IMPROVING STUDENTS' LISTENING SKILL THROUGH STORYTELLING APPLICATION IN SMK NEGERI 5 SAMARINDA

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ABSTRACT

Learning that uses technology in the form of learning applications that are used as a means for teachers and students to facilitate the learning process that aims to achieve the success of a learning and also create an effective learning atmosphere, learning by using mobile learning media can make students interesting and fun. The researcher took one of the learning application technologies that could be useful for students to achieve English language learning, especially in listening, which was the story telling application. This application can be downloaded via Google Play Store and can be used by students to explain or describe listening skills in English. This application provides various interesting stories with English vocabulary and pronunciation that are easily understood by Indonesian students. The objective of this study is to find out is there any effect of Improving Students' Listening Skill Through Storytelling Application in SMK Negeri 5 Samarinda. This research used Classroom Action Research (CAR). The result showed that the use of storytelling applications to improve the listening skills of class XI students of SMK Negeri 5 Samarinda was successful. The students were very enthusiastic when the researcher asked the students to fill in the worksheet with questions to complete the story together
***Keywords**: Listening, Storytelling, Application*

Introduction

In Indonesia, English is mandatory for use in several schools and is used as a daily language. In this case, English is no longer a thing to be afraid of to learn, because various platforms or learning media have provided ways or methods to learn and communicate using English practically. Moreover, in the era of globalization, English plays a key role in many fields including economy, politics, culture, communication and education. English takes a role as a foreign language in this country. It also becomes one of the compulsory subjects that should be taught in junior high school as implied in the Appendix to the Regulation of the Minister of Education and Culture Number 70 of 2013 (page 14), in the 2013 Curriculum currently implemented in Indonesia, English subjects at the Vocational High School (SMK) level are categorized in the Compulsory Subject Group (A). with an allotted time of 2 hours per week.

Listening is the ability to identify and understand spoken language by understanding the meaning supported by accent, pronunciation, grammar, and vocabulary. Listening is the first skill that people have when they are born in this world. This is also supported by Shofiyah (2015) who says that humans listen since infancy and listening is a skill that needs practice in mastering it because listening is one of the language skills. In the learning process, students will be able to bring out all their abilities, one of which is the ability to listen. By listening they can exchange information that is obtained through listening. Therefore, listening is one aspect that is indispensable for the progress of science. However, as we now know that the lack of student interest in following the lesson is included in the aspect of listening to the explanation of the material from the teacher. One of the factors that trigger the students' lack of interest in learning to listen is the difficulty of students in class understanding and listening, especially in English. In Indonesia, English is a foreign language to learn. Various responses can be found in the classroom related to these problems, especially

students' attitudes during the learning process, student learning outcomes, and participation in carrying out group activities. This is because the level of mastery of English is different.

From the explanation in the previous paragraph, the researcher wants to conduct research to find out the difficulties faced by students in listening. Difficulties that often occur in the process of learning English regarding grammatical errors in listening, students can experience errors, especially in arranging sentences correctly from the speaker. This cannot be separated from the grammar material that has been studied. There are important things that must be considered to describe when listening, namely by practicing to explain vocabulary and grammar through English learning media. In this case students can learn listening skills can be obtained through applications that will provide additional vocabulary and the ability to pronounce correctly. Ferrer and Kirschning (2014) also explain that through the application of distance learning, there will be great progress towards the development of digital content that is more accessible and understandable for students, including online learning collaboration, the use of information exchange applications, such as instant messaging or chat (WhatsApp, Telegram, Line), email and social networks (Facebook, Twitter, Instagram) which ensure that education can be accessed anywhere and anytime.

Learning that uses technology in the form of learning applications that are used as a means for teachers and students to facilitate the learning process that aims to achieve the success of a learning and also create an effective learning atmosphere, as stated by Sugiyarto (2014: 4) states that learning by using mobile learning media can make students interesting and fun. The researcher took one of the learning application technologies that could be useful for students to achieve English language learning, especially in listening, which was the story telling application. This application can be downloaded via Google Play Store and can be used by students to explain or describe listening skills in English. This application provides various interesting stories with English vocabulary and pronunciation that are easily understood by Indonesian students.

The objective of this study is to find out is there any effect of Improving Students' Listening Skill Through Storytelling Application in SMK Negeri 5 Samarinda. This study also can be reference for English teachers and students in

online learning process in order to explain the improvement of students' listening skill. This study is planned to be published on Scopus journal.

Research Methods
2.1. Research design

According to Siti Khasinah (2013) state that Classroom Action Research (CAR) is a study conducted by teachers in classrooms or teaching places that focuses on improving learning processes and praxis. In addition, the researcher used CAR which consisted of pre-test, treatment, and post-test. The aim is to find out whether the role of storytelling applications is effective in improving students' listening skills. The researcher found the goal after knowing the difference between students' listening skills before and after applying the storytelling application by comparing the pre-test and post-test scores. The pre-experimental design is as follows:
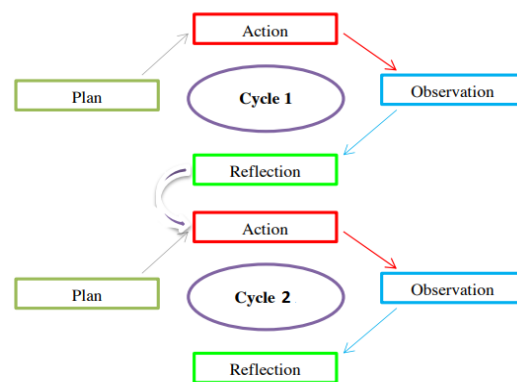
2.2. Research Setting

The researcher conducted this study at SMK 5 Samarinda.

2.3. Research Subject

The sample of research is XI Multi Media which is selected students. They are chosen as the sample because they fulfill the characteristic which is had problem in listening based on observation.

2.4. Research Instruments

According to Tran (2009) research instrument is defined as a systematic and standardized data collection tool. In this case, the researcher used a student listening test by giving students short story questions in the form of multiple choice. The aim is to get information

about students' listening skills. In this study, the researcher used a pre-test to measure and determine students' listening skills before applying the Storytelling Application. Then a post test will be given to determine and determine students' listening skills after applying the Storytelling Application.

2.5. Data Collection Technique

Data collection is the most important thing because it determines the result of the research. The researcher uses listening test in collecting data as the primary instrument. The procedures of collecting the data are as follows:

1. Pre-test

According to Creswell (2012, p.297) definite a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. The test consists of several story questions related to the material based on the curriculum. The purpose of this pre-test is to determine the students' prior knowledge in listening.

2. Post test

According to Creswell (2012, p.297) definite a posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The researcher will give posttest to the students in last meeting. The aim of this posttest is to find out and to know the result of treatments have an improvement or not to the students 'listening skill by comparing pre-test and posttest.

2.6. Data Analysis Technique

The data will be collecting and analyzing as follows:

1. Calculating the mean of students result by this formula:

$$\overline{X} = \frac{\sum X}{N}$$

P = The class percentage
F = Total percentage score
N = Number of students

2. Formula to find out the passing score of students:

$$P = \frac{F}{N} \times 100\%$$

3. To know the students 'percentage improvement, the researcher used formula as follows:

$$P = \frac{X2-X1}{X_1} \times 100\%$$

P = Percentage
X_2 = Posttest mean score
X_1 = Pre-test mean score

3.6. Criteria of Success

Classroom Action Research (CAR) can be said to be successful if it can exceed the predetermined criteria. In this study, the research will be successful if the mean score of students reaches 76 and there are 76% of students who graduate with a score of 75. And the minimum incompleteness criteria get a score of 65. If the action success criteria are achieved, it means that the Class Action Research (CAR) action is then stopped, but if this condition has not been achieved, alternative actions will be carried out in the next cycle

Research finding and Discussion

The research consists of two cycles, in this cycle consists of planning, acting, observing, and reflecting. The steps of the research are explained in the description below:

a. **Planning**

This cycle was carried out for four meetings including pre-post-cycle tests. Starting from Tuesday, December, 07th 2021 to Friday, December, 17th 2021 at 09.00 to 11.00 am at each meeting. In this step, the researcher prepared material about listening, namely the application as a learning medium in this cycle, and the lesson plans were also used as a guide for activities in the classroom. The application of storytelling as a medium in teaching materials in the

classroom, especially in terms of listening through stories in an application consisting of several long stories.

At this stage, researcher prepared research instruments as follows:

1. Lesson plan

   In this study, the teaching and learning process is controlled by lesson plans. Researcher used lesson plans as a guide to manage time and activities during the teaching and learning process. Researchers wrote lesson plans. The lesson plan was designed based on the syllabus.

2. Material

   The material of this research was about long stories in application. In this cycle the researcher explained the subject matter to be taught.

3. Student attendance list

   The researcher called the names of students based on the student attendance list to found out the number of students who entered class and took part in learning during learning.

4. Test

   The test consists of Pre-test and Post-test. The pre-test was conducted before the researcher gave the material about the storytelling text. Then, the post-test was conducted after the material was given by the researcher. Then, the questions given are in the form of multiple choice consisting of 30 questions.

b. **Action**

   1. **First meeting**

      Based on the English lesson schedule in class, the first meeting will be held on Tuesday, December, 07th 2021, which will be held at 09.00-11.00 am. At the first meeting in cycle 1, the researcher as a teacher introduced himself and explained the research objectives to students. After that, the researcher gave a pre-test to the students to determine their English listening ability. At this stage, the researcher gave pre-test questions to students to work on. The test given was a story question consisting of 30 multiple-choice questions. The time given for students to do was 1 hour. After the students finished working on the given test, the researcher continued to start teaching material in class.

Pre-Teaching Activity consists of opening the class: greeting and checking the attendance list of students. for an effective teaching process, the researcher explained the purpose of the learning and the scheme of the material to be studied at the first meeting. And gave motivation to students.

While Teaching Activity, In this meeting, the researcher explained beforehand that in the teaching process, he would use an application that tells stories that is storytelling application. Then students have downloaded the application. And activities in the use of the application are as follows:

Step 1: The researcher asks students to open the storytelling application

Step 2: The researcher asked students to choose a long story title in the application

Step 3: The researcher asked the students to listen to the story that was played on each student's cell phone using earphones.

Step 4: The researcher then gave some questions to the students about the story they were listening to. The questions are about the characters in the story, the setting of the place, the main idea in the story and the conclusion of the story.

Step 5: The researcher asked students to find the main idea of each paragraph in the story.

Step 6: The researcher asked the students to find out the main points discussed in each paragraph of the story.

Post Teaching Activity, the researcher asked students' difficulties of the material during the learning process. She also gave feedback concerning with the students' lesson today. The last, he closed the class by saying greetings.

2. **Second meeting**

   The second meeting will be held on Friday, December, 10th 2021 at 09.10-11.00 a.m.

Pre-Teaching Activity, in this step the researcher started the activity by saying greeting and asking students' condition and checking the students' attendance, then conveying the learning objectives and providing motivation in the class.

While Teaching Activity, in this section, the researcher asks students to focus on determining the story that will be discussed in learning. The learning activities were as follows:

- Step 1: The researcher asked the students to open the Storytelling application.
- Step 2: Researchers and students determine the story in the application

that will be discussed and studied together.
- Step 3: The researcher asks students to play audio listening in the application on each student's cell phone.
- Step 4: The researcher asked the students to write each word heard through the application.
- Step 5: The researcher asks students to develop/assemble the words that have been written into sentences.
- Step 6: The researcher asks students to read the sentences that have been assembled/developed and discussed together.
- Step 7: Researchers evaluate learning activities

Post Teaching Activity The researcher asked students' difficulties with the material during the learning process. He also gave comments related to today's student learning. Then, the researcher conveyed to the students the topic of learning for the next meeting. The last, he closed the class by saying greeting.

3. Third meeting

The third meeting will be held on Tuesday, December 14th 2021, at 09.00-11.00 a.m.

Pre-Teaching Activity consists of opening the class: greeting and checking the attendance list of students. For an effective teaching process, the researcher explained the purpose of learning and the scheme of the material to be studied at the third meeting. In addition, he also asked students' readiness to learn. And provide motivation to students.

While Teaching Activity, the researcher said that the learning at the third meeting discussed long stories. From the story, students are asked to complete the sentences and words they hear through the storytelling application. The steps are as follows:

- Step 1: The researcher distributes story text questions to be completed to each student.
- Step 2: The researcher plays audio listening in the form of a story for students, and asks them to listen with the focus of the story.
- Step 3: Students are asked to complete the story questions that heard from audio listening.

- Step 4: The researcher checked and discussed the results of the student worksheets together with the students.
- Step 5: The researcher repeats the story questions for students to re-check their answers
- Step 6: The researcher provides solutions for students to answer the story questions correctly.
- Step 7: The researcher evaluates the learning activities

Post Teaching Activity, the researchers asked students' difficulties with the material during the learning process. He also gave comments related to today's student learning. Then, the researcher conveyed to the students the topic of learning for the next meeting. The last, he closed the class by saying greeting.

4. Fourth meeting

The fourth meeting was the last meeting in this cycle. Held on Friday, December, 17th 2021 at 09.30 – 11.00 a.m.

Pre-Teaching Activity include the opening of the class, greetings and checking the attendance list of students. For an effective teaching process, the researcher explained the learning objectives and the scheme of the material to be studied at the fourth meeting. In addition, he also asked students' readiness to learn. And provide motivation to students.

While Teaching Activity, the researcher said that the learning at the fourth meeting discussed the story in the application. From the story, students were asked to rewrite the sentences and words they heard through the storytelling application. The steps are as follows:

- Step 1: The researcher asked students to open the storytelling application via their respective cell phones.
- Step 2: The researcher asked students to listen to the story in the predetermined application repeatedly.
- Step 3: Students are asked to understand the content of the story in each paragraph.
- Step 4: The researcher asked students to prepare student worksheets to rewrite the stories that students heard through the application without looking at the text that was already available on the application.

- Step 5: The researcher checked the worksheets of each student in the class.
- Step 6: The researcher checks the student worksheets that are not correct in answering together with students.
- Step 7: The researcher evaluates the learning activities.

Post Teaching Activity, the researcher asked the students' difficulties with the material during the learning process. He also gave comments related to today's student learning. Then the researcher thanked the students for participating in today's lesson. Finally, he closed the class by saying greeting.

c. Observing

In this section, observation aims to analyze and evaluate the teaching and learning process. Based on the observation that the researchers made during the learning process in this cycle, the researcher found the following data:

1. In this cycle, especially in the first meeting, some students still lacked focus on the learning process so they were not optimal in participating in class learning. And the impact was on the results when doing assignments so that they get low marks.
2. During the meeting, there was one student who encountered a problem in using the application which was slow because the memory card was full due to the installation of game applications.

In the observation section, the researcher gets data from the results of research that has been carried out. The researcher analyzed the data of pre-test and post-test of cycle. The calculation and result of the tests were presented below:

1. Calculation of Pre-test cycle I
Table 4.1 Students' Score of Pre-test in Cycle I

NO.	NAMA SISWA	SCORE
1.	RASYA BERLIANI	70
2.	M. FARREL ASARI	70
3.	RAFAEL JB	76
4.	SULHISAH	75
5.	ANDI ALFIANI	70
6.	DIMAS A. WICAKSANA	70
7.	NUR KHAIVA	72
8.	SYALSA DILLA SEPTY ANANDA	75
9.	AYESHA AZ-ZAHRA	69
10.	AULYA GUSTI WAHYUNI	73
11.	MUHADI	73
12.	SAYYID ABDUL KARIM	76
13.	MUTIARA RATNA NIRMALA	78
14.	ANISA PUSPITA	74
15.	NIA KARMELIATI	78
16.	EVAN DWI ARIZAL	69
17.	M. RIFKY SETYO WIBOWO	78
18.	DENNIS VERELLEON SANTOSO	80
19.	NURUL AISYAH RAHMADANI	69
20.	SARIFUDIN CYNDE	75
21.	MEHESA DWI PRAYOGA	70
22.	ENI LISMAWATI	77
23.	EVANDER DAVIDSON	60
24.	NOLA CLAUDIA	74
25.	MONICA ELLIN HANGIN	70
	TOTAL	**1821**

From the table above, the researcher could calculate the mean of students" score, the percentage of the students who pass the minimal mastery level criteria (KKM), and the improvement of students" score in listening from the pre-test. The first, the mean score of students in pre-test result derived from the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{1821}{25}$$

$$X = 72.82$$

Then, to know the class percentage to know the passing score of students the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Table 4.2 Calculation of Passing Score of Pre-test in Cycle I

Criteria	Number of	Presentation

Students		
>75	7	28%
75	3	12%
<75	15	60%
Total	**25**	**100%**

From the data above, there are 7 students who got a score >75 and 3 students who got a score of 75. The researcher found that there were 40% of students who passed the passing grade and 60% of students who got a lower score than passing on the pre-test. Therefore, the researcher conducted a post-test at the last meeting.

2. **Calculation of Posttest cycle I**

Table 4.3 Students' Score of Posttest in Cycle I

NO.	NAMA SISWA	SCORE
1.	RASYA BERLIANI	72
2.	M. FARREL ASARI	75
3.	RAFAEL JB	77
4.	SULHISAH	75
5.	ANDI ALFIANI	72
6.	DIMAS A. WICAKSANA	76
7.	NUR KHAIVA	73
8.	SYALSA DILLA SEPTY ANANDA	75
9.	AYESHA AZ-ZAHRA	69
10.	AULYA GUSTI WAHYUNI	75
11.	MUHADI	74
12.	SAYYID ABDUL KARIM	76
14.	ANISA PUSPITA	75
15.	NIA KARMELIATI	78
16.	EVAN DWI ARIZAL	70
17.	M. RIFKY SETYO WIBOWO	79
18.	DENNIS VERELLEON SANTOSO	82
19.	NURUL AISYAH RAHMADANI	70
20.	SARIFUDIN CYNDE	76
21.	MEHESA DWI PRAYOGA	72
22.	ENI LISMAWATI	78
23.	EVANDER DAVIDSON	65
24.	NOLA CLAUDIA	76
25.	MONICA ELLIN HANGIN	74
	TOTAL	**1863**

From the cycle table of CAR above, the researcher could calculate the mean of students'

score, the percentage of the students who pass the minimum mastery level criteria (KKM), and the improvement of students" score in listening from the pre-test to the post-test.

First, calculating the mean score of students in the post-test result:

$$\overline{\overline{X}} = \frac{\sum X}{N}$$

$$\underline{\text{x}} = \frac{1863}{25}$$

X = 74.52

Second, the percentage of students who pass the Minimum Mastery Criteria (KKM) in post-test:

$$P = \frac{F}{N} \text{ X } 100\%$$

Based on the students' score in posttest cycle above, the researcher calculated of the number who passed the passing score.

Table 4.4 Calculation of Passing Score of Pre-test in Cycle I

Criteria	Number of Students	Presentation
>75	10	40%
75	5	20%
<75	10	40%
Total	**25**	**100%**

From the data above, there were 10 students who scored >75 and 5 student who got a score of 75. The researcher found that there were 60% of students who passed the passing score. And there were 10 students with percentage of 40% who got scored lower than passing score of the post-test. The following were the results of the research that has been obtained

Third, the students' score improvement from the pre-test to the post-test:

$$P = \frac{74.52 - 72.82}{72.82} \text{ x } 100\% \qquad P = \frac{X2 - X1}{X_1} \times 100\%$$

P = 2.33%

From the calculations, the researcher found that the mean score of post-test result of the students was 74.52, also show that 15 students (60%) passed the minimum completeness criteria

(KKM). Furthermore, the increase in the students' overall mean score obtained from pre-test to post-test was 2.33%. And the increase is still not enough, because the target for the success of the action is 76% of students passing the minimum completeness level criteria (KKM), here students who pass the minimum completeness level criteria (KKM) are only fifteen or 60%. So, the researcher still needs at least 19 students (76%) who can pass the KKM.

d. Reflecting

After the first cycle was completed, the researcher assessed that the use of storytelling application had not been effective. The researcher found that there were several factors that occurred during the teaching and learning process. Students are still confused in understanding the questions from the assignment because the vocabulary used in long stories was very difficult for students to understand, and because the stories were too long, students sometimes get bored. Then the researchers changed the learning materials specifically for long stories into short stories that were still taken in storytelling application. From these data, the researcher found that there was a significant improvement in students' listening skills after using storytelling applications in the learning process. However, the researcher decided to continue the research to cycle II, because the percentage of students who passed the KKM based on the success criteria was still less than <76% and the mean of the students had not reached the specified target of 76, there were also students who had low scores, even though the lowest score was determined based on the criteria was 65.

4.2 Research finding in cycle II

In the second cycle consists of planning, acting, observing, and reflecting. The steps of the research are explained in the description below:

a. Planning

This cycle was carried out for four meetings including pre-post-cycle tests. Starting from Wednesday, January, 12th 2022 to Friday, December, 15th 2022 at 09.00 to 11.00 am at each meeting. In this step, the researcher prepared material about listening, namely the application as a learning medium in this cycle, and the lesson plans were also used as a guide for activities in the classroom. The application of Storytelling as a medium in teaching materials in the classroom, especially in terms of listening through stories in an application consisting of several short stories.

At this stage, researcher prepared research instruments as follows:

1. Lesson plan

In this study, the teaching and learning process is controlled by lesson plans. Researcher used lesson plans as a guide to manage time and activities during the teaching and learning process. Researchers wrote lesson plans. The lesson plan was designed based on the syllabus.

2. Material

The material of this research was about short stories in application. In this cycle the researcher explained the subject matter to be taught.

3. Student attendance list

The researcher called the names of students based on the student attendance list to found out the number of students who entered class and took part in learning during learning.

4. Test

The test consists of Pre-test and Post-test. The pre-test was conducted before the researcher gave the material about the storytelling text. Then, the post-test was conducted after the material was given by the researcher. Then, the questions given are in the form of multiple choice consisting of 30 questions.

Action

1. First meeting

Based on the English lesson schedule in class, the first meeting will be held on January 12th, 2022, which will be held at 09.00-11.00 am. At the first meeting in cycle 2, the researcher as a teacher introduced himself and explained the purpose of the research to students. After that, the researcher gave a pre-test to the students to determine their English listening ability. At this stage, the researcher gave pre-test questions to students to work on. The test given was a story question consisting of 30 multiple-choice questions. The time given for students to do was 1 hour. After the students finished working on the given test, the researcher continued to listen to start teaching material in class.

Pre-Teaching Activity consists of opening the class: greeting and checking the attendance list of students. for an effective teaching process, the researcher explained the purpose of the learning

and the scheme of the material to be studied at the first meeting. And gave motivation to students.

While Teaching Activity, in this meeting, the researcher explained beforehand that in the teaching process, he would use an application that tells stories that is storytelling application. Then students have downloaded the application. And activities in the use of the application are as follows:

Step 1: The researcher asks students to open the storytelling application

Step 2: The researcher asked students to choose a short story title in the application

Step 3: The researcher asked the students to listen to the story that was played on each student's cell phone using earphones.

Step 4: The researcher then gave some questions to the students about the story they were listening to. The questions are the characters in the story, the setting of the place, the main idea in the story and the conclusion of the story.

Step 5: The researcher asked students to find the main idea of each paragraph in the story.

Step 6: The researcher asked students to find out what points were discussed in the last paragraph.

Post Teaching Activity, the researcher asked students' difficulties of the material during the learning process. She also gave feedback concerning with the students' lesson today. The last, he closed the class by saying greetings.

2. Second meeting

The second meeting will be held on Thursday, January, 13th 2022 at 09.10-11.00 a.m.

Pre-Teaching Activity, in this step the researcher started the activity by saying greeting and asking students' condition and checking the students' attendance, then conveying the learning objectives and providing motivation in the class.

While Teaching Activity, in this section, the researcher asks students to focus on determining the story that will be discussed in learning. The learning activities were as follows:

- Step 1: The researcher asked the students to open the Storytelling application.
- Step 2: Researchers and students determine the story in the application that will be discussed and studied together.

- Step 3: The researcher asks students to play audio listening in the application on each student's cell phone.
- Step 4: The researcher asked the students to write each word heard through the application.
- Step 5: The researcher asks students to develop/assemble the words that have been written into sentences.
- Step 6: The researcher asks students to read the sentences that have been assembled/developed and discussed together.
- Step 7: Researchers evaluate learning activities

Post Teaching Activity The researcher asked students' difficulties with the material during the learning process. He also gave comments related to today's student learning. Then, the researcher conveyed to the students the topic of learning for the next meeting. The last, he closed the class by saying greeting.

3. Third meeting

The third meeting will be held on Friday, January 14th 2022, at 09.00-11.00 a.m. **Pre-Teaching Activity** consists of opening the class: greeting and checking the attendance list of students. For an effective teaching process, the researcher explained the purpose of learning and the scheme of the material to be studied at the third meeting. In addition, he also asked students' readiness to learn. And provide motivation to students.

While Teaching Activity, the researcher said that the learning at the third meeting discussed short stories. From the story, students are asked to complete the sentences and words they hear through the storytelling application. The steps are as follows:

- Step 1: The researcher distributes story text questions to be completed to each student.
- Step 2: The researcher plays audio listening in the form of a story for students, and asks them to listen with the focus of the story.
- Step 3: Students are asked to complete the story questions that heard from audio listening.
- Step 4: The researcher checked and discussed the results of the student worksheets together with the students.

- Step 5: The researcher repeats the story questions for students to re-check their answers
- Step 6: The researcher provides solutions for students to answer the story questions correctly.
- Step 7: The researcher evaluates the learning activities

Post Teaching Activity, the researchers asked students' difficulties with the material during the learning process. He also gave comments related to today's student learning. Then, the researcher conveyed to the students the topic of learning for the next meeting. The last, he closed the class by saying greeting.

4. Fourth meeting

The fourth meeting was the last meeting in this cycle. Held on Saturday, January 15th 2022 at 09.30 – 11.00 a.m.

Pre-Teaching Activity include the opening of the class, greetings and checking the attendance list of students. For an effective teaching process, the researcher explained the learning objectives and the scheme of the material to be studied at the fourth meeting. In addition, he also asked students' readiness to learn. And provide motivation to students.

While Teaching Activity, the researcher said that the learning at the fourth meeting discussed the story in the application. From the story, students were asked to rewrite the sentences and words they heard through the storytelling application. The steps are as follows:

- Step 1: The researcher asked students to open the storytelling application via their respective cell phones.
- Step 2: The researcher asked students to listen to the story in the predetermined application repeatedly.
- Step 3: Students are asked to understand the content of the story in each paragraph.
- Step 4: The researcher asked students to prepare student worksheets to rewrite the stories that students heard through the application without looking at the text that was already available on the application.

- Step 5: The researcher checked the worksheets of each student in the class.
- Step 6: The researcher checks the student worksheets that are not correct in answering together with students.
- Step 7: The researcher evaluates the learning activities.

Post Teaching Activity, the researcher asked the students' difficulties with the material during the learning process. He also gave comments related to today's student learning. Then the researcher thanked the students for participating in today's lesson. Finally, he closed the class by saying greeting.

b. Observing

In general, there was a significant development in the phase of cycle II. In this section, observation aims to analyze and evaluate the teaching and learning process. Based on the observations made during the learning process in this cycle, the researcher found several ways to teach students to make it easier, namely changing students' learning positions in the classroom and changing learning materials, namely long stories in cycle I into short stories in cycle II. From this change, students finally become more enthusiastic in learning and are more active in asking questions. This happens because the use of short stories becomes easier for students to understand in class.

In the observation section, the researcher gets data from the results of research that has been carried out. The researcher analyzed the data of pre-test and post-test of cycle. The calculation and the result of the test were presented below:

1. Calculation of Pre-test cycle II

Table 4.1 Students' Score of Pre-test in Cycle II

NO.	NAMA SISWA	SCORE
1.	RASYA BERLIANI	75
2.	M. FARREL ASARI	76
3.	RAFAEL JB	77
4.	SULHISAH	75
5.	ANDI ALFIANI	74
6.	DIMAS A. WICAKSANA	77
7.	NUR KHAIVA	74
8.	SYALSA DILLA SEPTY ANANDA	75
9.	AYESHA AZ-ZAHRA	65
10.	AULYA GUSTI WAHYUNI	76

11.	MUHADI	75
12.	SAYYID ABDUL KARIM	75
13.	MUTIARA RATNA NIRMALA	78
14.	ANISA PUSPITA	74
15.	NIA KARMELIATI	75
16.	EVAN DWI ARIZAL	74
17.	M. RIFKY SETYO WIBOWO	79
18.	DENNIS VERELLEON SANTOSO	80
19.	NURUL AISYAH RAHMADANI	71
20.	SARIFUDIN CYNDE	73
21.	MEHESA DWI PRAYOGA	75
22.	ENI LISMAWATI	79
23.	EVANDER DAVIDSON	66
24.	NOLA CLAUDIA	78
25.	MONICA ELLIN HANGIN	72

From the table above, the researcher could calculate the mean of students" score, the percentage of the students who pass the minimal mastery level criteria (KKM), and the improvement of students" score in listening from the pre-test.

The first, the mean score of students in pre-test result derived from the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

$$\underline{X} = \frac{1868}{25}$$

$$\overline{X} = 74.72$$

Then, to know the class percentage to know the passing score of students the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Table 4.2 Calculation of Passing Score of Pre-test in Cycle II

Criteria	Number of Students	Presentation
>75	9	36%
75	7	28%
<75	9	36%
Total	**25**	**100%**

From the data above, there are 9 students who got a score >75 and 7 students who got a score of 75. The researcher found that there were 64% of students who passed the passing grade and 36% of students who got a lower score than passing on the pre-test. Therefore, the researcher conducted a post-test at the last meeting.

2. **Calculation of Posttest cycle II**
Table 4.3 Students' Score of Posttest in a Cycle II

NO.	NAMA SISWA	SCORE
1.	RASYA BERLIANI	80
2.	M. FARREL ASARI	78
3.	RAFAEL JB	79
4.	SULHISAH	80
5.	ANDI ALFIANI	76
6.	DIMAS A. WICAKSANA	75
7.	NUR KHAIVA	80
8.	SYALSA DILLA SEPTY ANANDA	77
9.	AYESHA AZ-ZAHRA	74
10.	AULYA GUSTI WAHYUNI	78
11.	MUHADI	78
12.	SAYYID ABDUL KARIM	80
13.	MUTIARA RATNA NIRMALA	83
14.	ANISA PUSPITA	85
15.	NIA KARMELIATI	79
16.	EVAN DWI ARIZAL	74
17.	M. RIFKY SETYO WIBOWO	83
18.	DENNIS VERELLEON SANTOSO	90
19.	NURUL AISYAH RAHMADANI	75
20.	SARIFUDIN CYNDE	80
21.	MEHESA DWI PRAYOGA	80
22.	ENI LISMAWATI	81
23.	EVANDER DAVIDSON	69
24.	NOLA CLAUDIA	80
25.	MONICA ELLIN HANGIN	79
	TOTAL	**1973**

From the cycle table of CAR above, the researcher could calculate the mean of students' score, the percentage of the students who pass the minimum mastery level criteria (KKM), and the improvement of students" score in listening from the pre-test to the post-test.

First, calculating the mean score of students in the post-test result:

$$\overline{X} = \frac{\sum X}{N}$$

$$X =$$

$$\overline{-} \quad \frac{1973}{25}$$

$$X = 78.92$$

Second, the percentage of students who pass the Minimum Mastery Criteria (KKM) in post-test:

$$P = \frac{F}{N} \ X \ 100\%$$

Based on the students' score in posttest cycle above, the researcher calculated of the number who passed the passing score.

Table 4.4 Calculation of Passing Score of Pre-test in Cycle II

Criteria	Number of Students	Presentation
>75	20	80%
75	2	8%
<75	3	12%
Total	**25**	**100%**

From the data above, there were 20 students who scored >75 and 2 student who got a score of 75. The researcher found that there were 88% of students who passed the passing score and 12% of students who scored lower than passing the post-test. The following were the results of the research that has been obtained

Third, the students' score improvement from the pre-test to the post-test:

$$P = \frac{X2 - X1}{X_1} \times 100\% \qquad \frac{78.92 - 74.72}{74.72}$$

$$P = \ x \ 100\%$$

$$P = 5.62\%$$

From the calculations, the researcher found that the average post-test result of students was 78.92, also shows that 22 students with a percentage of about 88% passed the minimum completeness criteria (KKM). Furthermore, the increase in the average overall score of students obtained from pre-test to post-test was 5.62%. So, this action meets the requirements of student success. Before implementing the Storytelling application in developing students' listening skills, the researcher obtained data from the pre-test results. In the pre-test of cycle II, the average class score before carrying out the action was 74.72. Then, the researcher calculated the percentage of students' listening scores to find out which students passed the KKM. In the pre-test, the percentage who passed the KKM was 64%. This means that there were 16 students who pass the KKM and there are 9 students who get scores below the KKM. After the researcher calculated the results of the pre-test, the researcher conducted action research that applied the Storytelling application to improve students' listening skills. After the learning process for four meetings, the researcher conducted a post-test to determine the improvement in listening learning outcomes through the application. The average value of the post test was 78.92 which was obtained from the overall score of the students divided by the total number of students in one class. Then in the final stage the researcher calculates the increase value obtained from the research results is 5.62%.

c. **Reflecting**

From the observation data and the post test results of the research cycle. The researcher was satisfied with the results of the action research, because the application of the Storytelling application in teaching English, especially in teaching listening, showed a change in numbers compared to the pre-test. The results of the post-test showed that 22 students (88%) passed the target score of the minimum completeness criteria (KKM). And from the results obtained overall students experienced an increase in listening skills, the overall score was 5.62% (78.92 - 74.72 x 100%: 74.72). In this case, the Classroom Action Research (CAR) in cycle II was successful and met the requirements of the predetermined criteria. In this study, the researchers succeeded in achieving the mean of students' score of 76 and getting 76% of students who passed with a score of 75. And the minimum completeness criteria got a score of 65 that had been achieved. So that in the second cycle the

research was not continued in the next cycle because the success criteria had been achieved. In addition, based on observation data, students are braver, more confident, easier to understand English listening, and easier to understand story problems in English through listening and the grammar rules and vocabulary they have to make listening in English easier. Now they can also use the Storytelling app to practice their listening skills. Even English teachers are interested in making the application a teaching material for students in the classroom.

Conclusion

The use of storytelling applications to improve the listening skills of class XI students of SMK Negeri 5 Samarinda was successful. The students were very enthusiastic when the researcher asked the students to fill in the worksheet with questions to complete the story together. However, students face some difficulties during learning, but the researcher can solve the problem well. Storytelling application can be a means for students to understand various kinds of narrative texts in application. This research was conducted in 2 cycles, cycle I and cycle II. The cycle is divided into pre-test, and post-test. In cycle I, students faced difficulties when listening to foreign words with long stories so that they could not understand the meaning of the text clearly. However, in cycle II, the researcher changed the learning material from long stories to short stories in the application, so that students followed the learning well. Students can complete the task of the researcher well.

The use of storytelling applications can improve students' listening skills. After the pre-test and post-test scores of students from cycle I and cycle II, the results showed that there was an increase in students' reading comprehension after using storytelling applications in learning activities. This can be seen from the mean of pre-test and post-test Cycle II (74.72 and 78.92) which increased from the mean of pre-test and post-test Cycle I (72.82 and 74.52). In this study, the researchers succeeded in achieving the mean of students' score of 76 and getting 76% of students who passed with a score of 75. And the minimum completeness criteria got a score of 65 that had been achieved. So that in this second cycle, the research does not continue in the next cycle because the criteria of success have been achieved. This shows that the use of storytelling

applications can improve students' listening skills and meet the research criteria that have been determined by researcher in class XI of SMK Negeri 5 Samarinda.

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