

Increasing Learning Acknowledging Children Stories With Listening in Action Method Through Media Audio on Student Class V

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Abstract

This study aims to improve the ability to listen to children's stories on class V students using the Listening in Action method through audio media. The subjects of this study were the students of grade V SDN Taman 01 Madiun which amounted to 32 students. The object of this study is the ability to listen to children's stories. The data collection techniques used are qualitative data analysis techniques and quantitative data analysis techniques. Qualitative data analysis technique is the calculation of percentage analysis of student activities in the learning process. Quantitative data analysis technique is to find the average value of the ability to listen to children's stories every cycle. Improved ability to listen to children's stories can be seen from the increase in enthusiasm and student activity during the learning as well as from the improvement of the average ability to listen to children's stories. The results on the prasiklus test showed an average score of 59.84 and in the first cycle the grade point average increased to 66.87 or in the less category. In cycle II the average value of 79.22 and including good category, resulting in an increase of 18.47% of the cycle I ie from 66.87 to 79.22.

Keywords : Learning listening to children's stories, listening in action method, audio media.

INTRODUCTION

Learning Indonesian in elementary school essentially aimed at students have skills to use the Indonesian language for various purposes, especially improve language skills. These skills include listening, speaking, writing, and reading.

Listening is a language skills first mastered by humans, just after that talk, read, and write. Saddhono (2012: 4) says something that goes along with it that "listening ability is the first language ability possessed by humans in language acquisition". In the daily activities of the language, listening activities were more done than other language activities. Rivers (in Sutari, et al. 1997: 8) prove that most adults use 45% of their time to listen, 30% to talk, 16% to reading, and 9% to writing. Therefore, the ability to listen is a person's initial capital in communicating.

Learning to listen to literature is an important activity for students and can be applied when reading literary works, from old literary works, contemporaries to modern works. In listening to literature, there are various benefits that can be obtained by someone, namely to help the language skills, improve cultural knowledge. (3) to develop inventiveness and taste, and (4) to support the formation of character (B. Rahmanto, 1989: 15-24).

Children's stories are created or created by adults who seem to express the world of children poured in a language. Motives in children's stories are a prominent element. The elements are objects, animals that have magical powers, concepts of deeds, characters or certain traits. Ahmad and Darmiyati (2001: 98) suggested that "the contents of children's stories also reflect the literature they have heard".

After observation and interview with teacher of Indonesian language subjects at SDN Taman 01 Madiun, found the cause of the activity of listening less attention to the students. Some of the reasons for learning listening have not been done well, namely (1) understanding of what and how to listen is still minimal, (2) limited facilities and infrastructure to carry out listening activities, (3) media used in learning listening less attention to students, and (4) the method used is less appropriate to the student's development. Many students have difficulty in mastering listening skills, especially in listening to children's stories.

Susanti (2016: 905) explains also that students consider that the listening ability can certainly be mastered by every normal person without having to go through the learning process. In addition, many students who consider listening ability will be obtained if other language learning is going well. We recommend that such things be removed from our minds, because in fact many students who complain on the subject of learning to listen.

Based on these problems, students can not be separated from various factors influence. It takes a creative teacher and can help the learning become more interesting and liked by the students. The media used should attract students' attention. The atmosphere of the class also needs to be well designed and the selection of appropriate learning methods that will create innovative and creative literary learning.

The use of *the Listening In Action* method is an innovative and creative literary listening learning solution. The Listening In Action method is a suitable

method to use because the Listening In Action method provides three emphases on listening activities. First, Listening In Action emphasizes that listening is an active process. Second, Listening In Action emphasizes that listening plays an active role in language learning. Third, listening to teacher priority as an active "researcher" about the development of listening ability of Rost (in Rahmina 2006).

Media used is an audio medium because it is more effective used in learning listening that emphasizes the listening aspect. Audio media is a medium containing messages in the form of audiotape (vocal cords), which can stimulate the thoughts, feelings, attention, and willingness of students in the learning process.

Based on the background of the above problem, it is clear that the difficulty of learning in grade V students at SDN Taman 01 Madiun is characterized by the obstacles both conscious and unconscious that arise in the process of learning to listen. The use of Listening In Action method through the audio media is expected to facilitate the students in understanding the material and information delivered especially in the skills of listening to children's stories so that students listening skills can be improved to a better direction.

METHODS

This research is included in classroom action research. Each round is designed through four components, namely the components of planning, action, observation, and reflection. The purpose of this study is to improve the process and the results of the ability to listen to children's stories using listening

in action method through the audio media in students of class V.

The research location is at SDN Taman 01, Madiun. The school was chosen as a research location because it is based on observation and information from Indonesian teachers that there are problems related to learning to listen to children's stories. Implementation of this research conducted in semester 2 or even semester of academic year 2016/2017. Subjects studied were the students of grade V SDN Taman 0 Madiun, amounting to 32 students consisting of 20 female students and 12 male students.

Data collection techniques in this study are test methods, observation, interviews, and documentation. The test technique used to know and get skill data listening to children's story. Nontest data collection there are three kinds, namely observation, interview, and documentation. Nontest technique aims to collect data on changes in student behavior after the learning process listening to children's stories using the method *Listening In Action* through audio media.

The instruments used in this research are test and nontest. The test instrument is a question that must be done by the students at the end of the learning listening to the child's story, while the non-nontest instrument is used to know the behavior change of the student during learning to listen to the child's story. These non-test instruments include observation sheets, interview sheets, and documentation.

Data analysis techniques in this study using data analysis techniques Qualitative and quantitative. Quantitative data analysis is done to analyze the data obtained from the test results in writing.

The results of data analysis are quantitatively calculated on a basis

Percentage with the following steps: (1) recap the value obtained by the student, (2) calculate the average value, and (3) calculate the percentage. The value is calculated using the formula:

$$\text{Nilai rata - rata (NR)} = \frac{\text{jumlah skor}}{\text{skor maksimal}} \times 100\%$$

Qualitative techniques are used to analyze qualitative data. Qualitative data obtained from the results nontes of observation, interviews, and documentation.

RESULTS AND DISCUSSION

The results and discussion of this research is done in class V Delegan 2 State Elementary School with the aim to improve the ability to listen to children's story by using learning in action method through audio media. This research consists of the results of prasiklus action, cycle I, and cycle II.

Prasiklus test results obtained based on preliminary test that is, before implemented learning listening news using Listening In Action method through audio media. The initial condition of the students' listening skills is known from the prasiklus test result obtained by the students of grade V SDN Taman 01 Madiun. Based on the results of the study

Prasiklus, listening skills of children's story reaches the average classical 59,84 are included in the category is very less so it needs to be improved because it has not reached the determined minimum standard of completeness, that is 75.00. Therefore, the researcher will use Listening In Action method through audio media to

improve student's learning achievement, especially in listening to children story in phase I and cycle II.

In cycle I the story of the child that is shown is titled *Wolves and Dogs Guard House*. The results of the test in the first cycle is the initial data obtained from learning to listen to children's stories using the method Listening In Action through the audio media can be seen in the following table.

Table 1 Earning value of cycle I

Nu mber	Cate gory	Va lue Ra ng e	Freq uenc y	To tal Va lue	Prece ntage	Ave rage Gra de
1	Very good	85- 10 0	2	17 5	6,25	214 0 :32
2	Good	75- 84	7	53 0	21,87	= 66,
3	Less	61- 74	14	94 0	43,75	87 (Les
4	Very Less	0- 60	9	49 5	28,13	s)
Total			32	21 40	100	

From the data it can be seen that the results of the first cycle test in listening to the story of the students of grade V SDN Pandean 01 Madiun included in the category less. However, because the average still has not reached the value of 75 then it can be said that the results obtained in cycle I still need improvement. The low score of the students in the listening test of children using Listening In Action method through audio media caused by the less conducive atmosphere also caused the students to concentrate less, such as noise outside the classroom and some students themselves.

Implementation of learning process in cycle II based on reflection on cycle I.

Improved implementation of learning. The learning process is made more relaxed and fun, minimizing the interference from outside so that the concentration of students to listen is not fragmented, as well as preparing equipment for the media long before the lesson begins. In the second cycle of the story of the child being aired entitled "Fox in the Well and the Goat".

The results of competency tests listening to the news using the Listening In Action method through the audio media in cycle II is the second data after the implementation of the action on the first cycle. From the learning that has been done in phase II, the test results

Listening skills in children's stories using the method of Listening In Action through the audio media on the students of class V SDN Madiun 01 can be seen in the classical table below.

Table 2 Earning value of cycle II

Nu mber	Cate gory	Va lue Ra ng e	Freq uenc y	To tal Va lue	Prece ntage	Ave rage Gra de
1	Very good	85- 10 0	7	62 0	21,87	253 5: 32 =
2	Good	75- 84	25	19 15	78,13	79,2 2
3	Less	61- 74	0	0 0	0	(goo d)
4	Very Less	0- 60	0	0 0	0	
Total			32	25 35	100	

From the data it can be seen that the results of the second cycle test in listening to the story of the students of grade V SDN Taman 01 Madiun included in either category. In learning cycle II students have been able to find the complete intrinsic elements and retell the

contents of the story. This shows that students have achieved the expected results in learning to listen to children's stories using Listening In Action method through audio media.

The role of learning media in the world of education, especially learning activities to encourage the achievement of effective and efficient learning objectives. Audio media for teaching, intended as material containing the message in the form of auditif (vocal cords), which can stimulate the thoughts, feelings, attention, and willingness of students resulting in teaching and learning process (Sudjana and Ahmad, 2005: 129). So, it can be said that the learning media is one of the important supporting elements of splitting and can not be separated from education in school. Therefore, teachers should have sufficient knowledge and understanding of instructional media.

The Listening In Action method provides three emphases on listening activities. First, Listening In Action emphasizes that listening is an active process. Second, Listening In Action emphasizes that listening plays an active role in language learning. Third, listening to teacher priority as an active researcher on the development of listening ability. Researchers combine the method of Listening In Action through the media in order to get maximum results in learning to listen to children's stories. Evident from cycle II there is an increase through the test results.

CONCLUSION

The results of skill tests listening to the story of children in grade V SDN Taman 01 Madiun by using Listening In Action method through the audio media

has increased. Improved listening skills of the child's story is known from the results of prasiklus tests, cycle I, and cycle II. In addition, changes in student learning behavior have increased in a positive direction. It can be known from the results of nontes that include the results of observations and interviews in cycle I and cycle II. The behavioral changes can be proved by students who show better enthusiasm during the learning process from cycle I to cycle II. Students are initially less serious in learning Listening to children's story, finally become serious and spirit in following Learning to listen to children's stories

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