

THE IMPLEMENTATION OF INDONESIAN LEARNING ASSISTED AUDIO MEDIA FOR THE ABILITY OF LISTENING CHILDREN'S STORY IN THE THIRD GRADE STUDENTS

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Abstract

The objective of this study are to (1) plan learning Indonesian by using media audio for the students listening ability in children's story in SDN 01 Jeruk, Magetan (2) implement learning Indonesian by using media audio for the students listening ability in children's story in SDN 01 Jeruk, Magetan and (3) evaluate learning Indonesian by using media audio for the students listening ability in children's story in SDN 01 Jeruk, Magetan. This research is descriptive qualitative research. Source of the data in this study include informant, places and activities, and the document. Informant in this study are principal, teacher of third grade students, and the student of third grade. Collection techniques used is observation, interviews, and documentation. The research result shows that (1) planning phase includes the preparation prota, promes, syllabus and lesson plan (RPP) in Indonesian as well as the preparation of the media audio in the form of recording children's story in a compact disk (CD) in the form of mp3, laptop, sound, and the test (2) implementation phase by using audio is started with refers to thematic lesson plan (RPP), sets up a teaching materials and software learning. Teacher directs the students to determine the learning objectives and set the activity lessons. (3) evaluation learning outcomes done in the form of the written and oral test, which done in individuals and groups.

Keywords: *media audio, children's story, learning Indonesian*

INTRODUCTION

At the level of primary school, the use of audio media is important because elementary students are in concrete operational stages. These stages can form creative ideas based on thoughts that appear on objects or logical events around them so that in the delivery of the material will be effective when assisted by media. With the teaching media aids, students are able to improve the level of liveliness and thinking independently.

Learning to listening skills is important to be taught in elementary level of Indonesian teaching learning. It is supported by Ariani (2009: 12) who explains that students who are not good at listening given by the teachers will have difficulty in following the lesson, even the greatest chance of failure for them. In the third grade students of elementary school, the skills of listening to children's stories can be found in Basic Competence (KD) "using fairy tales, legends, experiences, memorable events to rewrite in a few simple sentences".

Children's stories can be included in the impressive experiences. The children's stories should not neglect the educational aspect from the story delivered. Majid (2001: 4-5) makes it clear that the story which have ideas, goals, imaginations, languages, and language styles is influential in the formation of students' personality. Therefore, it is from the children's stories there are the interest to take advantage of the children's story, the importance of choosing the stories, and the way to convey the results of the students' listening.

Creativity of teachers in making variations in learning methods greatly affect the success of students' learning. Strongly influenced by the creativity of teachers. In learning to listen to the children's stories, the teacher must be able to choose the learning method relate to the material and the students' character. Storytelling is the right method for teachers in the delivery the children's stories. Sudarmadji (2010: 6-7) explains that storytelling is an effective method because educational experts agree that telling children has several important functions, such as a medium for conveying a moral message, as an education of imagination and emotional, and as an entertainment to draw attention.

All teachers in the school have an obligation to be able to use the instructional media that has been provided in the school or make themselves according to the character of the students and the demands of the times. The goal is to achieve the expected teaching objectives. In addition, teachers should also be able to develop the skills to create learning media that will be used in the learning process. Arsyad (2014: 2) explains that the development of science and technology increasingly encourages renewal efforts in the utilization of technological results in the learning process.

Prastowo (2011: 264-265) explains that audio media is one kind of noncreative teaching material which contains a system that uses a live audio signal that can be played by the teachers to assist the students in mastering certain competencies. Therefore, researchers conducted research using audio media in order to help cover the lack of teacher performance when delivering stories, such as soft / small voice, less clear intonation, and tired physical condition while teaching. By using audio media, the story will be more interesting and alive because it is played with music and sound effects according to the sequence of stories that help students to be able to enjoy the story heard with imagination and concentration.

As the result of preliminary research, the learning of Indonesian language in SDN Jeruk 01, especially on listening skill of children's story, is still based on thematic book of Curriculum 2013. Teachers have not provided media when learning to listen to children's story. In terms of storytelling, there are some teachers who have not been able to attract the attention of students because they are less creative and just read the story without any expression, intonation, or pause so that the classroom's atmosphere is less fun and the ability of students' comprehension to the stories heard are low.

Based on the background, the researcher is interested to conduct a research entitled "The Implementation of Indonesian Learning Assisted Audio Media for the Ability of Listening Children's Story in the Third Grade Students". The objectives to be achieved in this research are to find out (1) the Indonesian learning planning with children's audio media for listening skill at SDN 01 Jeruk, (2) the implementation of Indonesian language learning with children's audio media for listening skill at SDN 01 Jeruk, and (3) the evaluation of Indonesian language learning with children's audio media for listening skill at SDN 01 Jeruk.

METHODOLOGY

Sources of data in this research include informants, locations and activities, and documents. Informant in this research are teacher of thurd grade students and third grade students. Collection techniques used are observation, interviews, and documentation. The triangulation technique of this research is the examination technique to utilize the use of the source, which means comparing and checking the reliability of information obtained through different times and tools in qualitative methods. The data were collected and analyzed based on an interactive analysis model developed by Miles & Huberman. There are four components of analysis performed in this model, namely data collection, data reduction, data display, and conclusion.

RESULT AND DISCUSSION

Planning of Learning Indonesian by Using Audio Media SDN 01 Jeruk, Magetan

The initial phase of Indonesian language learning in SDN 01 Jeruk was the preparation of lesson plans by classroom teachers. This lesson planning involved preparing syllabus and thematic lesson plan (RPP) and preparing the children's audio story media to be used in Indonesian language learning. The preparation of audio media planning used include recording of children's stories in the form of mp3, laptop, sound, and test questions.

The effectiveness of learning with this audio media as stated by Sudjana (2009: 129) that material containing the message in the form of auditif (vocal cords or voice dish) can stimulate the thoughts, feelings, attention and willingness of the students so that the process of learning and teaching is good. Anderson (in Prastowo, 2009: 266) also added that audio media is considered a source of learning materials that are economical, fun, and easily prepared to be used by the students.

Third grade teacher implemented classroom learning with audio media referring to syllabus and thematic lesson plan (RPP). Audio media usage was also adjusts the subject matter, which was about the children's story. Before the audio media was played by the students, the teacher must conditioned the class at first by giving guidance that the use of audio media can be started in a calm state. The objective was students can listen to the story briefly and can answer the questions about the contents of the story well. Through this media, teachers did not need to explain the material at first because by practicing listen to the children's stories directly, students would understand by themselves.

The classroom teacher prepared lesson plan of the Indonesian language learning by using audio media had aims to train students' analytical skills and be able to restate ideas or parts of the stories they had heard. Students restate the contents of the story in the form of 10 items multiple choice questions and essay. If students were able to solve the questions well, then the audio media that had been prepared by the teacher was very good and optimal. Thus, if the preparation phase was done maximally by the teacher, it was assumed that the learning implementation will be more effective and efficient.

Implementation of Indonesian Language Learning by Using Audio Media at SDN 01 Jeruk, Magetan

In the implementation phase of Indonesian language learning, it was started by classroom teachers systematically after composing the lesson plan. Teachers started the learning by referring to the KI / KD and preparing teaching materials, i.e. recording of children's stories, laptops, and sound. In addition, teachers also prepared the Student Worksheet (LKS) that have been distributed first before the story was played.

After the learning device had been prepared, the teacher gave direction so that the students knew the learning objectives implemented. Teacher explains that the story played includes literary works that must be preserved so that students will appreciate and understand the literary works. The teacher also explains the main topics so that students has images of the learning by using audio media. Classroom teacher's explanation in the beginning of the learning had expected can explain and change the perception and understanding of the students about the use of audio media. That statement in line with Hilhard Bower's theory of learning (in Wahyuningsih, 2014: 85) that learning relates to the change in one's behavior toward a repeated certain situation, in which the behavioral changes are unexplained or grounded tendency of maturity response.

Teachers also managed the implementation of learning Indonesian language with audio media in the classroom so that the learning time ran maximally or not interfere / cut other subjects. In that case, the teacher refers to the thematic lesson plan (RPP) that has been prepared at the time of learning planning at the delivery time stage. In one day, there are two subjects after Indonesia language; Maths and Civic Education. Therefore, teachers should be able to divide the time well so that the subjects' schedule could run appropriately.

The condition of the class during the implementation of Indonesian language learning by using audio media in SDN 01 Jeruk seemed different from other learning without using audio media. In the classroom, the students' atmosphere becomes more enthusiastic by seeing their concentration while listening to children's stories. Stories followed by sound elements of music and sound effects make the atmosphere calm because it looks like they carried away the story that was played. The story entitled Stork and Coat Eating Together. They also recorded important words that need to be recorded to make it easier to answer questions when the story was finished.

After the children's story had been heard, the students answered the 10 multiple-choice questions. The students were concentrated and calm while working. Finish working on the mustiple choice questions, the students then did the essay test, which was about the names of the characters and the message delivered. During working on the test, the students are required to work individually. Nevertheless, no one objected when all the questions were done individually. Implementation of Indonesian language learning by using audio media has certain advantages compared to learning by using conventional methods. One of the advantages was the mood and behavior of the students can be influenced through background of music and sound effects so that students become more spirit of learning.

Evaluation of Learning Outcomes by Using Audio Media of Children's Stories in SDN 01 Jeruk, Magetan

To know the success of learning Indonesian language with by using audio media at SDN 01 Jeruk, the teacher held a learning evaluation. This evaluation is done after the children's story was played. The teachers provide Student Worksheet (LKS).

Tests in the listening skill to children's stories can be objective tests and essays. The given test should have a good stimulus so that students can respond appropriately. Form of evaluation in this audio media is an objective test. Two tests were presented in this audio media. First, multiple choice tests are presented orally. Students were just crossing the correct answer with a limited time. Second, the essay test, the students did the essay test in longer time than the multiple choice test because the matter is not given orally. Both tests are used for cognitive assessment.

When assessing the activeness of the students, a question and answer session was orally spoken about the content of the children's story that had been played. When the teacher asks the student questions, the students were actively answered. Almost all students raised their hands because they wanted to answered. It can be said that the students understood the whole contents of the story. Teacher was satisfied to see their students active in learning Indonesian language. In the evaluation of Indonesian language learning, teachers have a special assessment format so that the assessment is more effective and efficient. In addition, teacher were also easier and simpler in delivering the material because the purpose of learning had been explained at the beginning of learning.

CONCLUSIONS

1 Preparation of Indonesian language learning started from teachers preparing learning tools in the form of syllabus and lesson plan (RPP). Preparation of learning planning was done at the beginning of the semester before learning. So, lesson plan (RPP) had been ready before the lesson was implemented. Before the syllabus and lesson plan (RPP) were practiced in the classroom, it was carried out by the principal. If there was something inappropriate, teachers immediately revise until the syllabus and lesson plan (RPP) were worth reversing for learning.

Stage of learning implementation, the teacher gave direction so that students know the objective of learning by giving explanation of main material topic. Teacher's explanation had purpose for the teacher so that he/she could deliver the material in full according to time allocation. Classroom atmosphere while the learning by using audio media were calm and fun. Students were easily understood the subject matter presented by the teacher.

Evaluation of learning outcomes in Indonesian learning were written and oral test. Written test were in the form of multiple choice and essay. Oral test was in the form of questions and answer between teachers and students. Evaluation done individually. Teacher of third grade have a special format assessment so assessment lasted more effective and efficient. Criteria for students who assessed succeed in learning Indonesian by using media audio in SDN 01 Jeruk consists of academic value as the value of the 7,5.

SUGGESTIONS

The principal should (1) provides funding for the learning multimedia in the form of LCD, and (2) conducts training for teachers to improve the teacher's competence in technological learning capabilities. For teachers are suggested to use media audio optimally in order to create

learning to be a fun and to be useful for students. For the students are expected to students to be active in listen to children's story through the media audio accompanied music and sound effects.

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