possible* to say yes because Jonggrang did not like Bondowoso.

The antonym of *possible* is ...

- a. Credible  
 b. Believable  
 c. Workable  
 d. Realizable  
 e. Impossible

II. Write T for the true statement and F for the false statement in the box, based on the story you have watched.

1. Prambanan was being colonized by a man named Bandung Bondowoso. (F.) x  
 2. Roro Jonggrang was not King Prambanan's daughter. (T.) x  
 3. Bandung Bondowoso wanted to be Roro Jonggrang's husband because she was very beautiful. (F.)  
 4. Roro Jonggrang gave Bandung Bondowoso prerequisite. (T.)  
 5. Roro Jonggrang asked ninety-nine temples to Bandung Bondowoso. (F.)  
 6. Bandung Bondowoso did not ask help to genies. (F.)  
 7. Bandung Bondowoso could build a thousand temples. (T.) x  
 8. Roro Jonggrang accepted Bandung Bondowoso as her husband. (F.)  
 9. Bandung Bondowoso was so bossy, powerful, and cruel. The antonym of cruel is hard. (F.)  
 10. He said while pointing his finger at Jonggrang. So magical *she* instantly turned into a stone statue. The italic word refers to Roro Jonggrang. (F.) x



## APPENDIX L

**The Sample of Students' Questioner about the Use of Digital Story in  
Listening Comprehension Achievement**

**ANGKET/KUESIONER**  
**"PENGUNAAN CERITA DIGITAL DALAM PEMBELAJARAN MENYIMAK"**

Nama : *M NUR KHOLIK*

Jenis Kelamin  L / P \* (lingkari salah satu)

Petunjuk Pengisian:

- Tulislah identitas Anda pada tempat yang sudah disediakan
- Bacalah dengan teliti seluruh pernyataan di bawah ini
- Berilah tanda silang (X) atau check list (✓) pada kolom jawaban yang tersedia dengan alternatif jawaban yaitu:  
SS : Sangat Setuju  
S : Setuju  
R : Ragu-Ragu  
TS : Tidak Setuju  
STS : Sangat Tidak Setuju

NO	PERNYATAAN	SS	S	R	TS	STS
1.	Audio/suara yg dihasilkan dari cerita digital cukup jelas, sehingga saya dapat memahami pesan yang disampaikan dengan baik		✓			
2.	Audio/suara yang sangat jelas dari cerita digital memudahkan saya memahami materi narrative text.		✓			
3.	Audio/suara yg digunakan memiliki terlalu banyak distractor (pengecoh)		✓			
4.	Saya tidak bisa mendengarkan audio/suara dengan baik			✓		
5.	Saya merasa terbantu memahami materi narrative text setelah guru menggunakan cerita digital		✓			
6.	Cerita digital yang ditampilkan memiliki kualitas yang bagus				✓	
7.	Cerita digital membantu saya memahami arti kosakata yang belum diketahui			✓		

8.	Cerita digital yang digunakan sangat cocok untuk materi yg disampaikan		✓			
9.	Cerita digital membantu saya mengingat materi tentang narrative text		✓			
10.	Cerita digital menjelaskan keseluruhan isi materi dengan jelas			✓		
11.	Saya lebih mudah memahami pelajaran dengan menggunakan cerita digital		✓			
12.	Penggunaan cerita digital berpengaruh besar terhadap pemahaman saya tentang materi yg disampaikan		✓			
13.	Saya lebih bersemangat mempelajari materi narrative text yang menggunakan cerita digital		✓			
14.	Saya jadi lebih rajin belajar karena cerita digital membuat saya menyukai materi narrative text		✓			
15.	Saya mengalami peningkatan nilai pada materi narrative text dengan menggunakan cerita digital		✓			
16.	Menurut saya, cerita digital diperlukan dalam pembelajaran narrative text	✓	✗			
17.	Cerita digital yang disajikan tidak menarik					✓
18.	Cerita digital memiliki kontras warna yang kurang cocok sehingga membuat saya sulit untuk memahami materi yang disampaikan lewat cerita digital tersebut			✓		
19.	Saya merasa bosan ketika guru menggunakan cerita digital					✓
20.	Saya tidak merasa terbantu memahami materi narrative dengan menggunakan cerita digital					✓

## ANGKET/KUESIONER

## "PENGUNAAN CERITA DIGITAL DALAM PEMBELAJARAN MENYIMAK"

Nama : Diyana Ayu Aristawati

Jenis Kelamin : L  (lingkari salah satu)

## Petunjuk Pengisian:

- Tulislah identitas Anda pada tempat yang sudah disediakan
- Bacalah dengan teliti seluruh pernyataan di bawah ini
- Berilah tanda silang (X) atau check list (✓) pada kolom jawaban yang tersedia dengan alternatif jawaban yaitu:

SS : Sangat Setuju

S : Setuju

R : Ragu-Ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

NO	PERNYATAAN	SS	S	R	TS	STS
1.	Audio/suara yg dihasilkan dari cerita digital cukup jelas, sehingga saya dapat memahami pesan yang disampaikan dengan baik		✓			
2.	Audio/suara yang sangat jelas dari cerita digital memudahkan saya memahami materi narrative text.		✓			
3.	Audio/suara yg digunakan memiliki terlalu banyak distractor (pengecoh)		✓			
4.	Saya tidak bisa mendengarkan audio/suara dengan baik			✓		
5.	Saya merasa terbantu memahami materi narrative text setelah guru menggunakan cerita digital		✓			
6.	Cerita digital yang ditampilkan memiliki kualitas yang bagus		✓			
7.	Cerita digital membantu saya memahami arti kosakata yang belum diketahui		✓			

8.	Cerita digital yang digunakan sangat cocok untuk materi yg disampaikan	✓			
9.	Cerita digital membantu saya mengingat materi tentang narrative text	✓			
10.	Cerita digital menjelaskan keseluruhan isi materi dengan jelas		✓		
11.	Saya lebih mudah memahami pelajaran dengan menggunakan cerita digital	✓			
12.	Penggunaan cerita digital berpengaruh besar terhadap pemahaman saya tentang materi yg disampaikan		✓		
13.	Saya lebih bersemangat mempelajari materi narrative text yang menggunakan cerita digital		✓		
14.	Saya jadi lebih rajin belajar karena cerita digital membuat saya menyukai materi narrative text		✓		
15.	Saya mengalami peningkatan nilai pada materi narrative text dengan menggunakan cerita digital	✓			
16.	Menurut saya, cerita digital diperlukan dalam pembelajaran narrative text	✓			
17.	Cerita digital yang disajikan tidak menarik			✓	
18.	Cerita digital memiliki kontras warna yang kurang cocok sehingga membuat saya sulit untuk memahami materi yang disampaikan lewat cerita digital tersebut			✓	
19.	Saya merasa bosan ketika guru menggunakan cerita digital			✓	
20.	Saya tidak merasa terbantu memahami materi narrative dengan menggunakan cerita digital	✓			

## ANGKET/KUESIONER

## "PENGUNAAN CERITA DIGITAL DALAM PEMBELAJARAN MENYIMAK"

Nama : NABILA PUTRI P.

Jenis Kelamin : L /  (P)\* (lingkari salah satu)

Petunjuk Pengisian:

- Tulislah identitas Anda pada tempat yang sudah disediakan
- Bacalah dengan teliti seluruh pernyataan di bawah ini
- Berilah tanda silang (X) atau check list (✓) pada kolom jawaban yang tersedia dengan alternatif jawaban yaitu:

SS : Sangat Setuju

S : Setuju

R : Ragu-Ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

NO	PERNYATAAN	SS	S	R	TS	STS
1.	Audio/suara yg dihasilkan dari cerita digital cukup jelas, sehingga saya dapat memahami pesan yang disampaikan dengan baik		✓			
2.	Audio/suara yang sangat jelas dari cerita digital memudahkan saya memahami materi narrative text.			✓		
3.	Audio/suara yg digunakan memiliki terlalu banyak distractor (pengecoh)			✓		
4.	Saya tidak bisa mendengarkan audio/suara dengan baik		✓			
5.	Saya merasa terbantu memahami materi narrative text setelah guru menggunakan cerita digital		✓			
6.	Cerita digital yang ditampilkan memiliki kualitas yang bagus		✓			
7.	Cerita digital membantu saya memahami arti kosakata yang belum diketahui	✓				

8.	Cerita digital yang digunakan sangat cocok untuk materi yg disampaikan	✓				
9.	Cerita digital membantu saya mengingat materi tentang narrative text		✓			
10.	Cerita digital menjelaskan keseluruhan isi materi dengan jelas			✓		
11.	Saya lebih mudah memahami pelajaran dengan menggunakan cerita digital	✓				
12.	Penggunaan cerita digital berpengaruh besar terhadap pemahaman saya tentang materi yg disampaikan		✓			
13.	Saya lebih bersemangat mempelajari materi narrative text yang menggunakan cerita digital	✓				
14.	Saya jadi lebih rajin belajar karena cerita digital membuat saya menyukai materi narrative text		✓			
15.	Saya mengalami peningkatan nilai pada materi narrative text dengan menggunakan cerita digital			✓		
16.	Menurut saya, cerita digital diperlukan dalam pembelajaran narrative text		✓			
17.	Cerita digital yang disajikan tidak menarik			✓		
18.	Cerita digital memiliki kontras warna yang kurang cocok sehingga membuat saya sulit untuk memahami materi yang disampaikan lewat cerita digital tersebut			✓		
19.	Saya merasa bosan ketika guru menggunakan cerita digital			✓		
20.	Saya tidak merasa terbantu memahami materi narrative dengan menggunakan cerita digital			✓		

## APPENDIX M

## The Permission Letter for Accomplishing the Research



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: (0331)- 330224, 334267, 337422, 333147 • Faksimile: 0331-339029  
Laman: [www.fkip.uncj.ac.id](http://www.fkip.uncj.ac.id)

Nomor 0.408 /UN25.1.5/LT/2020

17 JAN 2020

Lampiran : -

Hal : Permohonan Izin Penelitian

Yth. Kepala Sekolah  
SMKN 5 JEMBER

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember jurusan PBS/  
Pendidikan Bahasa dan Seni, Program Studi Pendidikan Bahasa Inggris di bawah ini:

Nama : Arin Ni'matul Izza  
NIM : 150210401075  
Judul : The Use of Digital Story to Improve the Tenth Grade  
Students' Listening Comprehension Achievement  
Jadwal Penelitian : Februari 2020

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMKN 5 Jember. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan

Wakil Dekan I,



Prof. Dr. Suratno, M.Si.

NIP. 196706251992031003

## APPENDIX N

## The Statement Letter of Accomplishing the Research from the Principal of SMKN 5 Jember



PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH KEJURUAN NEGERI 5 JEMBER  
Jl. Brawijaya 55 ☎ (0331) 487535, ✉ (0331) 422695 Jember  
e-mail : smk5jember@yahoo.co.id  
website : http://www.smkn5jember.sch.id  
**JEMBER** 68151

**SURAT KETERANGAN**  
Nomor : 421.4/0233/101.6.5.24/2020

Yang bertanda tangan dibawah ini :

Nama : **Dra. Hj. KUMUDAWATI, M.Pd**  
NIP : 19630915 198903 2 004  
Pangkat/Golongan : Pembina Utama Muda / IV c  
Jabatan : Kepala Sekolah  
Instansi : SMK Negeri 5 Jember

Dengan ini menerangkan bahwa:

Nama : **Arin Ni'matul Izza**  
NIM : 15020401075  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Perguruan Tinggi : Universitas Jember

Telah selesai melaksanakan penelitian guna penyusunan skripsi dengan judul "THE USE OF DIGITAL STORY TO IMPROVE THE TENTH GRADE STUDENT' LISTENING COMPREHENSION ACHIEVEMENT" di SMK Negeri 5 Jember.  
Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 21 Juli 2020



**Dra. KUMUDAWATI, M.Pd**  
NIP. 19630915 198903 2 004