



IMPROVING TENTH GRADE STUDENTS' LISTENING USING STORYTELLING TO IMPROVE THE STUDENTS' LISTENING COMPREHENSION IN ONLINE CLASS OF SMK PGRI 3 KEDIRI

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ABSTRACT

Listening is a vital skill involving the reception and understanding of auditory information through verbal and non-verbal cues. Effective listening requires processing information, identifying key points, and responding appropriately. It is crucial for communication, relationships, and success in various fields. In the context of language learning, issues often arise from limited vocabulary and traditional teaching methods. Innovations like Storytelling can significantly improve listening skills. A study in a tenth-grade class demonstrated that Storytelling had a significant positive impact on listening comprehension, with students becoming more engaged and active in understanding the content.

KEYWORDS: *Listening, teaching listening, storytelling.*

INTRODUCTION

1.0 Research Background

The primary goal of teaching English in Senior High School is to enhance students' communicative competence, which involves using English effectively for communication. To achieve this, students must master four key language skills: listening, speaking, reading, and writing. Among these, listening is often considered the most challenging. Effective listening is essential for understanding and interpreting spoken information, and it is crucial for successful communication.

The use of storytelling as a teaching method is highlighted in this research. Storytelling can engage students effectively in listening activities, sparking enthusiasm and stimulating their imagination. It offers a unique way to comprehend and respond to spoken language, making the lesson more engaging. Storytelling not only enhances listening skills but also helps students grasp grammar, vocabulary, and key points of a narrative.

The research focuses on improving students' listening comprehension through storytelling, considering the importance of listening in comprehending spoken language. Selective listening, a practice where students draw conclusions about the main ideas, is emphasized. The study aims to

enhance tenth-grade students' listening skills using storytelling in an online class at SMK PGRI 3 Kediri.

1.1 Identification of the Problem

In relation to background of the problem, the following problems can be identified: The students get difficulties in study listening because lack of vocabulary, lack of confidence and lack of ideas, and lack of media use. In learning process, the teachers only apply the same technique for learning listening and the student get bored which result in students are having trouble finding detailed information, main ideas, topics, backgrounds and vocab that are less extensive.

1.2 Limitation of the Problem

In line with the identification of the problems, the focus of the research was on the teaching listening using storytelling as media. The decision was taken by considering the importance of storytelling that was useful to increase students' listening comprehension. The writer assumed that there should be some suitable media in teaching listening which could motivate the students to learning listening. Person, and Place at the tenth grade of SMK PGRI 3 Kediri, Jawa Timur in the academic year of 2020/2021.

1.3 Formulation of the Problem

Based on the background of this research, the researcher formulated the questions as follow:

- How are students' ability of listening comprehension before being taught using storytelling ?
- How are students' ability of listening comprehension after being taught using storytelling?

1.4 Purpose of the Research

Based on the research statement, this particular study aimed at finding out:

- To find out the students' listening comprehension before being taught using storytelling
- To find out students' listening comprehension after being taught using storytelling

1.5 Research Significance

In order to clarify the key terms used in this study, some definitions are put forward.

- **The Students in SMK PGRI 3 KEDIRI**
The researcher expects that by conducting this research, the students can be more active and motivated to improve their listening comprehension. Additionally, through the implementation of storytelling as a media will give a meaningful and useful contribution to the students for their listening comprehension. Therefore, they will be interested in and have a motivation in the learning English.
- **English Teacher in SMK PGRI 3 KEDIRI**
For the English teacher, this research provides the information of the implementation of digital storytelling as a media to improve the listening comprehension of students of SMK PGRI 3 KEDIRI. Moreover, the English teacher can also obtain the information about how to improve students' listening comprehension by implementing storytelling as a media in listening class. Lastly, this research also provides the information about what the students have achieved through the teaching listening by implementing storytelling as a

media.

- Further Researchers

This research gives the contribution, inspiration, and references for the other researchers who are conducting similar research which deals with the same media, and with the same of different research design to improve the quality of teaching listening comprehension through the implementation of storytelling as a media.

1.6 Definition of Key Terms

This research the researcher defines the important terms in this research to clarify the key terms. They are storytelling, improve, listening.

- Storytelling

According to Hamilton and Weiss (2005), storytelling is the oldest form in education. It is also the art of telling story to the audience in order to build social connection between speakers and listeners. In addition, stories can engage people's thinking, emotions, and even stimulate people mental imagery (Green, 2004).

In this research, storytelling is defined as a useful media for teaching listening in which the students are told a certain story to improve their listening skill. The type of the story is personal experience from narrative text. The students should listen to the story carefully and retell the story to the other students in a good chronological order so that the audience can get the idea easily.

- Improving

According to Oxford Dictionary, the meaning of the word improve is to become better than before; to make something/somebody better than before.

In this research, the meaning of improving itself refers to the students' listening skill. The researcher wants to examine the students' listening improvement by using storytelling as a media of SMK PGRI 3 Kediri.

- Listening

Peterson (2001) defines that listening is the ability to listen to sounds, recognize words, process the input, recall the schema and match the keywords to the semantic structure of the text. Listening requires the students to have wide knowledge about language and content knowledge.

In this research, listening is the skill the researcher wants to improve the most. Listening in this research is defined as the process to take the information in which the students already heard from the stories and be able to make meaning from the stories they heard.

REVIEW OF RELATED LITERATURE

2.1 Theoretical Listening

2.1.1 Definition of Listening

Listening is the active process of receiving, interpreting, and responding to auditory stimuli. It is a complex cognitive and social skill that involves the processing of sounds and speech, as well as the interpretation of meaning, and the integration of new information with prior knowledge. Listening is an essential aspect of effective communication and is crucial for successful interpersonal relationships, learning, and problem-solving.

Asemota (2015) defines that naturally listening is a fundamental skill which a person authentically acquires a language. The children hear words, see gestures and formulate vocabulary in a social

context from those around us. Thus they naturally start learning their first language by imitating what they hear from others' conversation. Based on the theory above, it can be concluded that listening is not only the process of understanding the sounds, but also the process of understanding its contexts such as the information or explanation.

2.1.2 Teaching Listening

Teaching listening is a way teaching one of the skills or way of transferring the materials to the students in listening. The simple term, teaching listening is an important way to find out the information and also helps the students to find the idea the speaker. So the learners can develop their perception according to themselves and adapt their study based on their needs.

2.2 Theoretical Storytelling

2.2.1 Definition of Storytelling

In education, storytelling is the process of constructing stories in the mind, it is one of the most fundamental ways of making meaning and thus pervades all aspects of learning, regardless of age (Hamilton & Weiss, 2005). By telling a story creates a more personal teacher-student connection. The teacher as the storyteller begins to see the students' reaction clearly and recreate the voice, gestures, facial expression, and body movements to enhance the telling and make the students understand the story better.

2.2.2 Benefits of Storytelling

Written by Vanessa and Lani Peterson, Psy.D., a psychologist, professional storyteller and executive coach.

Telling stories is one of the most powerful means that leaders have to influence, teach, and inspire. What makes storytelling so effective for learning? For starters, storytelling forges connections among people, and between people and ideas. Stories convey the culture, history, and values that unite people. When it comes to our countries, our communities, and our families, we understand intuitively that the stories we hold in common are an important part of the ties that bind.

This understanding also holds true in the business world, where an organization's stories, and the stories its leaders tell, help solidify relationships in a way that factual statements encapsulated in bullet points or numbers don't.

- Connecting learners

Good stories do more than create a sense of connection. They build familiarity and trust, and allow the listener to enter the story where they are, making them more open to learning. Good stories can contain multiple meanings so they're surprisingly economical in conveying complex ideas in graspable ways. And stories are more engaging than a dry recitation of data points or a discussion of abstract ideas. Take the example of a company meeting.

At Company A, the leader presents the financial results for the quarter. At Company B, the leader tells a rich story about what went into the "win" that put the quarter over the top. Company A employees come away from the meeting knowing that they made their numbers. Company B employees learned about an effective strategy in which sales, marketing, and product development came together to secure a major deal. Employees now have new knowledge, new thinking, to draw on. They've been influenced. They've learned.

- Something for everyone

Another storytelling aspect that makes it so effective is that it works for all types of

learners. Paul Smith, in “Leader as Storyteller: 10 Reasons It Makes a Better Business Connection”, wrote:

In any group, roughly 40 percent will be predominantly visual learners who learn best from videos, diagrams, or illustrations. Another 40 percent will be auditory, learning best through lectures and discussions. The remaining 20 percent are kinesthetic learners, who learn best by doing, experiencing, or feeling. Storytelling has aspects that work for all three types. Visual learners appreciate the mental pictures storytelling evokes. Auditory learners focus on the words and the storyteller’s voice. Kinesthetic learners remember the emotional connections and feelings from the story.

- Stories stick

Storytelling also helps with learning because stories are easy to remember. Organizational psychologist Peg Neuhauser found that learning which stems from a well-told story is remembered more accurately, and for far longer, than learning derived from facts and figures. Similarly, psychologist Jerome Bruner’s research suggest that facts are 20 times more likely to be remembered if they’re part of a story.

Kendall Haven, author of *Story Proof* and *Story Smart*, considers storytelling serious business for business. He has written:

Your goal in every communication is to influence your target audience (change their current attitudes, belief, knowledge, and behavior). Information alone rarely changes any of these. Research confirms that well-designed stories are the most effective vehicle for exerting influence.

Stories about professional mistakes and what leaders learned from them are another great avenue for learning. Because people identify so closely with stories, imagining how they would have acted in similar circumstances, they’re able to work through situations in a way that’s risk free. The extra benefit for leaders: with a simple personal story they’ve conveyed underlying values, offered insight into the evolution of their own experience and knowledge, presented themselves as more approachable, AND most likely inspired others to want to know more.

Connection. Engagement. Appealing to all sorts of learners. Risk-free learning. Inspiring motivation. Conveying learning that sticks. It’s no wonder that more and more organizations are embracing storytelling as an effective way for their leaders to influence, inspire, and teach.

2.2.3 Teaching Listening Using Storytelling

Listening is the receptive skill that helps the students to learn a language and also it is a key to all effective communication. Listening is the one which develops earliest and it is practiced most frequently.

- Before the students do the task the teacher gives to them, they have to listen to the instruction or the explanation first. In order to avoid misunderstanding between the students as the listeners and the teacher as the sender of the message, the students need to have the ability to listen effectively. Therefore, to introduce students to the listening activities, storytelling can be the effective way to improving the students’ listening skill. Storytelling can be an interesting media of teaching English in the classroom. The implementation of storytelling as a media by presenting the material gesture, characteristic of voices, body movements, facial expression, and probably visual media helps the students get a better understanding of the story.
- When the teacher tells stories about some events, some particular individuals or something that happens recently to the students, stories can engage the students’ thinking, emotions, and it can emerge vivid imagination. They can create a positive attitude toward the learning process due to the class members and teacher enjoyment of teaching and learning using storytelling.

Teaching English using storytelling can also motivate the students in the learning process. They tend to listen to any kinds of stories which can arouse their curiosity about what happens next and how the story ends. In so doing, the students can easily organize and remembering information they have heard and connect to the content together. Connelly and Clandinin (1994) reveal that humans' life is a story, then when we tell or retell a story, we make a better connection with others. However, by applying storytelling in the classroom activity can build community within a classroom and a school.

- The goals of teaching listening are when the student listens to the story and directly retells what she/he heard from the story, then she/he will get a better understanding of the listeners in the classroom. The students will easy to decide what style of language they want to use to express the story they already heard. They can recognize themselves through the story of their friends regardless the cultural background.

2.2.4 Rationale

Learning English is a complex process involving the mastery of four language skills: listening, speaking, reading, and writing. This study focuses on listening skills, considering it as the fundamental building block of language learning, as one cannot effectively speak, read, or write without first learning to listen. Unfortunately, listening often receives less attention, with the assumption that it naturally develops as learners acquire speaking skills.

In the teaching of listening, students commonly face difficulties in understanding the main idea, explicit and implicit meanings, pronoun references, and word meanings. These challenges can stem from various factors, including the teacher, crowded classrooms, and student disengagement.

Storytelling is proposed as an effective tool to enhance listening comprehension. The use of storytelling allows students to predict the story's content based on the title, identify explicit information during the first listening, clarify points of confusion in the second listening, identify pronoun references in the third listening, and ultimately retell the story using their own words. This approach improves listening comprehension in an engaging and pressure-free manner, fostering an interesting and motivating learning atmosphere.

In summary, this study underscores the significance of listening skills in language learning and suggests that storytelling can be a compelling and effective method for improving listening comprehension while maintaining an engaging and motivating learning environment.

2.2.5 Hypothesis

Based on the theories mentioned above, the hypothesis can be formulated storytelling.

- Hypothesis (Ha)
There is an Effectiveness to use storytelling to teach listening ability in SMK PGRI 3 Kediri.
- Hypothesis (Ho)
There is no Effectiveness to use storytelling to teach listening ability in SMK PGRI 3 Kediri.

RESEARCH METHOD

3.1 Identification of Research Variable

Variables are everything in the form of whatever is determined by researchers to be studied in order to obtain information about it, then conclusions are drawn. There are two variables in this research, those are independent and dependent variable the explanation are:

- **Independent Variable**

Independent variables are variable that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables. In hence, independent variables are influence another variable. In this part, independent variable is using Storytelling .

- **Dependent Variable**

Dependent variables are variable that depend on the independent variables they are outcomes or results of influence of the independent variables. Other names for dependent variables are criterion, outcome, and effect variables. So, dependent variable is influenced by independent variable. From that explanation, the dependent variable of this research is students' Listening.

3.2 Research Design

In this research, the writer used a quantitative design which was conducted with experimental research design. According to Sugiyono (2018, p.14) “Quantitative methods can be interpreted as research methods that are based on the philosophy of positivism, used to examine the population or certain sampel, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative / statistical in order to test hypotheses that have been set.”

So, the researcher used that technique in order to know the implementation of teaching listening using storytelling. The researcher also give treatment to the students by show the material using storytelling independent variable to dependent variable that is teaching listening. The researcher give the students pre-test and post-test to analyze.

3.3 Place and Time of Research

This research was conducted by the research at SMK PGRI 3 Kediri located in Mojoroto Gang 8 No.1 Kediri. SMK PGRI 3 Kediri has three grade of class, there are tenth grade, eleven grade and twelve grade. In this research, the researcher took the Tenth Grade of SMK PGRI 3 Kediri. This research is carried out for 2 (two) months started from Juli up to Agustus 2020.

3.4 Population and Sample of the Research

- **Population**

According to Sugiono (2010:117) Population is geographic generalization there are : object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion.

The target of population is tenth grade of SMK PGRI 3 Kediri. The total number of populations was 32 students.

- **Sample**

Sample is a part of population that is selected to participate in this research. Sample should be representative of the population because the result of the research will be generalized to the population.

The object is tenth grade students with total 32 students. The teacher gave pretest before the treatment, then the teacher gave the posttest as the last treatment for the students.

3.5 Research Instruments and Technique Collecting Data

3.5.1 Reseach Instruments

The researcher gave twice of test to the students. The first test was pretest where it was given

to the students before giving treatment by teaching listening using storytelling. It aims to find out whether students have understand the material before class begins. The second test is given to students after giving treatment by teaching listening using a storytelling. It aims to find out student understanding after being taught using a storytelling.

3.5.2 Technique Collecting Data

In this research, the researcher used a test for collecting the data, there are two kinds of test that used in this study, those are pre-test and post-test.

- Pre-test
Pre-test given for experimental class before the treatment begin. Pre-test is done before the treatment process to find out students' understanding about material before class begins. The researcher gave the test that contains 25 questions relating of material.
- Treatment
The researcher gave treatment to the students after finishing pre-test by using the treatment Storytelling to teaching listening. The students should focus on paying attention to the material on the digital storytelling because after the treatment, students will be given a post test.
- Post-test
Post-test is a measure of some of the attributes or characteristics assessed for participants after treatment. Researchers again give tests to students to determine the ability of students after being given treatment.

3.6 Technique of Analysis Data

The data obtained from research result students test that were analyzed quantitatively. Quantitative analysis was done using statistic which is called statistical analysis. The technique was used to find the significant difference on students listening ability before after use the storytelling. The data was collected from students score in pre-test and post-test. Technique of analyzing data used by the writer is t-test using SPSS. This technique is used to prove the hypothesis of the writer in previous chapter. From this process, the writer is able to know whether this research significant not by looking the result pre-test and post-test.

RESEARCH FINDING AND DISCUSSION

4.1 Description of Data Variable

In this research, there are two kind variables, they are dependent variable and independent variable. The meaning of independent variable is manipulated by the researcher. While, dependent variable is variable that is influence by another variable. In this research, storytelling is the independent variable, then for dependent variable is teaching listening at the tenth grade.

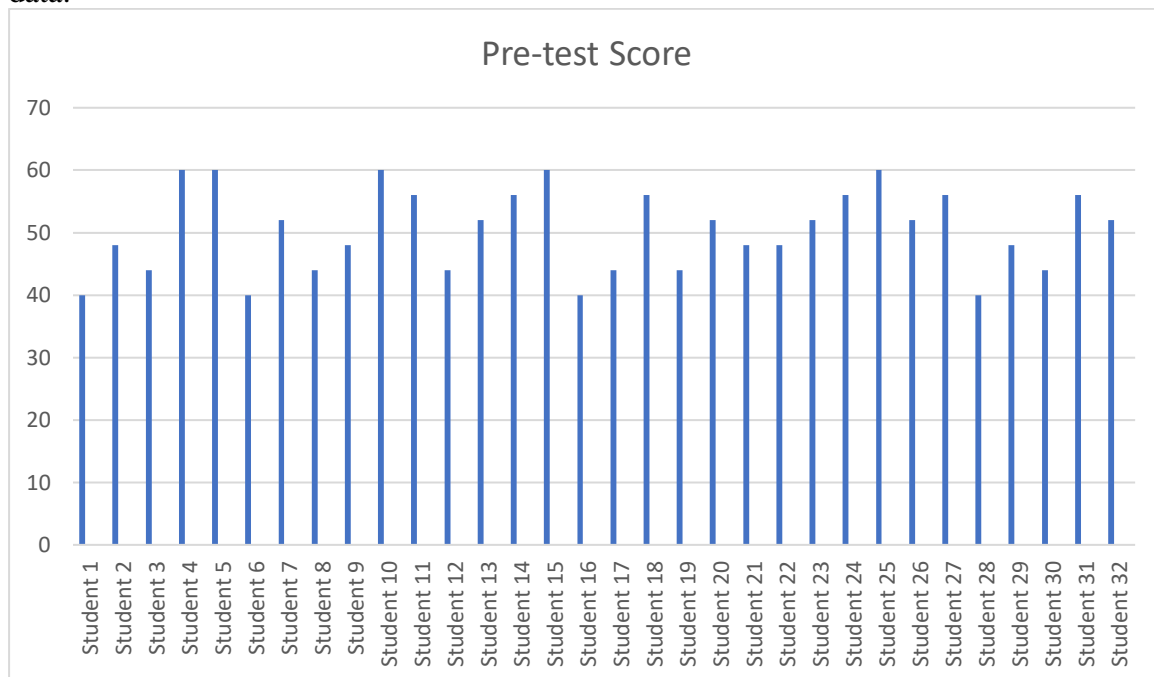
4.1.1 Students Listening Comprehension before Being Taught Using Storytelling.

Before the research was carried out, knowing the condition of English teaching learning process was required in SMK PGRI 3 Kediri. The research used Storytelling to improved students listening comprehension. The first step the researcher found the informations about the difficulties

of teaching listening comprehension in SMK PGRI 3 Kediri. The problems are from the teacher and students. The teacher did not have the appropriate strategy in teaching listening comprehension so the students did not know the way to understanding the text easily. Besides there is not interaction between the teacher and students during teaching learning process so the students are not brave to ask about the difficulties in understanding text. As like understanding the main idea, social function, word reference, implicit and explicit meaning.

Then, after the researcher knew the both problems from teaching learning process of listening comprehension. The researcher did pre-test. The purpose is to know the students listening comprehension before being taught by using storytelling. The total numbers of the sample were 32 students. Then the students criteria score minimum (KKM) of English subject is 75. Thus, when the student got score less than 75 the students did not pass the pre-test, but if the students got the score 75 or more than 75 the students pass the pre-test.

To know the students listening ability before given the treatment using storytelling. The researcher give pre-test in the first meeting. After the researcher did pre-test, the students collect the paper and then the researcher checked and calculated the result of students pre-test to get the data.



The table showed the students listening ability before the researcher gave the treatment by using storytelling in teaching listening. The highest score in is 60. Meanwhile the lowest score is 40.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		Sig.
	Statistic	df	Sig.	Statistic	df	
posttest	0,162	32	0,032	0,910	32	0,011
pretest	0,145	32	0,086	0,918	32	0,018
a. Lilliefors Significance Correction						

4.1.2 Teaching Listening Comprehension by Using Storytelling.

4.1.3 The Treatment Process

The treatment process is a process after the students worked their pre-test and after that the teacher got their score. The teacher gave treatment in meeting. The activities as follow :

- First Treatment

In the first treatment, the students felt surprised for the new teacher. The lesson was started by greeting and giving introduction which caused the students felt curious to know the next step of teaching learning process. After that, the learning process was started. The researcher used three steps in the learning process, those were pre activity, while activity, and post activity. In the pre activity, the researcher asked the students whether they ever used Storytelling in their class. Then the students answered that they never used it in their class because their teacher just asked them used dictionary to know the meaning.

After that in the while activity, the researcher gave a material about narrative text using storytelling, the researcher started the teaching learning process by explaining more about the topic that already shared before. The researcher also gave the stimulation about narrative text to the students by using video. The students looked interesting in the learning process with the video. The topic was “Pinocchio”. The researcher also asked the students to did the task. Most of students did their task very well.

Then in the post activity, the researcher asked the students to express their problem in learning narrative text. Most of the students were active and enthusiastic to comprehend the meaning of text after being taught storytelling. Storytelling could be a media in helping the students in their learning process in the class. Students were active, enthusiastic, and interest in teaching learning process.

Then, the researcher asked the students to check their work together in the class so that they would know their result of the task/practice. After the students and the researcher had checked the task/practice, some students asked the researcher to explain some questions, after the students understood. The researcher also told the students what they would learn for the next meeting and then the researcher ended the class.

- Second Treatment

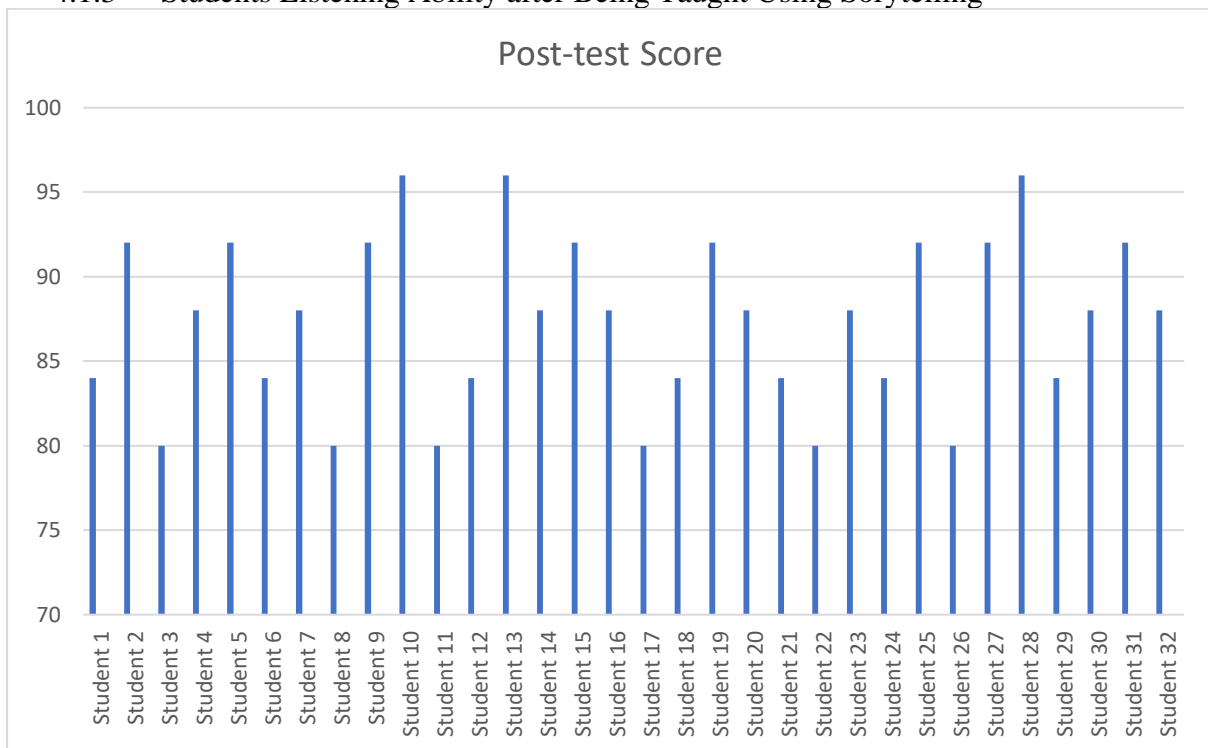
In the second treatments, the students were still taught by the researcher using storytelling. Just like the first treatment, in the pre activity the researcher started the teaching learning process by explaining more about the topic that already shared before. After that the researcher asked the students about the problems they faced when understanding the material.

In the while activity the researcher started the teaching learning process by explaining more about the topic that already shared. In that material, there was an example of narrative text. The topic in this meeting was “Beauty and the Beast”. The researcher asked the students to analyze the main ideas, topics, backgrounds and vocab.

At last, in the post activity, the researcher asked the students to express their problem in comprehend the text, after the students understood, the researcher ended the class. Then, the researcher gave the task. It was the same as the first treatment, the students asked the researcher to check their work together so that they would knew their result. After the students and the researcher had checked the task, some students asked the researcher to explain some question.

Paired Samples Correlations									
		N	Correlation	Sig.					
Pair 1	pretest & posttest	32	0,304	0,090					
Paired Samples Test									
		Paired Differences						df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t		
Pair 1	pretest - posttest	-37,000	7,039	1,244	-39,538	-34,462	-29,735	31	0,000

4.1.3 Students Listening Ability after Being Taught Using Storytelling



The table showed how the students listening ability after the researcher gave the treatment by using storytelling in teaching listening. The highest score is 96, meanwhile the lowest score is 80.

4.2 Data Analysis

After analyzing the result of data, the researcher got the data about students listening ability score that had been taught using storytelling before and after treatment. The table shows that the score of students listening ability after being taught using storytelling are higher more than before being taught using storytelling. It means the students listening comprehension was increased after being taught using storytelling.

4.3 Discussion

Based on the data above, the purpose of the research to find the answer of the questions research about the effect of storytelling to each aspects of listening skill and effect after using storytelling in listening ability at tenth grade of SMK PGRI 3 Kediri.

The research findings confirm that the use of storytelling has a significant positive impact on students' listening comprehension. This is supported by the results of the post-test, where students achieved scores ranging from 80 to 96, indicating a notable improvement.

Storytelling in teaching listening comprehension has several benefits. It encourages students to become more active in their learning, enhances their vocabulary retention through meaning-guessing, boosts their confidence in translation, and improves their ability to identify main ideas, supporting details, and explicit and implicit information in texts. Additionally, it fosters a more engaging learning experience by introducing students to various teaching models.

However, during the COVID-19 pandemic and online learning, some challenges arise. Many students lack a sense of responsibility, leading to poor participation in online classes due to factors like poor connectivity, illness, or a lack of necessary tools. Some students even use these reasons as excuses to avoid online learning. Additionally, the absence of camera use during online classes makes it challenging for teachers to assess whether students are genuinely engaged and following the lessons.

It's important to note that this research is limited in that it focused only on narrative text materials for tenth-grade students. Future research can explore different materials or apply the same approach to different student groups. Overall, the study demonstrates that storytelling effectively enhances teaching listening comprehension, providing an enjoyable learning experience for students.

CONCLUSION, IMPLICATION, AND SUGGESTION

5.1 Conclusion

After analyzing the data for pre-test and post-test, the researcher got some findings from this researcher which have been explained in the previous chapter. First, students have low listening skills before being taught using storytelling. This can be seen from the average pre-test scores, they received low pre-test scores. Students also have low ability in some aspects of listening. Second, after the researcher gave treatment to the class, the post-test scores increased. Then the result of analyzing the data also shows that storytelling made students more active and interested in listening. The students also think critically and easier in understanding text.

In other word, the researcher concludes that there is significant influence of using storytelling towards students' listening comprehension at the tenth grade of SMK PGRI 3 Kediri. Therefore, this research can be used for the reader to conduct the other research by using storytelling

5.2 Implication

The implications are drawn from the research findings. Research comes with the finding that there is a significant difference in students' listening skills between students who are taught using a storytelling and those who taught without using storytelling.

Considering the conclusions drawn above, it implies that the use of storytelling can improve students' listening skills that can be seen from the progress scores after being given treatment using a storytelling. It is hoped that teachers are strongly encouraged to take advantage of the storytelling

on teaching listening skills in order to improve students listening skills.

Students are motivated and relaxed in the process of learning when they are taught using the storytelling. Therefore, this implies that the use storytelling can help students when they do not understand the material, they listening to the material again and more.

5.3 Suggestion

Based on the conclusion above, the researcher gives suggestions as follow :

5.3.1 Suggestion for the teacher

- Storytelling is a one of the good class models that can help the students in listening comprehension. Thus, it should be considered in the teaching listening process to the teacher.
- The teacher should not just use one class model on teaching English. Some time, teacher should use new class model to know which one is appropriate to students.
- The teacher must make an agreement with the students to turn on the camera when online learning. This avoids students who only join online learning without listening and following the teaching and learning process.

5.3.2 Suggestion for the students

- Students must have a sense of respect for the teacher when online learning by turning on the camera during the teaching learning process.
- Students must have the responsibility to attend online learning on time and wear neat clothes.
- The students must build the motivation in themselves that they can be better than now if they are study hard.

5.3.3 Suggestion for the school

Even though, there is some English books as source in learning process, facility computer and a laboratory for language to support the learning process but in fact, there is no activity on there. Therefore, school should provide a program of English such as English club. The program can be an extracurricular activity for the students. It will make an active process on English learning.

5.3.4 Suggestion to the Further Research

In this research the researcher focuses on the influence of using storytelling towards students' listening comprehension. Thus, it is suggested for the next researcher to conduct a research with others class model such as online class, distance class, blended class and the others.

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