

CHAPTER 1

INTRODUCTION

1.1 Background of The Research

In the digital era, educational methodologies are rapidly evolving to leverage technology's potential in enhancing the learning outcomes. One innovative approach that has gained traction is digital storytelling. Digital storytelling combines traditional storytelling with multimedia elements to create engaging and interactive approaches (Barber, 2016; Tan et al., 2013; Tiba et al., 2015). By integrating digital tools in classrooms, teachers hope that students will show greater involvement in their learning and develop stronger critical listening abilities (Basyoni et al., 2022).

Digital storytelling, in particular, is expected to provide a dynamic and immersive learning experience that captivates students' attention and fosters deeper analytical thinking. Currently, the incorporation of digital storytelling in education is gaining momentum, yet its impact on critical listening still needs to be comprehensively understood. Traditional storytelling has long been acknowledged for its ability to develop listening and comprehension skills. However, the infusion of digital elements introduces a new dimension that requires students to navigate and interpret complex audiovisual information critically.

The principles of digital storytelling theory are in line with the research to be conducted, as it allows students to actively engage in the narrative process, thus improving their critical listening competence through multisensory engagement. By utilizing interactive platforms such as digital storytelling, students can immerse

themselves in the learning experience. The existing empirical review of the literature regarding digital storytelling and its effect on critical listening competence indicates a significant research gap that this study seeks to address. While several studies have recognized the role of digital storytelling in improving general listening skills (Akdamar, 2021; Avci & Hol, 2023; Pasaribu et al., 2023; Nurul et al., 2023; Tabieh et al., 2021), they do not address important aspects of critical listening, which involves deeper analytical processing and interpretation of information. Furthermore, while various studies have shown the positive impact of digital storytelling in increasing student engagement and creativity (Khamcharoen et al., 2022; Tamimi, 2024), few studies have specifically focused on its impact on critical listening competencies. Moreover, previous studies have mostly focused on the overall benefits of digital storytelling in educational settings without investigating students' responses and experiences regarding its implementation (Yunita, 2022; Zamruddyn, 2020). Moreover, while the study conducted by Basyoni et al. (2022) suggests a targeted investigation into the specific effects of digital storytelling on critical listening skills, it does not suggest further empirical studies that not only assess the effectiveness of this pedagogical approach, but also capture students' responses to its implementation.

Studies that have been conducted often focus on literacy and engagement in general without investigating in depth the specific impact on critical listening competencies. While there is substantial evidence supporting the benefits of digital storytelling in education, there is still a significant gap regarding its impact on critical listening competence. Most existing research emphasizes increasing engagement and literacy in general, with limited focus on how students critically

process and respond to digital narratives. This gap underscores the need for targeted research to evaluate whether digital storytelling can effectively improve critical listening skills and how students perceive and react to this educational tool. By addressing this gap, this study aims to provide valuable insights into the potential of digital storytelling as a transformative tool for improving critical listening competence in language education and how students respond to its implementation.

This research focuses on exploring the effect of digital storytelling on students' Critical listening competency and their responses to its implementation. It aims to determine whether digital storytelling enhances critical listening more effectively than traditional methods and to understand students' attitudes and responses towards this innovative approach. By addressing these aspects, the research seeks to provide a comprehensive evaluation of digital storytelling as a pedagogical tool. In conclusion, exploring the effect of digital storytelling on students' critical listening and their responses is crucial for understanding its potential as an educational innovation. This research aims to fill the existing research gap by providing empirical evidence on how digital storytelling can be harnessed to foster Critical listening competency, ultimately contributing to more effective and engaging learning experiences.

1.2 Identification of Problem

Based on pre-observations conducted by researchers at SMA Negeri 1 Kuta Utara, students face some significant challenges in developing their language skills, especially in terms of vocabulary, pronunciation, fluency, and listening. A significant number of students struggle with limited vocabulary, which hinders their

ability to fully engage and understand the material. It also limits their academic progress and communication skills especially listening skills. While there has been considerable focus on improving speaking skills through various means employed by teachers, the aspect of listening skills, especially critical listening, has not received the same attention.

The need to improve verbal communication skills is crucial, as effective communication includes both speaking and listening. Many students exhibit low pronunciation accuracy, which not only affects their confidence, but also reduces the clarity of their verbal communication. This leads to misunderstandings and makes it difficult for them to articulate their thoughts and ideas effectively. Listening skills are fundamental to understanding and responding appropriately in conversations, so they are crucial for academic success and effective interpersonal interactions.

Low proficiency in listening skills, especially critical listening, significantly affects students' language development and communication abilities. Listening is the foundation for language acquisition, and difficulties in this area lead to a loss of vocabulary, pronunciation, and contextual cues essential for effective communication. These gaps hinder comprehension and analysis of spoken content, making it difficult for students to understand key ideas and engage in discussions, which ultimately impacts their academic performance. In addition, poor listening skills can erode confidence, causing students to hesitate in participating. The interconnectedness of language skills means that weaknesses in listening can also impair speaking and writing. In an academic setting, critical listening is essential for keeping up with learning and understanding instructions given; therefore,

students who have poor listening skills will have difficulty keeping up, resulting in lower grades and reduced motivation. Addressing these listening challenges is crucial to promoting a more comprehensive approach to language education, so that students can communicate confidently and competently in a variety of contexts.

Several studies have explored the effect of digital storytelling on students' listening skills, this research combines how to develop students' listening and critical thinking skills into critical listening and their responses using a digital storytelling approach. Digital storytelling is considered an approach that can involve students in significant learning experiences (Avci & Hol, 2023; Barber, 2016; Chaisriya et al., 2023; Hill & Grinnell, 2014; Tabieh et al., 2021; Tan et al., 2013; Tiba et al., 2015).

1.3 Limitation of Research

Current research on the application of digital storytelling mostly focuses on listening skills and listening comprehension in the classroom. Hava, (2019), has emphasized digital storytelling's impact on engagement and motivation but indicate the need for further investigation into its impact on higher-order skills such as critical listening. Further research is needed to explore the effects of digital storytelling on students' critical listening competency and their responses to its implementation.

Educational theories such as theories about digital storytelling, theories about listening skills, theories about listening skill, theories about critical listening, and theories about digital storytelling for teaching critical listening show that the implementation of digital storytelling has an impact on students' critical listening.

Digital storytelling has a fundamental role in the development of students' Critical listening competency. this method acts as an existing setting, collaborative learning, critical thinking, and active listening for students. This approach follows the stages of critical listening, giving students practical experience that enhances their analytical abilities (Barrett, 2006).

In applying the digital storytelling method in the classroom, this study faced several limitations related to the selection of videos and digital media. Video content was limited to narrative themes and environmental issues, particularly those aligned with Indonesian environmental awareness and containing moral values that could be critically analyzed. Topics deemed too abstract or irrelevant to the school curriculum were excluded to avoid comprehension barriers. Additionally, all videos used were limited to a maximum duration of five minutes. Longer videos were avoided as they could distract students and exceed the allocated lesson time.

To strengthen students' critical listening competence, all videos are presented without subtitles or translated text, allowing students to focus entirely on auditory input and develop critical listening skills without relying on text-based cues. Audio and visual clarity are key requirements; only high-quality videos are selected to ensure that all students can receive information clearly. Additionally, all media content is sourced from trusted and educational platforms such as YouTube and other reliable, copyright-free sources. Finally, due to limited technological infrastructure in schools, all media must be compatible with standard equipment such as laptops, speakers, power supply availability, and projectors. Interactive

content requiring advanced applications, such as AR or VR, is not used in this study due to hardware limitations.

1.4 Research Questions

1. Is there any significant effect on the student's critical listening competency through the implementation of digital storytelling?
2. What are students' responses on the use of digital storytelling as a method of learning?

1.5 Research Objectives

1. To examine the significant effect of the application of digital storytelling on students' critical listening competence.
2. To investigate the students' responses on the use of digital storytelling as a learning method.

1.6 Significance of The Research

1.6.1 Theoretical Significance

The expected outcome of this research is to provide insight into the impact of digital storytelling on students' critical listening competence, especially in the context of English language learning. This involves incorporating the principles of digital storytelling into English language learning and critical listening theories from experts. By integrating digital storytelling techniques and focusing on critical listening competencies, this research aims to meet diverse learning needs and contribute to the improvement of English language education.

1.6.2 Practical Significance

1.6.2.1 Teachers

The digital storytelling as a method of learning developed in this research will be a useful resource that can be use by the teachers in the learning classroom to meet the needs of students especially in developing critical listening competency. In addition, the insights gained from teachers regarding the opportunities, barriers and challenges faced in implementing digital storytelling will form the basis for development, training and support for other teachers.

1.6.2.2 Students

For students, the results of this research are expected to be used as a new way for students to develop English listening competence. Furthermore, it is hoped that students will be more interested and feel challenged in developing their critical listening competencies because of the digital storytelling method implemented in teaching students in the classroom.

1.6.2.3 Other Researcher

The methodology and results of this research can serve as a guide for other researchers who may want to explore more deeply on the effects of digital storytelling to improve students' skills in English language learning. The findings will contribute new knowledge on the use of digital storytelling in learning. In addition, students' responses regarding the implementation of digital storytelling on

their critical listening competency will provide a model that can be an input for further research on this topic.

