

The Effectiveness Of Story Weaver On Eighth-Grade Students' Listening Comprehension

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ABSTRACT

This research investigates the effectiveness of Story Weaver, a digital storytelling platform, in enhancing the listening comprehension of eighth-grade students at SMPN 2 Tarokan. Motivated by students' struggles in understanding spoken English—due to limited vocabulary, fast-paced speech, and lack of appropriate materials—and teachers' difficulties in providing the engaging listening media, this study aimed to address those challenges. Employing a quantitative method with pre-experimental one-group pretest-posttest design, the research involved 33 students from class 8D SMPN 2 Tarokan. Data were collected using listening comprehension tests and questionnaires. Results showed a significant improvement in students' listening scores, rising from a mean of 62.45 in the pretest to 81.73 in the posttest. The Wilcoxon Signed-Rank Test yielded a significance level of 0.000, confirming the media's effectiveness. Questionnaire responses also revealed positive student perceptions of Story Weaver, particularly in vocabulary recognition, contextual understanding, and engagement. In conclusion, Story Weaver is proven to be an effective tool to enhance listening comprehension and motivation. Thus, this is recommended for use in junior high school listening lesson.

Keywords: Listening Comprehension, Story Weaver

ABSTRAK

Penelitian ini menyelidiki efektivitas Story Weaver, sebuah platform bercerita digital, dalam meningkatkan pemahaman mendengarkan siswa kelas delapan di SMPN 2 Tarokan. Didorong oleh kesulitan siswa dalam memahami bahasa Inggris lisan—akibat keterbatasan kosakata, tuturan yang cepat, dan kurangnya materi yang memadai—serta kesulitan guru dalam menyediakan media mendengarkan yang menarik, penelitian ini bertujuan untuk mengatasi tantangan tersebut. Menggunakan metode kuantitatif dengan desain pra-eksperimental satu kelompok, pretes-postes, penelitian ini melibatkan 33 siswa dari kelas 8D SMPN 2 Tarokan. Data dikumpulkan menggunakan tes pemahaman mendengarkan dan kuesioner. Hasil penelitian menunjukkan peningkatan yang signifikan pada skor mendengarkan siswa, meningkat dari rata-rata 62,45 pada pretes menjadi 81,73 pada postes. Uji Wilcoxon Signed-Rank menghasilkan tingkat signifikansi 0,000, yang mengonfirmasi efektivitas media. Respons kuesioner juga mengungkapkan persepsi positif siswa terhadap Story Weaver, terutama dalam hal pengenalan kosakata, pemahaman kontekstual, dan keterlibatan. Kesimpulannya, Story Weaver terbukti efektif untuk meningkatkan pemahaman dan motivasi mendengarkan. Oleh karena itu, Story Weaver direkomendasikan untuk digunakan dalam pembelajaran mendengarkan di sekolah menengah pertama.

Kata Kunci: Pemahaman Mendengarkan, Story Weaver

INTRODUCTION

English has become a global language, playing an essential role in communication, education, and technological development. In Indonesia, English is taught starting from junior high school to improve students' language proficiency, including listening skills. Handayani (2016) in (Sri Andayani, 2022) said that the use of English language has developed to a need in many productive realms. English has significant role in worldwide as a result of globalization process, until it is considered to be worldwide language of business. In Indonesia, English language subject is a subject that is compulsory taught at school, starting junior high school to the university level (Hadiwinarto, 2020). Listening comprehension is active process that need concentration, listening strategies, and linguistic knowledge to gather or comprehend the information given (Hadijah & Shalawati, 2018). However, listening comprehension remains a major challenge for students due to limited vocabulary, fast speech rate, unclear pronunciation, poor audio quality, and the lack of engaging listening media. Teachers also face difficulties in preparing effective and interesting listening materials due to time constraints and limited resources. One type of media that can stimulate students' interest and make teaching easier for teachers is using audio-visual media. Audio-visual is type of media that is created by combining two elements, audio and visual, into one. Mayer (2001) in (Lusiana, 2024) believed that this media help student to increase motivation and attention by allowing them to use two sensory. As follow, Lusiana (2024) found out that the implementation of audio-visual media show improvement in student's listening. The advancement of digital technology provides an opportunity to address these issues through platforms such as Story Weaver, a free digital storytelling platform offering a variety of level-based audio-visual stories. This media encourages student engagement by combining text, illustrations, and read-along audio, which can support vocabulary acquisition, contextual understanding, and recognition of main ideas. Previous studies have proven the benefits of audio-visual media in enhancing students' listening comprehension. Therefore, this research aims to investigate the effectiveness of using Story Weaver in improving the listening comprehension of eighth-grade students at SMPN 2 Tarokan, focusing on understanding detailed information, main ideas, and vocabulary.

METHOD

This research employed a quantitative approach using a pre-experimental design, specifically a one-group pretest-posttest model. The study was conducted at SMPN 2 Tarokan, Kediri. The sample consisted of 33 eighth-grade students from class 8D, selected using simple random sampling. Data were collected through three main stages:

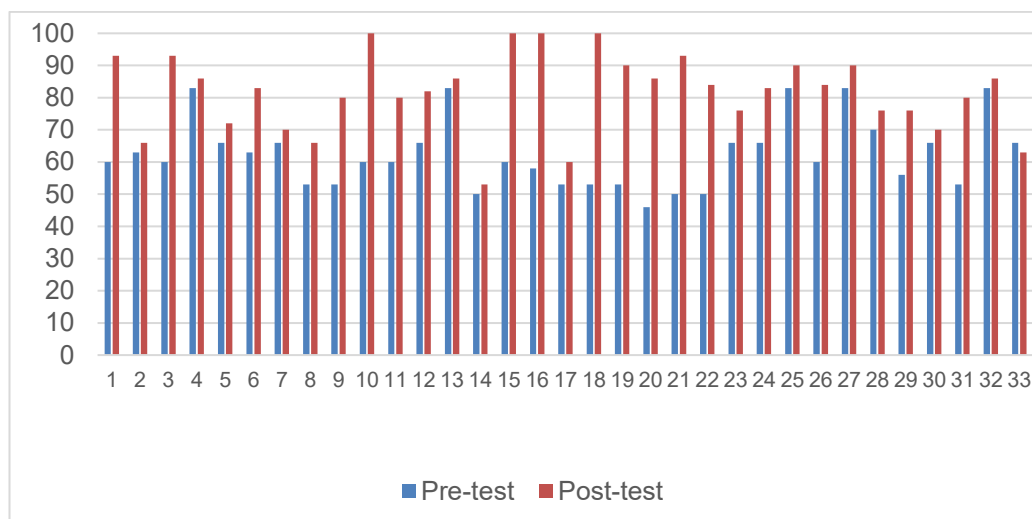
- (1) a pre-test to assess students' initial listening comprehension, the researcher give pre-test of listening test that is related to the audio based

on the book that is showed to the student. The test separated in two parts. Multiple choice is used in the first part to measure student's macro skill where student's is expected to identify character, relationship, cause and effect, and main idea in the story. While for the second part, students have to fill the blank to measure their micro skill where they are expected to understand the speaker well and the vocabulary. In this section, the researcher played the story digital audio three times.

- (2) a treatment held after the pre-test is given. The treatment used level-1 English stories from the Story Weaver platform as a media to teach listening comprehension.
- (3) a post-test to evaluate the improvement after the treatment, the researcher will give post-test of listening test that is related to story digital audio 'I'm Not Afraid' that is showed to the student. Multiple choice is used in the first part to measure student's macro skill where student's is expected to identify character, relationship, cause and effect, and main idea in the story. While for the second part, students have to fill the blank to measure their micro skill where they are expected to understand the speaker well and the vocabulary. In this section, the researcher played the story digital audio three times.
- (4) Additionally, a questionnaire was distributed to gather students' responses toward the use of Story Weaver in the listening class. The questionnaire consist 15 questions is made related to student's attitude and behaviour during the Story Weaver digital story is implemented in the class. Data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test via SPSS version 23 to determine whether there was a significant difference in students' listening comprehension before and after the use of Story Weaver.

RESULT AND DISCUSSION

The data in this study were obtained from pre-test and post-test scores as well as student questionnaire responses. The pre-test was administered before the treatment, while the post-test was conducted after the students received learning sessions using the Story Weaver platform. The pre-test and post-test scores of 33 students were analyzed. The mean score of the pretest was 62.45, while the mean score of the post-test increased to 81.73. To know the significance of the pre-test and post-test result clearer, the following diagram is presented.



Graphic 1. Comparison Score of Pre-test and Post-test

In order to find out the significant result between pre-test and post-test in listening comprehension, the Wilcoxon signed rank test was done. The result of Wilcoxon signed rank test is shown in the table 1 below:

Table 1. Test statistics

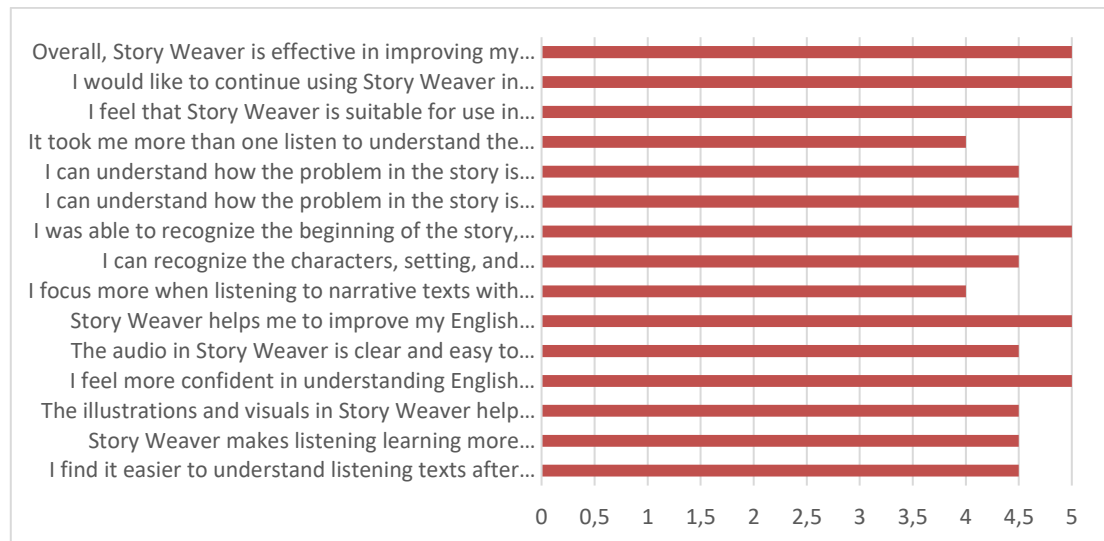
	post-test - pre-test
Z	-4.954 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The table above shows the output of Wilcoxon tests statistic. It shows the Asymp.Sig. (2-tailed) score is .000. Because of the score is .000, which is lower than >0.05 , it can be concluded that "Ho is rejected and H1 is accepted". It means there is differences between pre-test and post-test or Story Weaver is effective for students' listening comprehension of eight grade in SMPN 2 Tarokan.

The diagram below shows the questionnaire of students' responses after using Story Weaver.



Graphic 2. Questionnaire Result

Most students gave positive responses toward the use of Story Weaver in listening lessons. They agreed that the platform made it easier to understand listening texts and made the activities more interesting and enjoyable. The visuals helped them comprehend the stories better, and many felt more confident in understanding English texts after using the media. The audio was also considered clear and easy to follow. In addition, Story Weaver supported vocabulary development and helped students concentrate better during listening activities. Students were able to recognize story elements such as characters, settings, events, conflicts, and resolutions. Although some needed to listen more than once to fully understand the story, all students agreed that Story Weaver was suitable for middle school listening practice. Many also expressed a desire to continue using it, and overall, they believed it was effective in improving their listening comprehension. The findings of this study demonstrate that the use of Story Weaver significantly improved students' listening comprehension. The increase in scores indicates better understanding of spoken English after engaging with audio-visual digital stories. This supports multimedia learning theory by Mayer (2001), which emphasizes the benefit of combining visual and auditory input. Previous research also supports these findings. Kartika et al. (2023) showed better outcomes for students taught using audio-visual media. The use of Story Weaver helped students overcome common challenges in listening comprehension, such as unfamiliar vocabulary and poor audio quality. The questionnaire responses revealed that students were not only able to comprehend better but were also more engaged. This reinforces the importance of using effective and interactive media in teaching listening, particularly for junior high school students.

CONCLUSION AND SUGGESTION

Based on the results of the research, it can be concluded that the use of Story Weaver as a digital audio-visual platform is effective in improving the listening comprehension of eighth-grade students at SMPN 2 Tarokan. The students demonstrated better understanding of vocabulary, were able to identify main ideas, and followed the content of the stories more easily after being taught using Story Weaver. These improvements indicate that the platform successfully supported students in overcoming common challenges in listening. Additionally, students showed increased engagement and motivation in the learning process. Thus, the objectives of the research were achieved, and the research questions have been answered positively.

Based on the conclusion of this research, several suggestions are offered:

- For teachers, it is recommended to integrate digital media like Story Weaver into listening instruction to make learning more engaging.
- For students, active participation is encouraged to maximize the benefits of the platform's features.
- For future researchers, it is suggested to explore the use of Story Weaver in other language skills or educational levels.

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