

# CHAPTER I

## INTRODUCTION

This chapter present the Background of the Study, Formulation of Research Question, Purpose of the Study, Significance of the Study, Scope and Limitation of The Study and Definition of Key Terms.

### **A. Background of the study**

Listening skills are an important skill in foreign language learning, and in recent years the topic of listening instruction has become a major focus of scientific research. Previous studies have shown that the use of authentic media, such as videos, can help improve students' listening skills significantly. This is evident from the improvement in test results after they participated in learning with video materials in an academic context.<sup>1</sup> Additionally, task-based learning has been proven to encourage students to be more active and accurate in their listening activities.<sup>2</sup> In EFL learning, this approach makes students more involved in tasks that reflect real communication, thereby helping to improve their fluency and comprehension.

Digital media such as digital storytelling also have a positive impact on students' listening skills due to their engaging and interactive nature. Experimental research shows that students who learn through this approach

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<sup>1</sup> Kretsai Woottipong, 'Effect of Using Video Materials in the Teaching of Listening Skills for University Students', *International Journal of Linguistics*, 6.4 (2014), p. 200, doi:10.5296/ijl.v6i4.5870.

<sup>2</sup> Heri Kuswoyo and Achmad Yudi Wahyudin, 'Improving Student's Listening Skill Using Task- Based Approach in EFL Classroom Setting', 109.Aecon (2017), pp. 118–23, doi:10.2991/aecon-17.2017.24.

achieve higher test scores than those who do not use such media.<sup>3</sup> This finding is supported by other studies that found that the use of authentic teaching materials and multimedia can increase learning interest and strengthen listening skills through the pre-listening, listening, and post-listening stages.<sup>4</sup>

Success in teaching listening also depends on the strategies implemented by teachers. Top-down and bottom-up strategies have been proven to help students better understand audio content, whether in recognizing keywords, guessing content, or understanding the overall context.<sup>5</sup> Finally, modern teaching approaches emphasize the importance of adapting methods to students' learning styles—whether visual, auditory, or kinesthetic—and using interactive activities such as games or simulations to support effective learning.<sup>6</sup>

All authors emphasize the importance of creating a supportive learning environment where students can practice active listening. Several articles also show that the use of relevant and interesting teaching materials can increase student motivation and understanding. In addition, the authors also agree that the role of teachers in listening learning is indispensable and important for

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<sup>3</sup> Juvrianto Cj, 'The Use of Digital Storytelling in Teaching Listening Comprehension : An Experimental Study on the Eighth Grade Students of SMP Negeri 4 Parepare', 5.1 (2018), pp. 1–9.

<sup>4</sup> Nazla Ainun Kasim and Sri Rumiyatiningsih Luwiti, 'An Analysis of Teachers' Strategy in Teaching Listening', *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 5.1 (2020), p. 1, doi:10.37905/aksara.5.1.1-8.2019.

<sup>5</sup> Feruza Odilovna Djabborova, 'Ways of Developing Listening Skills of English Learners in Esl and Efl Classroom', *European Journal of Research and Reflection in Educational Sciences*, 8.10 (2020), pp. 212–16 <[www.idpublications.org](http://www.idpublications.org)>.

<sup>6</sup> Yuldasheva Saodat Xalmurzayevna and Yuldashev Sherzod Zairjanovich, 'Moderen Techniques in Teaching Listening', *Proceedings of 4th International Multidisciplinary Scientific Conference on Innovative Technology Hosted*, 2021, pp. 3–4.

students. Teachers must also understand each student's listening ability so that students can participate in listening activities according to their ability level.

However, there are quite striking differences in the approaches and focus used by several previous studies. One study focused on the use of video media and effective learning strategies to improve students' listening skills.<sup>7</sup> Another study highlighted the effectiveness of assigning tasks after listening sessions, showing that this strategy was able to significantly improve students' understanding.<sup>8</sup> Another study examined the use of digital storytelling media, which has been proven to increase learning interest and make the learning process more enjoyable and engaging.<sup>9</sup>

Another study focused on the teaching strategies used by teachers, obtained through interviews and observations, and emphasized the importance of selecting appropriate methods in listening instruction.<sup>10</sup> On the other hand, there is also research that pays special attention to the use of pre-listening techniques as a means to help students recognize important vocabulary before listening to spoken texts.<sup>11</sup> Meanwhile, an approach that integrates interactive

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<sup>7</sup> Woottipong, 'Effect of Using Video Materials in the Teaching of Listening Skills for University Students'.

<sup>8</sup> Kuswoyo and Wahyudin, 'Improving Student's Listening Skill Using Task- Based Approach in EFL Classroom Setting'.

<sup>9</sup> Cj, 'The Use of Digital Storytelling in Teaching Listening Comprehension: An Experimental Study on the Eighth Grade Students of SMP Negeri 4 Parepare'.

<sup>10</sup> Kasim and Luwiti, 'An Analysis of Teachers' Strategy in Teaching Listening'.

<sup>11</sup> Xalmurzayevna and Zairjanovich, 'Moderen Techniques in Teaching Listening'.

and modern learning by adapting to students' learning styles and utilizing multimedia has also proven effective in improving listening skills.<sup>12</sup>

A comparison between these articles shows that although there are various approaches to teaching listening skills, all contribute to increasing the effectiveness of the learning process.

Teaching listening skills in the context of foreign language learning has received increasing attention in recent years. Recent articles explore effective methods and strategies to improve students' listening skills. Language learning should not be limited to writing and reading. Instead, it highlights the importance of integrating all four language skills listening, speaking, reading, and writing simultaneously.<sup>13</sup> This approach allows learners to practice and apply their listening skills in real-time communication, fostering a more comprehensive understanding of the language. Teaching listening skills can be done through audio segments maybe it can be from radio programs, podcasts, song and other audio media. These audio segments can use audio with a short duration or can also be long. Songs have a significant effect on students' understanding in listening learning because music media makes activities less monotonous so that students are more enthusiastic about participating in listening learning in class.<sup>14</sup>

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<sup>12</sup> Djabborova, 'Ways of Developing Listening Skills of English Learners in Esl and Efl Classroom'.

<sup>13</sup> Respublika Ilmiy-uslubiy Jurnali, 'METHODS OF TEACHING LISTENING Khaydarov Erkin Samarkand State Institute of Foreign Languages', no. 1983 (2023), pp. 89–94.

<sup>14</sup> Nanda Aribah Ridhani and Yusnita Nasution, 'The Effect of English Songs to Improve Students Listening Ability', *Education & Learning*, 3.1 (2023), pp. 91–95.

However, effective and modern listening skills teaching strategies are also needed so that their listening comprehension skills can improve rapidly. The teachers must use strategies, it is how teachers can make students enjoy the process of learning English<sup>15</sup>. Sometimes many students struggle to focus on studying due to distractions, To overcome this challenge, teachers can use various interactive activities, such as listening exercises using multimedia resources or group discussions, which not only attract students' attention but also create a fun learning atmosphere. In addition, providing regular feedback and setting realistic listening goals can help students monitor their progress and stay motivated throughout the learning process. Although there have been previous studies examining various strategies for learning listening, it is rare to find studies that combine different strategies to see if the combination of different strategies can have a greater impact on improving listening skills. A teacher who applies just one teaching strategy during a session would affect learners to remember a minute percentage of the content. But if the teacher applies two different teaching strategies of a similar lesson to the same audience would affect learners to remember a greater percentage of the content than previously.

One approach that is increasingly popular is the use of English songs as listening learning strategies and digital story telling. There are very few studies that combine English songs and digital storytelling in one learning strategy to

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<sup>15</sup> Melisa Novianty and Putri Maisaroh Lastari, 'Enrich: Jurnal Pendidikan, Bahasa, Sastra Dan Linguistik Vol.4 No.2 Desember 2023', *Enrich: Jurnal Pendidikan, Bahasa, Sastra Dan Linguistik*, 4.2 (2023), pp. 48–60.

improve listening skills. The combination of these two methods has the potential to create a more thorough and interactive approach that not only develops students' listening skills but also increases their motivation and engagement in language learning. Research by Ridhani and Nasution, shows that songs can improve students' listening skills, develop vocabulary, and improve pronunciation<sup>16</sup>. Digital storytelling has proven effective in increasing student engagement and enriching the listening experience with visual and audio elements. Research by Juvrianto and Atmowaroyo<sup>17</sup> shows that digital storytelling can help students understand the context of the story better, strengthen their listening comprehension, and increase their motivation in learning. Online media helped improve students' listening comprehension, including vocabulary, pronunciation, and fluency. Students perceived video and audio stories as effective tools to enhance inferential listening skill, which aligns with the use of songs and digital storytelling in the current study.<sup>18</sup>

Combining different strategies can provide better results in developing students' listening skills, thus preparing them to communicate more effectively in a foreign language. Among the various strategy options used in listening learning, the use of songs and digital storytelling is a very interesting strategy and has great potential to develop students' listening skills. The combination of songs and storytelling can create a fun and effective learning experience

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<sup>16</sup> Ridhani and Nasution, 'The Effect of English Songs to Improve Students Listening Ability'.

<sup>17</sup> Cj, 'The Use of Digital Storytelling in Teaching Listening Comprehension: An Experimental Study on the Eighth Grade Students of SMP Negeri 4 Parepare'.

<sup>18</sup> Dwi Astuti Wahyu Nurhayati, 'Phonology and Online Media Used in Enhancing Listening Skill', *Indonesian Journal of EFL and Linguistics*, 5.2 (2020), p. 267, doi:10.21462/ijefl.v5i2.278.

because these two approaches offer different aspects in the language learning process. Combining a variety of strategies in learning listening to students as a learning tool can help English students in mastering their listening comprehension, besides the combination of these strategies can be used individually or in groups<sup>19</sup>. The combination of both learning strategies will improve listening comprehension at the level of understanding vocabulary and knowledge of students<sup>20</sup>. Combining different strategies can significantly improve students' listening skills, engagement, and demonstrate its effectiveness as a teaching strategy<sup>21</sup>. Students can show a higher level of cooperation and engagement during the learning process. They actively participated in discussions and showed increased interest in the material presented. In addition, the mixed methods approach proved superior for assessing student learning gains, as it captures the complexity of the learning process and provides a more nuanced understanding of how different factors interact to influence student learning outcomes<sup>22</sup>.

Various approaches have been developed to help students improve their listening skills. Previous research has shown that the use of certain strategies is

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<sup>19</sup> Mery Eka Wahyuni and Nina Inayati, 'The Strategies in Learning English Listening Skills Used by The Eighth-Graders', 7.2 (2022), pp. 160–77.

<sup>20</sup> Slamet Utomo and Titis Sulistyowati, 'Asynchronous Online Learning: Top-down and Bottom-up Processes for Listening Practices', *Language Circle: Journal of Language and Literature*, 16.2 (2022), pp. 413–25.

<sup>21</sup> Tifani Diah Nisa and Olyvia Revalita Candraloka, 'The Effectiveness of the Combination of Podcast and Two Stay Two Stray in Teaching Listening', 5.2 (2024), pp. 287–97.

<sup>22</sup> Yingchen Wang and Tiffany Chiu, 'Practical Assessment , Research , and Evaluation A Mixed-Methods Approach for Assessing Student Learning Gains in English Listening Comprehension A Mixed-Methods Approach for Assessing Student Learning Gains in English', 27 (2022).

effective in improving listening comprehension. However, a single strategy is often insufficient to address diverse challenges, so a combination of strategies began to be used to provide more optimal results. Although studies on strategy combinations in listening learning have been conducted, most studies only focus on the results of the strategies in general without considering students' perceptions. It is very important as it can affect students motivation, comfort and success rate in utilizing the strategies as well as to find out the challenges faced, and how these strategies fit their needs. Students with higher listening skills may have different experiences compared to students who have more difficulty in understanding listening material. This phenomenon suggests that there are differences in students' perceptions and reactions to these two strategies, both in terms of the difficulty of the material, emotional engagement, and how effective the strategies are to help them overcome challenges in listening learning.

This study aims to determine students' perceptions of the combination of songs and digital storytelling in improving listening skills. Specifically, in this case the researcher will conduct research on English language education students at UIN Sayyid Ali Rahmatullah where listening is an essential part of the curriculum and aligns with the focus of the study. Sixth-semester students were selected because they had already taken listening courses and had sufficient academic experience to provide relevant opinions on the use of songs and digital storytelling in listening instruction. The combination of various

differences in student backgrounds is expected to provide more diverse research results.

## **B. Formulation of Research Question**

Based on the research context and background of the problem that the researcher has described in the previous point, the formulation of the problem in this research is

1. What are students perception on the use of a combination of songs and digital storytelling to improve their listening skills of the sixth semester at UIN Sayyid Ali Rahmatullah Tulungagung ?
2. What are the benefits of using combination of songs and digital storytelling as a strategy to improve their listening skills of the sixth semester at UIN Sayyid Ali Rahmatullah Tulungagung ?

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

Based on the formulation of the problem above, the objective of this study including :

1. To know students perception on the use of a combination of songs and digital storytelling to improve their listening skills of the sixth semester at UIN Sayyid Ali Rahmatullah Tulungagung.

2. To find out the benefits of the combination of songs and digital storytelling as a strategy to improve their listening skills of the sixth semester at UIN Sayyid Ali Rahmatullah Tulungagung.

#### **D. Significance of the study**

The researchers hope that the results of this study can contribute to:

1. English Lecturer

The researcher hopes that this research can help lecturers to provide new knowledge in developing more innovative teaching methods, especially in terms of listening skills. By combining the use of songs and digital storytelling, lecturers can create a more engaging and effective curriculum, which can increase student engagement in the learning process.

2. For Student

This study provides direct benefits to students by improving their understanding of listening skills through innovative methods. By using innovative methods that improve students' understanding of listening skills, this study provides direct benefits to students. It has been proven that using a combination of songs and digital stories can motivate students and increase their engagement in the learning process, resulting in an overall improvement in their language skills.

3. For further researcher

This study can serve as a basis for further research in the field of language education and teaching approaches. Other researchers can use these results to explore more deeply the use of creative media in language

learning and to develop broader research on how different learning approaches affect other language skills. Thus, this study will add to the literature in this field.

#### **E. Scope and limitation of the study**

The scope of this study is, this study just examining the perceptions of sixth-semester students in the English Education Program at UIN Sayyid Ali Rahmatullah Tulungagung regarding the use of a combination of songs and digital storytelling methods to improve their listening skills with a total of 172 student respondents.

The limitations of this study lie in the sample, which consists of sixth-semester English Education students at UIN Sayyid Ali Rahmatullah Tulungagung, meaning the research findings cannot be generalized to a broader population. Additionally, this study focuses on perceptions and does not directly measure listening skills through pre-tests and post-tests. This limits the ability to assess the real impact of the method on improving listening skills.

#### **F. Definition and key terms**

The following is a confirmation of the terms in this scientific research, including:

##### **1. Song**

A song is a combination of melody and lyrics that form a musical piece that can be sung and listened to. Songs can be used for a variety of

purposes, including entertainment, self-expression, education, or even as a communication tool.

## 2. Digital storytelling

Digital storytelling is a way of telling stories that uses digital technology to convey the story. This can include the use of sound, text, images and video to create an engaging story.

## 3. Combination of song and digital storytelling

The blending or combining of two or more components to create something new or to achieve a specific goal. To improve students' listening skills in this study, the combination refers to the integration of various learning methods, such as songs and digital stories. By combining various approaches, it is hoped that a more comprehensive learning method will be created that can meet the diverse needs of students.

## 4. Listening skills

Listening skills are the ability to receive, understand and analyze information conveyed orally. It also includes the ability to capture the meaning of what is heard.