

**THE USE OF DIGITAL STORYTELLING IN LEARNING LISTENING
BASED ON STUDENTS' COMPREHENSION IN EFL CLASS**

Nurul Aini¹

Florida_aini@iainkediri.ac.id

Jordan Alan²

jordandoang2021@gmail.com

Ninda Ma'uunatul³

mmnindha@gmail.com

Abstract:

The motivation behind this study was to decide the reaction of EFL students to the use of Digital Storytelling in learning Listening based on understanding. The researcher collected the sample for this study administered 30 participants from six-semester EFL students of English Department. This research is included in the quantitative approach and the research design used is quantitative survey research. The research instrument is a questionnaire. Judging from the survey results, the responses of EFL students to the use of Digital Storytelling in Listening Skills learning were positive and the final results of the questionnaire which consisted of 10 total items showed a pleasant classification. The findings of this study shows that 30% strongly agree to the statement "Moving pictures in digital storytelling help you understand the story being told". Meanwhile, there were 0% participant chose strongly disagree. This study intends to examine EFL students' responses to the use of Digital Storytelling in learning Listening skills. As well as to investigate how EFL students feel about using Digital Storytelling. The data shows that Digital Storytelling is an effective language-learning media.

Keywords: Digital Storytelling, EFL, Learning, Listening Skills.

¹ State Islamic Institute of Kediri

² State Islamic Institute of Kediri

³ State Islamic Institute of Kediri

Introduction

In this modern era, teachers must be able to create digital learning media as well. One of them is learning listening using digital storytelling. According to Cigerci (2017 as cited in Langgeng Budianto, 2022), listening is the ability possessed by humans to be used to listen or understand what the speaker is talking about using his ears. Listening is an important skill in everyday life as well as in educational life. It is stated by (Richo Hermawan Budianto, 2022) In education, listening has the most important role in daily communication, learning will not succeed if there is no input. Although listening, it can be seen that listening is important for communication, especially for students of the English Education study program. (Hardiah, 2019) defines that "listening as an activity that focuses on understanding the meaning of what is being heard. Listening skills in learning English require students to be able to identify accents, know how to pronounce vocabulary, grammar rules, and understand vocabulary meaning". The listening process has four stages, namely listening, understanding, remembering, evaluating and responding. Knowing the complexity of the process in listening skills, students are expected to be able to explore listening skills to the fullest.

In this era, students are not only can take the source to make materials in learning only from textbook, but they also can find it from internet to balance the modernization in education. For the example, teacher can teach listening in the class using digital storytelling, etc. (Kervin, 2017) stated that digital storytelling is an alternative medium for teaching listening skills. Digital storytelling is defined as a collection of stories by writers who work with electronic media by adding several techniques related to sound, images, colors, animated images, and musical effects. These stories depend on events, narrative and storytelling, characters and plots, and climaxes, as well as setting and morals. All of the above elements make language acquisition an entertaining and educational experience. In traditional storytelling, the storyteller controls all elements of the story, such as narration, movement, sound effects, etc, and can vary in terms of story length and originality based on the storyteller's memory. In comparison, Digital Storytelling can be animation, moving

images, graphics, etc., which incorporate soundtracks, audio, and images. Considering of the statement above, digital storytelling can be alternative way to teach listening skill and to know the ability of students' listening comprehension.

According to O'Malley, Chamot, & Kupper (1989) in Gilakjani & Ahmadi (2011) it stated that "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement". Generally, there are some problems that affect learners' listening comprehension. The problems that students face are the difficulties in vocabulary mastery, the limited time to learn English, and students' motivation (Nisa, Izzah, & Hadi, 2022). (Anderson J, 2018) about digital storytelling has contributed to teaching listening about how multimodal exposure using digital storytelling can enhance listening skills within the learning framework of stimulation discovery, questioning, elaboration, association, and communication. Based on previous studies conducted, it can be concluded that the use of digital media is an effective way to engage students with teaching materials and help them learn languages. In this study, the authors suggest a digital media called digital storytelling (DST) when learning listening comprehension. The importance of teaching listening using DST in this study stems from preliminary research which found that students' lack of listening skills was caused by a lack of media used by teachers in teaching listening in class.

The purpose of this study was to determine the effect of using digital storytelling strategies on students' listening comprehension at the Department of English Language Education of IAIN KEDIRI. Specifically, this research was conducted to investigate the following statement: EFL students reaction to using Digital Storytelling for Listening Ability. The research focuses on the use of digital storytelling in learning listening based on students' listening comprehension.

Literature Review

Listening

Listening is a significant and fundamental interaction whose effect can't be disregarded; This expertise is a vital expertise of all language abilities since, supposing that the student can't listen well, he can't secure any part of the language. The analyst talks about in this study the undertakings connected with listening sub-abilities, approach, nature of the listening system, stages and areas of listening appreciation.

Views on Listening

Byrne (1986) as referred to in Andrade and Ixamara (2016) believes paying attention to be a functioning cycle. He added that when one pays attention to one's local language, seeing frequently appears to be simple in light of the fact that the experience of communicated in language is so fantastic. He referenced that while returning to when one was conceived, He was presented to a few distinct dialects and speakers, and different points.

First and foremost in light of that experience, audience members can rapidly distinguish messages, phonological and syntactic examples, and lexical things. Second, language experience prompts familiarity with every one of the elements that assist with figuring out what could occur straightaway. Third, there is a context oriented guidance to assist educators with tuning in for understanding to be familiar with members, settings, subjects, and objectives. Not all listening circumstances are agreeable, particularly when one can't see the speaker particularly looks, for instance, for example, on the telephone it takes more than focus to grasp the point. He added that the time span tuning in without taking part can prompt memory issues. To stay away from this issue, he proposes two methods for answering; first, communicate where the audience partakes as a speaker in a discussion or conversation. Second, respond that the audience does or expresses something because of what he hears. Yıldırım and Yıldırım (2016) express that listening is a significant component of the uncouth language execution of grown-up second language students, whether they impart at school, at work, or in the public eye. Through the day to day course, listening is involved two times as much as endlessly talking as well as perusing and composing.

Thompson and Rubin (1996) as referred to in Andrade and Ixamara (2016) characterize the listening system as a functioning cycle where audience members select and decipher data got from hear-able and viewable signals to figure out what's going on and what the speaker needs to communicate. Listening appreciation is viewed as a functioning cycle in which people center around chosen parts of aural information, build significance from sections, and relate what they hear to existing information. (O'Malley et al., 1989 as referred to in Cai, 2018). Likewise, Tooth (2008) as cited in Tubail (2015) states that Listening is a Cinderella expertise in mastering a subsequent language. This got comfortable again during the 1980s when Krashen (1982) as referred to in Tubail (2015), the idea of comprehensible information became famous which requires exchange of importance and which contains semantic highlights somewhat past the ongoing degree of student ability.

As accentuated by Rost (1994) as cited in Walker (2014), the four language abilities; talking, tuning in, perusing, and composing. Listening is generally significant for language learning in the beginning phases. Broad listening practice prior to talking or perusing can set up an understudy to secure a second language with more prominent proficiency than if the individual is shown every one of the abilities at the same time. Listening is a language expertise that is most frequently utilized in day to day existence. Overall, listen two times however much they say, four additional periods than understudies read, and five additional periods than we compose. Listening is an exceptionally integrative expertise. Listening is viewed as progressively significant in unknown dialect classes.

At the point when one considers learning a language, one needs to think about four fundamental abilities: tuning in, talking, perusing, and composing. The main hearing is recorded not just on the grounds that it initially shows up in normal language procurement, but since it is utilized the most. Obaid (2018) shows that listening perception is an exceptionally dynamic expertise. A long way from being a demonstration of gathering, it includes developing a message from phonic material.

To finish up, listening abilities ought to be examined under two related headings. To start with, sound handling where audience members can perceive

verbally expressed words, and sentences perceive the significance of language-related highlights like inflection, pitch, and tone. Second, importance handling where audience members can sort out the discourse heard into significant parts to distinguish language information, comprehend what the speaker will say, store data in memory, and ability to get it back later by organizing significance and subtleties.

Factors that affect Listening Process

Concerning the elements that influence the listening system, Hunsaker (1991), Jason et al., (2011) and Boyd, Frances (2005) as cited in ElHarbi (2016) list the parts of listening abilities as follows: 1) Separation between notes, 2) Perceives words, 3) Distinguishing focused, words and word groupings, 4) Recognizing capabilities, (for example, saying 'sorry' in discussion), 5) Connecting semantic prompts with paralinguistic signals (sound and stress) and non-phonetic signals (signs and items applicable to the circumstance to develop meaning, 6) Utilizing foundation information and setting to anticipate and afterward affirm meaning, 7) Retain significant words, points and thoughts, 8) Give suitable criticism to speakers, 9) Reword what the speaker said.

Rubin (1995) as cited in Aulia (2019) states that listening is a functioning course of choosing and deciphering data from hear-able and visual guidelines. The listening system originates from research on local language improvement; notwithstanding, as the significance of showing listening cognizance has expanded, so has the examination of second language listening understanding.

Digital Story Telling

According to the Digital Storytelling Association (2002), digital storytelling is a modern version of the traditional art of storytelling that uses digital media. Since the current form of storytelling uses digital media, the concepts of traditional storytelling and digital media must be clarified. Behmer (2005) describes storytelling is defined as the act of showing our or others' thoughts and experiences via words and actions in order to impart meaning. Behmer emphasizes the need for meaning transmission in storytelling. As many authors define media as a means of

storing or conveying information, the term digital is still a vague concept. The term means different things to different people. However, in this study, the term digital refers to electronic or mechanical devices (Rouse, 2005). In other words, digital media are electrical or mechanical devices that can store or transmit data and information. According to this definition, the Digital Storytelling Association is the sharing of knowledge via words and actions utilizing electronic or mechanical devices with the goal of communicating meaning. As the name implies, digital storytelling uses digital devices, software applications, and various types of media such as text, images, sound (narration), music, or video. In addition to the definition above, there are many other definitions of digital storytelling. Ohler (2008) describes digital storytelling as the use of personal technology to integrate various media into a coherent narrative. The Oxford Dictionary defines the term narrative as the representation of a particular situation or process in such a way that it reflects or corresponds to an overarching set of goals or values. The use of digital media to display information and communicate meaning is an essential component of digital storytelling. Choosing the correct digital material for use, accurately establishing it, and combining it with a systematic structure of information is therefore the gold standard for developing great digital storytelling.

Digital Story Telling in Education

Digital storytelling has been used for a variety of educational learning activities. For example, it can be used in the curriculum as a learning medium by the teacher or as a tool made by students. Some educators may opt to show and demonstrate the first as a manner of introducing new content to students. Digital storytelling in this research refers to the learning material that students use in class. Burmark (2004) found that integrating visual images with written text improves and accelerates students' comprehension. Digital storytelling is an excellent technological tool for collecting, creating, analyzing, and combining visual images with written text. Digital storytelling is a flexible and adaptable tool that can serve most purposes and can be used in almost any subject being taught (Signes, 2007). Its versatility stems from the fact that it can be manufactured in many ways from

the simplest to the most complex depending on the purpose of the manufacturing activity. Robin (2008) implies that in the world of education, digital storytelling is a medium for connecting and collaborating with teachers and students. This helps them harness the power of sound and imaging using technology relevant to the modern way of life. It can be used not only as a hook or anticipatory device to keep students' attention and increase their interest in exploring new ideas, but also to improve the flow of lessons within larger units, to facilitate discussion of the topics presented, and to make abstract or conceptual content easier to understand. He went on to say that digital storytelling helps students and instructors to develop not just their capacity to collaborate with others, but also their information-gathering and problem-solving abilities.

Method

Research Design

This study has been classified as a quantitative survey research study. Quantity or extent is the foundation of quantitative research. Something that can be counted or indicated is related to this. The systematic experimental analysis of phenomena visible using numbers such as statistics, percentages, etc. is from this research. Bhushan Mishra and Alok (2017) select topics, research methods, and data collection procedures to report the research question. Where Survey research designs are quantitative research in which researchers administer a survey to the entire population to clarify attitudes, opinions, behaviors, or characteristics of the population. To validate research questions or hypotheses, investigators use questionnaires or individual interviews for quantitative and numbered data.

Research Instrument

Research instruments are what you use to collect information to answer your research questions KokEng (2013). The research instrument is a research questionnaire. According to Wilkinson and Birmingham (2003), questionnaires are

often a cheap, efficient, and direct form of data collection, which is why many researchers prefer questionnaires. According to Brown, a questionnaire is any written instrument that gives respondents a series of questions or statements to be answered either by writing their answers or by answering among those provided. Respondents can choose answers from those provided. Moreover, according to Sandra Lee McKay, the two types of questions are open questions and closed questions. Sandra Lee McKay says closed questions are used for research because they allow for more even responses and are easy to answer, code and analyze. This type is very suitable for topics such as EFL students' opinions on YouTube videos to improve their speaking skills.

This research is based on the responses of 30 students from the sixth semester of EFL students in IAIN Kediri regarding the use of digital storytelling for Listening skills. The questionnaire was constructed utilizing a Likert Scale. Like the Likert scaling, the bipolar scaling technique decides if an assertion is gotten emphatically or adversely. In survey based research, a psychometric scale known as a Likert scale is generally utilized. Researchers use Likert scales for various characteristics of data and utilize stretch scales to code examinations. Each answer is relegated a number, such as Strongly Agree = SA, Agree = A, Neutral = N, Disagree = D, and Strongly Disagree = SD. A five-point Likert scale questionnaire was developed by researchers to collect research data. The purpose of the 10 survey questions are to find out how EFL students feel about using Digital Storytelling in learning Listening Skills.

Findings and Discussions

Findings

The survey was used to gather information for this review to determine “EFL students reaction to using Digital Storytelling for Listening Ability”. This segment talks about finding information checks; the information gleaned from the survey was investigated to address the exploratory address “How do EFL students

answer using Digital Storytelling for Listening Skills?”. The researcher discussed the results of the closed-ended questionnaire in which the students rated each statement on one of five points by checking the appropriate column: strongly agree, neutral, disagree and strongly disagree. To facilitate the understanding of the questions and statements of the participants, the questionnaires are also presented in Indonesian. The percentages of responses from participants, as well as there are shown below.

Item 1. Digital storytelling helps you listen to stories easily. There was 1 student who chose option Strongly Disagree (3,3%). There was 1 student who chose option Disagree (3,3%). There were 3 students who chose option Neutral (10%). There were 21 students who chose Agree (70%). There were 4 students who chose option Strongly Agree (13,3%). The calculation of analysis students' responses item 1 was 66,7% with the categorized Agree.

Item 2. You enjoy listening to stories through digital storytelling. There was 0 student who chose option Strongly Disagree (0%). There were 2 students who chose option Disagree (6,7%). There were 2 students who chose option Neutral (6,7%). There were 20 students who chose Agree (66,7%). There were 6 students who chose option Strongly Agree (20%). The calculation of analysis students' responses item 2 was 73,3% with the categorized Agree.

Item 3. Moving pictures in digital storytelling help you understand the story being told. There was 0 student who chose option Strongly Disagree (0%). There was 0 student who chose option Disagree (0%). There were 6 students who chose option Neutral (20%). There were 15 students who chose Agree (50%). There were 9 students who chose option Strongly Agree (30%). The calculation of analysis students' responses item 3 was 60% with the categorized Agree.

Item 4. Digital storytelling helps you guess the meaning of foreign words through moving pictures. There was 0 student who chose option Strongly Disagree (0%). There was 0 student who chose option Disagree (0%). There were 7 students who chose option Neutral (23,3%). There were 17 students who chose Agree

(56,7%). There were 6 students who chose option Strongly Agree (20%). The calculation of analysis students' responses item 4 was 53,4% with the categorized Agree.

Item 5. Digital storytelling increases the amount of new vocabulary you learn. There was 0 student who chose option Strongly Disagree (0%). There was 0 student who chose option Disagree (0%). There were 3 students who chose option Neutral (10%). There were 20 students who chose Agree (66,7%). There were 7 students who chose option Strongly Agree (23,3%). The calculation of analysis students' responses item 5 was 80% with the categorized Agree.

Item 6. Your pronunciation improves when you listen to vocabulary through digital storytelling. There was 0 student who chose option Strongly Disagree (0%). There was 0 student who chose option Disagree (0%). There were 8 students who chose option Neutral (26,7%). There were 18 students who chose Agree (60%). There were 4 students who chose option Strongly Agree (13,3%). The calculation of analysis students' responses item 6 was 46,6% with the categorized Neutral.

Item 7. You don't feel bored when the teacher uses digital storytelling when teaching in class. There was 0 student who chose option Strongly Disagree (0%). There was 0 student who chose option Disagree (0%). There were 7 students who chose option Neutral (23,3%). There were 14 students who chose Agree (46,7%). There were 9 students who chose option Strongly Agree (30%). The calculation of analysis students' responses item 7 was 53,4% with the categorized Agree.

Item 8. Digital storytelling helps you learn English listening skills. There was 0 student who chose option Strongly Disagree (0%). There was 0 student who chose option Disagree (0%). There were 3 students who chose option Neutral (10%). There were 22 students who chose Agree (73,3%). There were 5 students who chose option Strongly Agree (16,7%). The calculation of analysis students' responses item 8 was 80% with the categorized Agree.

Item 9. You feel more comfortable using digital storytelling to practice your listening skills. There was 0 student who chose option Strongly Disagree (0%).

There was 1 student who chose option Disagree (3,3%). There were 6 students who chose option Neutral (20%). There were 22 students who chose Agree (73,3%). There was 1 student who chose option Strongly Agree (3,3%). The calculation of analysis students' responses item 9 was 53,3% with the categorized Agree.

Item 10. You learn English listening skills faster and better by using digital storytelling. There was 0 student who chose option Strongly Disagree (0%). There were 2 students who chose option Disagree (6,7%). There were 5 students who chose option Neutral (16,7%). There were 23 students who chose Agree (76,7%). There were 0 students who chose option Strongly Agree (0%). The calculation of analysis students' responses item 10 was 53,3% with the categorized Agree.

Based on the results of the questionnaire above. EFL students' responses to the use of Digital Storytelling or increased Listening skills category Agree. In item number 3 with the statement "Moving pictures in digital storytelling help you understand the story being told" there (30%) chose the Strongly Agree option, while there (0%) students chose the Strongly Disagree option on the item. So, based on the response to the use of Digital Storytelling in Listening skills is positive. Based on the results of the questionnaire, the response of EFL students to the use of Digital Storytelling or Listening skills was positive and the final result of the questionnaire consisting of 10 total items indicated the Agree category. Based on this, the response of EFL students to the use of Digital Storytelling in learning Listening skills is positive. So, Digital Storytelling as a productive medium for learning to Listening in English.

Discussion

This study has similarities with previous study entitled The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension by (Hamdy, 2017) are both seeking data from students, both of them using a quantitative approach. For the difference in the previous study to determine the significant effect of the treatment on students' reading comprehension and listening, a t-test analysis was run on SPSS. It was used to analyze the

difference in the mean test scores of the two groups. The Independent Sample t-test determines the mean difference between tests of different groups, for example, analysis of the mean between the experimental group's post-test scores and the control group's post-test scores. It use two classroom that containing 60 students. Whereas in this study only looking for student data about listening skills using a questionnaire without using a t-test. It uses 30 students only.

And the similarities with the second previous study entitled Teachers' and Students' Perceptions of Storytelling as a Language Teaching and Learning Resource by (Connie, 2017) are both use the perceptions of students about the use of storytelling in learning listening skills. This positive perception of storytelling as a source of language teaching is supported by student interview responses. In their interviews, almost all of the students interviewed commented that they enjoyed listening. Apart from being fun, most of the participating students referred to other socio-emotional benefits such as interest values, moral values, and self-confidence. For the difference in the previous study regarding teachers' perceptions of teaching and learning can influence their learning practices, and also students' perceptions of teaching and learning can influence their motivation and achievement. However, research on the relationship between teacher perceptions and practice, or between perceptions and student achievement is not always conclusive. This study investigated the perceptions of 34 teachers from four elementary schools and 116 students from four elementary schools about storytelling as a source of language teaching and learning. Teacher questionnaires and student questionnaires were administered to teachers and student participants respectively. While this study uses the perceptions of 30 university students in semester 6 grade.

Conclusion and Suggestions

Conclusion

Literature and research on storytelling has many recommendations regarding its impact on language entertainment. This study aims to investigate the

perceptions of EFL students regarding the use of digital stories in learning listening skills based on the comprehension. The researcher collected the sample for this study administered 30 participants from six-semester EFL students at the English Department in IAIN Kediri. This research design used is quantitative survey research. The research instrument is a questionnaire. The final results of the questionnaire which consisted of 10 total items showed a pleasant classification. The findings of this study shows that 30% strongly agree to the statement "Moving pictures in digital storytelling help you understand the story being told". Meanwhile, there were 0% participant chose strongly disagree. Conclusions can be written as follows, based on the results and previous discussion there is a positive response from students because the movement in the audio visual makes them understand what is being told in the story. So that students more easily guess the meaning of the word from each sentence issued. They will learn English accent, pronunciation and vocabulary faster just by watching and listening to digital stories because there are many videos on the YouTube platform or app for them to watch. They will gradually get used to speaking English when communicating only by listening. Students believe that learning English through stories in videos can assess their English learning abilities.

Based on the results of this review, students are interested in learning Listening English using Digital Storytelling. As a result, they believe that they can follow the learning process effectively and the learning system is easy to understand. It is hoped that the findings from this study that they can improve the process of learning English to be fun and not monotonous.

Suggestions

After the authors conducted the research and analyzed the data. The authors provide suggestions to teachers, students, and future researchers.

1. For teachers

The results of this study are expected to be feedback for a teacher in increasing listening skills as a teacher understands the weaknesses in

teaching methods. This research helps teachers to solve problems in learning methods. The use of digital storytelling media is expected to be a source of reference for teachers and a teacher solution to develop listening skills.

2. For students

The results of this study are expected to be used as a source of student motivation in the learning process. Through digital storytelling media, students can improve their interest in learning and can improve their English language skills, especially in developing listening skills.

3. Other researchers

The results of this study can be used as a reference for future researchers who want to conduct similar research.

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Attachment

No	Statements	Scales				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Digital storytelling helps you listen to stories easily.	4 (13,3%)	21 (70%)	3 (10%)	1 (3,3%)	1 (3,3%)
2.	You enjoy listening to stories through digital storytelling.	6 (20%)	20 (66,7%)	2 (6,7%)	2 (6,7%)	0 (0%)
3.	Moving pictures in digital storytelling help you understand the story being told.	9 (30%)	15 (50%)	6 (20%)	0 (0%)	0 (0%)
4.	Digital storytelling helps you guess the meaning of foreign words through moving pictures.	6 (20%)	17 (56,7%)	7 (23,3%)	0 (0%)	0 (0%)
5.	Digital storytelling increases the amount of new vocabulary you learn.	7 (23,3%)	20 (66,7%)	3 (10%)	0 (0%)	0 (0%)
6.	Your pronunciation improves when you listen to vocabulary through digital storytelling.	4 (13,3%)	18 (60%)	8 (26,7%)	0 (0%)	0 (0%)

7.	You don't feel bored when the teacher uses digital storytelling when teaching in class.	9 (30%)	14 (46,7%)	7 (23,3%)	0 (0%)	0 (0%)
8.	Digital storytelling helps you learn English listening skills.	5 (16,7%)	22 (73,3%)	3 (10%)	0 (0%)	0 (0%)
9.	You feel more comfortable using digital storytelling to practice your listening skills.	1 (3,3%)	22 (73,3%)	6 (20%)	1 (3,3%)	0 (0%)
10.	You learn English listening skills faster and better by using digital storytelling.	0 (0%)	23 (76,7%)	5 (16,7%)	2 (6,7%)	0 (0%)