

**THE EFFECTIVENESS OF STORY WEAVER TO  
EIGHT-GRADE STUDENTS' LISTENING COMPREHENSION OF  
SMPN 2 TAROKAN**

**SKRIPSI**

Presented as a Partial Fulfilment of the Requirement to Obtain the  
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Teacher Training and Education



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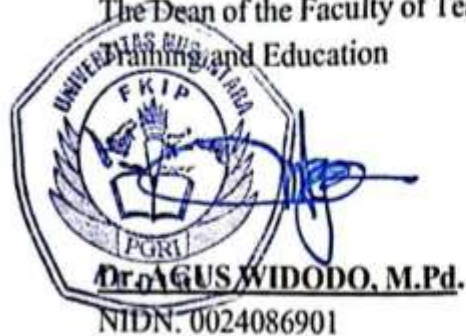
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## MOTTO AND DEDICATION

### MOTTO:

*“Celebrate others for their accomplishment”*

- Zhafira Aqyla

### DEDICATION:

This skripsi is dedicated to my big family who always support the writer to finish the bachelor degree. The lectures, for every experiences and knowledges. My friends, Sisca, Dinda, Anis, Marsel, Inayah, Elma, Galuh, for their warm embrace, who always accompany the writer during the ups and downs for the past four years, to share laugh and food together, and to make the writer see different side of life. Then, for every single person who help and bring laugh and colours to writer's life. Words will never be enough to express my gratitude.

## ABSTRACT

**Fatika Nur Haqiqi.** The effectiveness of story weaver to Eight-grade students' listening comprehension of SMPN 2 Tarokan, Skripsi. English Language Education Department, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 11<sup>th</sup> of July 2025.

**Keywords:** *Listening Comprehension, Story Weaver*

This research aims to examine the effectiveness of *Story Weaver* as a media in improving students' listening comprehension. The research is motivated by the reality that many junior high school students still struggle with listening comprehension due to unfamiliar vocabulary, fast speech, poor recording quality, and limited resources. On the other hand, teachers face challenges in preparing suitable media and materials for listening instruction. *Story Weaver* is a free digital platform that provides audio-visual stories categorized by levels, which can help both teachers and students in the listening process.

This research is based on the belief that *Story Weaver* as audio-visual medium is an effective and appropriate media to support students' listening comprehension. The platform's combination of text, illustrations, and read-along audio features engages students in active listening and aids in vocabulary recognition, understanding context, and grasping main ideas. Therefore, it is assumed that the use of *Story Weaver* in the classroom can improve students' ability to comprehend spoken English.

This research uses a quantitative approach with a pre-experimental method, employing a one-group pretest and posttest design. The population was all eighth-grade students of SMPN 2 Tarokan, and the sample was class 8D, consisting of 33 students. The data were collected through pre-tests and post-tests, followed by a questionnaire. Data were analysed using descriptive statistics and the Wilcoxon Signed-Rank Test.

The results indicate that the use of *Story Weaver* significantly improved students' listening comprehension. The mean score increased from 62.45 (pre-test) to 81.73 (post-test). The Wilcoxon test showed a significance level of 0.000, indicating a significant difference before and after treatment. Furthermore, students' responses through questionnaires were mostly positive, stating that *Story Weaver* helped them understand vocabulary, follow the story context, and feel more engaged in listening activities.

It can be concluded that *Story Weaver* is an effective media to improve listening comprehension at the junior high school level. It is recommended that teachers consider using *Story Weaver* as an alternative media in teaching listening. Students are encouraged to engage actively with the platform, and future researchers are suggested to explore the use of *Story Weaver* in other language skills or educational levels.

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## **CHAPTER I INTRODUCTION**

The first section of introduction chapter would describe the background, identification of problem, limitation of the problem. Then, the research questions are formulated, and explained purpose of the research and the significance of the research. Finally, the terms used are defined in the last.

### **A. Background of The Research**

Nowadays, English become the language of the modern world as it is commonly use around the world. 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.

English become important language to learn for everyone, especially for learners of English as a For Speakers of Other Language (ESOL) as English is considered to be the worldwide language. When someone particularly master English language, it builds personal, academic, and professional development on them. In Indonesia, English language subject is a subject that is compulsory taught at school, starting junior high school to the university level (Hadiwinarto, 2020).

English language learning is a required subject in schools. Based on the rules that are present in the merdeka curriculum year 2024/2025, junior high shool is including in phase D. During this phase, the goal of English language instruction is to increase students' proficiency in English language. Besides, it is mandatory for students to learn English at junior high school in order for them to have skills in communication in the foreign language. The focus of English language

instruction in this curriculum is on the language's listening, speaking, reading, and writing.

Listening is categorized as a receptive skill in language learning because it primarily involves the ability to understand and interpret spoken language. As listening is the first receptive skill to develop in a human being language, learning to listen in the target language will certainly improve language skill (Putera Jaya et al., n.d.) Since listening offers considerable and meaningful language inputs—especially when learned for communicative purposes—it is the most important component of communication. Students is considered to have good listening comprehension if they are able to understand the detail information and the context or main idea, do active listening strategies by making notes or summary, and vocabulary mastery. The vocabulary mastery itself mean students are able to distinguish or recognise the sound, word stress, and predicting the reduction of words (Febtriningsih, 2018)

The commonness and relevant of listening in humanities and science fields, does not mean listening is easy to comprehend. (Rost, 2002) as he heard from noted presenters said, “Spoken language is the most sophisticated behavior of the most complex organism in the known universe.” Therefore, it’s not surprisingly that we often don’t have deep understanding in listening process and most of the time we have misunderstand in communication process.

Listening comprehension is active process that need concentration, listening strategies, and linguistic knowledge to gather or comprehend the information given (Hadijah & Shalawati, 2018). Even the environment of the information that is listened is determining its meaning. It shows that listening comprehension is

important for obtaining information and also maintaining effective communication. Therefore, mastering listening comprehension can be said to be difficult for student to master. They need to pay attention to the person they are talking to with knowledge they already have.

As a non-native speaker, there is some difficulties that they face such as lack of vocabulary bank, the speed of speaker that is uncontrolled, and also it is difficult to them to understand the information without seeing the speaker's body language (Agustina Ramadhianti, 2021). Those are the most common problems faced by the students in listening process and communication. Since listening comprehension skill have a crucial role in communication, students must have to master it to support their communication.

Listening comprehension challenges in junior high school are complex. The cultural difference and unfamiliar words may the reason of student's difficulties in listening comprehension. There are some difficulties that secondary school faced in listening comprehension which the unfamiliar words, rate of speech, accent, unclear pronunciation, recording quality, and inadequate facility (Nadhira & Warni, 2021). These difficulties can hinder students in learning process, while good listening comprehension are very necessary for them to be able to clearly understand the content of material.

In addition, teachers also experience several difficulties in the teaching listening. (Utomo et al., 2019) revealed material preparation is one of the difficulties teachers face in lesson planning. Insufficient time, resources, materials and other problems such as limited time, limited resources, limited facilities, and difficult materials are the reason why it is hard for teacher to prepare material

properly. The teacher's difficulty in preparing proper media also makes the learning process less active. This can affect students in understanding the material, especially since in Indonesia, listening learning with audio assistance are still lacking. In fact, students are only given paper-based textbooks that do not adequately support their listening learning. Besides that, the lack of student's vocabulary become another problem in teaching listening. As vocabulary takes important role in improving students' language proficiency, the lack of vocabulary can hinder student's learning process and understanding in material.

The rapid development of technology gives a chance for both student and teachers to have more media choices to develop their listening comprehension. On his research, (Widiyarto et al., 2021) highlight that teaching media or learning media must be modified that are true to the current era. They can utilize various interactive media platform as support for developing their listening comprehension skills and also teaching listening process. They can add written text, still image and even arranging the speed of the speaker in listening lesson to make it easier for student to get the meaning of the information.

Multimedia content can be integrated with the dynamics of conventional methodologies and instructional practices. (Verdugo & Belmonte, 2007) as it cited in Folley, has significance results to support the positive effect of digital input and the use of images to accompany oral input in order to gain comprehension. They also suggest lesson plans and didactic guidelines based on digital content would be very useful for teachers and learners.

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. Research by (Kartika et al., 2023) also showed that students who learned by using audio-visual media has better listening comprehension than student who use traditional teaching method with lecture -based learning. The use of audio-visual media in listening comprehension in junior high school has already proved by Haluti et al. (2024). It shows audio-visual media is able to improves listening instruction, fosters a more favourable environment for listening comprehension tests and activities, and helps students comprehend listening assignments and concepts more generally.

Therefore, in order to improve listening comprehension in student, media platforms that can assess students' skills are needed. One example is the Story Weaver platform. Story Weaver is a platform that provides audio-visual content which has many children story. This platform was made to encourage kids to read and tell them interesting story in order to stimulate their imaginations (Azkiyyah & Purnamasari, 2023). The platform has various level, genres, and topic inside, such as fiction, non-fiction, children's books about science, history, math and many more. Story weaver had collaborated with many well-known author and illustrators, and their books have won many awards.

This research is focusing on recognizing the effectiveness of Story Weaver in eight-grade student's listening comprehension. Using audio-visual media in Story Weaver means here to help them in learning listening comprehension. The

researcher is interested in conducting an experimental research which involves eight-grade student of SMPN 2 Tarokan. *“The Effectiveness of Story Weaver to Eight-Grade Students’ Listening Comprehension of SMPN 2 Tarokan”*

## **B. Identification of The Problem**

In teaching listening, there are various problems faced by students and teacher. Junior high school students encountered a number of listening comprehension challenges, including unknown words, speech rates, accents, ambiguous pronunciation, poor recording quality, and insufficient facilities which it is difficult for them to have proper material equivalent to their ability. These challenges can impede their learning process, while strong listening comprehension is essential for students to be able to comprehend the material clearly,

Teachers in junior high school also face number of challenges when it comes to teaching listening. One of the challenges teachers encounter while planning lessons is the preparation of materials. It is difficult for teachers to prepare material effectively because of a lack of time, resources, and materials, as well as other issues like difficult materials, limited facilities, and limited time. The learning process is also less active when the teacher struggles to prepare appropriate media. Given that listening instruction with audio support is still lacking in Indonesia, this may have an impact on students' comprehension of the subject matter. Students are actually only provided with paper-based textbooks, which are insufficient to enhance their listening comprehension. In addition, students' limited vocabulary becomes another issue when teaching listening.

Vocabulary is crucial for enhancing students' language skills, and a deficiency in it can impede their ability to learn and comprehend the subject matter.

To address the difficulties faced by students and teachers in listening comprehension, the researcher proposes to use Story Weaver to help students master listening comprehension and assist teachers in simplifying material preparation. Story Weaver is unique media with many features that can be utilized by teachers and students. It has many fairy tales differentiated based on the students' skill levels, such as adjusting vocabulary and comprehension levels that match the students' abilities. Besides, it also has colourful illustration in great quality. These features are able to make students have better comprehension both in listening and context of the text.

In conclusion, the researcher aims to investigate the effectiveness of the Story Weaver on listening comprehension to ninth-grade students at SMPN 2 Tarokan.

### **C. Limitation of The Problem**

In this research, the research has several limitations as follows. Firstly, the researcher will focus on the effectiveness of Story Weaver as learning media for students listening comprehension at SMPN 2 Tarokan. Story Weaver is digital platform that provide many stories in various language and category for free. The story is classified into different levels start from level 1 (emergent reader), level 1, level 2, level 3, and, level 4. This category is distinguished based on the concept, the number of words used, and word repetition. Besides, the story book in this platform is able to make sound by choose the “read along” features so it could help student to learn listening. However, the researcher will focus on the stories

with English language in level 1 and use the “read along” features. The features are used by considered the English Nusantara book chapter 5 of eight grades in SMPN 2 Tarokan.

Secondly, this research uses eight-grade SMPN 2 Tarokan classes as the research subjects. Among seven classes from A to G, the researcher chose class D because the attendance ratio was higher than the other classes. The class consisted of 34 students, 18 of female and 12 males.

Thirdly, researcher put some limitations as students can be said has good listening comprehension if they are active in listening process, comprehend the detail information as well as the context or main idea, and master vocabulary. This research will only focus on the ability of students comprehend the detail information, in the context or main idea of the text and the vocabulary mastery. To be specific, the vocabulary mastery will focus on students’ ability in recognising the sound and predicting the reduction of words.

#### **D. Formulation of The Problem**

In order to focus, the researcher formulates the problems of the research as follows:

1. How is the eight-grade students’ listening comprehension before being taught using Story Weaver at Third Grade student of SMPN 2 Tarokan?
2. How is the eight-grade students’ listening comprehension after being taught using Story Weaver t of SMPN 2 Tarokan?
3. How is the student behaviour when Story Weaver implemented in Listening Comprehension of eight-grade student of SMPN 2 Tarokan Effective?

### **E. Purpose of The Research**

1. To find out students' listening comprehension before taught using Story Weaver at eight-grade student of SMPN 2 Tarokan
2. To find out students' listening comprehension after taught using Story Weaver at eight-grade student of SMPN 2 Tarokan
3. To describe the effectiveness of Story Weaver to students' comprehension on listening at eight-grade student of SMPN 2 Tarokan

### **F. Significance of The Research**

1. For Teacher

This research is expected to make teacher know the proper media that they can apply to their class to students' listening comprehension.

2. For Student

The student is expected to have better comprehension on listening by using Story Weaver as media in the class.

3. For Another Researcher

The result of the research will probably be used as the references for those who want to conduct the same type of research.

### **G. Definition of Key Terms**

1. Listening Comprehension

Listening comprehension is a crucial language skill because it involving the ability to understand and extract the meaning from a language (Hagen et al., 2021) It involves actively processing and absorbing the information presented through auditory means, such as television, radio, or spoken conversations. Effective listening comprehension requires the listener to focus on the speaker, maintain

attention, and use nonverbal cues like eye contact and body language to demonstrate engagement. Additionally, it involves asking clarifying questions, summarizing the main points, and empathizing with the speaker to ensure a deeper understanding of the message.

## 2. Story Weaver

Pratham Books, founded in 2004, is a children's book publisher aiming to promote reading through affordable, high-quality picture books in multiple Indian languages. In 2015, it launched Story Weaver, a free digital library providing stories in various native languages to make literature accessible to all. With over 4,000 titles in 22 languages and a readership of 50 million, Pratham Books offers diverse genres, including early readers, fiction, non-fiction, and educational topics like science and history. Their works, created in collaboration with renowned authors and illustrators, have won multiple awards.

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