

Increasing Interest, Results and Ability to Listen to Stories Using Audio Visual Media in Elementary Schools

Angga Suryaputra¹ Bagiya² Arum Ratnaningsih³

Universitas Muhammadiyah Purworejo, Purworejo Regency, Central Java Province,
Indonesia^{1,2,3}

Email: anggasuryap1998@gmail.com¹

Abstract

This study aims to increase students' interest and learning outcomes using audio-visual media on the listening skills of class III SD Negeri Grantung students. This study uses Classroom Action Research (CAR), which consists of two cycles. Each cycle consists of two meetings. The subjects in the research were Grade III students at SDN Grantung, totaling 22 students. Data collection methods used are interviews, observation and documentation with quantitative analysis techniques. The media used in this research is audio-visual. The stages are 1) The teacher plays an audio-visual video 2) students listen to the story 3) the teacher evaluates. Based on the results of the research that has been done about students' interest in learning increasing, it can be seen based on the results of the application of the method of listening to stories using audio-visual in the pre-cycle to get an average of 72.75%, then in cycle I get an average of 75.775% and cycle II get average 88.25% included in the high criteria. Furthermore, student learning outcomes increased from pre-cycle obtaining an average of 50%, then in the first cycle stage there was an increase with an average of 70.5% entering the medium category but in cycle II experiencing a fairly good increase to 87.5% entering in very good criteria.

Keywords: Video Audio Visual, Interest, Results.



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

INTRODUCTION

In everyday life humans cannot be separated from communication. In communicating, the tool used is language. Language plays a very important role in human life. The importance of language covers almost all areas of human life. Everything that is felt, done, and thought by someone will only be known by other people if it has been expressed in language. With language, humans communicate with other humans for various needs in their lives, both orally and in writing and directly or indirectly. We can also find language diversity in various regions with different characteristics. This can place the language as something unique.

In Indonesian it includes four language skills, Tarigan in Satria (2017: 114) explains the four language skills, namely: 1) listening skills, 2) speaking skills, 3) reading skills, and 4) writing skills (writing skills). No human being is born to master language skills all of a sudden, but all of these require a process of gradual learning and training. This is no exception for language skills, namely listening skills.

In simple terms it can be said that listening is an event of receiving messages, ideas, thoughts or feelings of a person. The limitations and lack of listening skills in students make it difficult for them to obtain information. This happens because they often think that listening to stories is a lesson that is less fun and boring. The role of the teacher must be considered in learning. However, the teacher has not used the right media and also does not attract the attention of students. The media commonly used by teachers in listening lessons usually use traditional media, namely text media. The teacher in conveying subject matter uses a traditional approach and makeshift media. This fact causes students to be less motivated to learn and will get bored more quickly with the material provided by the teacher. This causes student learning outcomes to be less than optimal.

The condition of students in listening activities is currently quite apprehensive, listening skills are something that is not taken into account and is not considered important compared to other skills. Listening is often seen as learning that does not need preparation or planning. Many students think that listening is just listening, even though listening really needs a strategy and in listening there are also stages that must be considered.

RESEARCH METHODS

In this study, researchers used classroom action research or PTK (classroom action research). Classroom action research is an attempt to examine the learning activities of a group of students by providing an action (treatment) that is deliberately raised (Wijaya, 2021: 142). As for classroom action research (PTK) is an action research conducted by teachers with the aim of improving the quality of learning practices in class (Arikunto, S., 2015) Researchers use four stages in each cycle, namely planning (planning), implementation of action (action), observation (observing), and reflection (reflecting). One cycle consists of four steps, namely (1) planning, (2) implementation, (3) observation, and (4) reflection.

Data collection techniques used by researchers include observation, field notes, interviews, documentation, tests, and questionnaires. Data collection techniques are the most strategic steps in research, because the main goal of research is to obtain data, so researchers will not get data that meets the established data standards (Sugiyono, 2011). Meanwhile, according to (Jakni, 2016) data collection techniques are a method or systematic procedure to collect the necessary data and can determine the success or failure of a study. The type of instrument used to measure information writing skills with the correct use of vocabulary in this study was a test (pre-test and post-test). The data used in this study were third grade students at SD Negeri Grantung in the form of short stories using audio-visual media as learning media.

RESEARCH RESULTS AND DISCUSSION

This research was conducted at SD Negeri Grantung which is located at Jalan Gajah Mada Km. 06, Grantung, Bayan District, Purworejo Regency, Central Java 54152. The subjects in this study were Grade III students at SD Negeri Grantung. The total number of grade III students at SD Negeri Grantung is 22 students. Researchers made observations in the classroom to determine student activity in learning to listen to stories before and after using audio-visual media.

Before carrying out learning to listen to stories, several plans are first carried out to prepare learning activities. The research planning includes (1) determining the subject matter or choosing basic competencies or indicators that are in accordance with the storytelling material; (2) preparing tools to be used in learning; and (3) preparing a learning implementation plan (RPP). The Learning Implementation Plan is prepared for 6 meetings with one meeting lasting 2 x 35 minutes.

In the learning process begins with pre-cycle, namely to find out the condition of students during learning, at this stage the teacher delivers learning material listening to stories still using lecture media so that student interest and learning outcomes are still lacking, so it is continued in cycle 1 with two meetings. The material for listening to the story uses audio-visual media with the title "Friendship of the Clouds and the Sun". At the time of playback using audio-visual media students paid more attention to it but the interest and results obtained had exceeded the pre-cycle stage but the results were not maximized so the researcher continued to cycle II stage. In the second cycle stage it was also carried out with two meetings, and the results were obtained which had reached the KKM.

In learning to listen to stories at the pre-cycle stage, cycle I, and cycle II, the data are presented in tables 1 and 2.

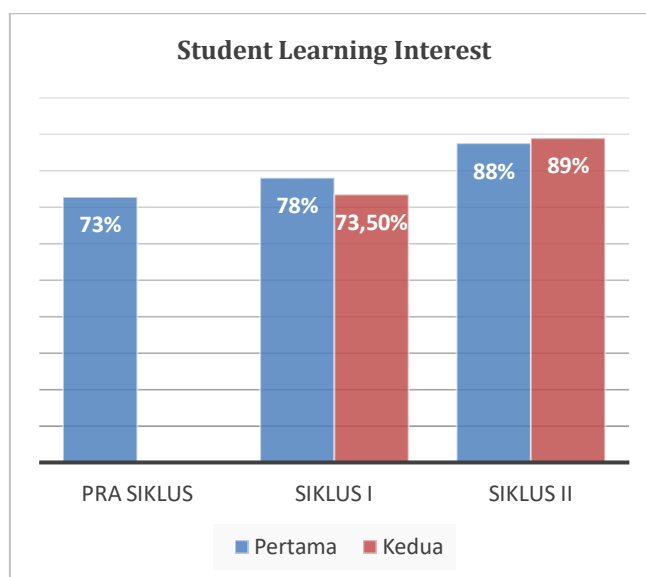


Figure 1. Percentage of Student Learning Interest Percentage Diagram

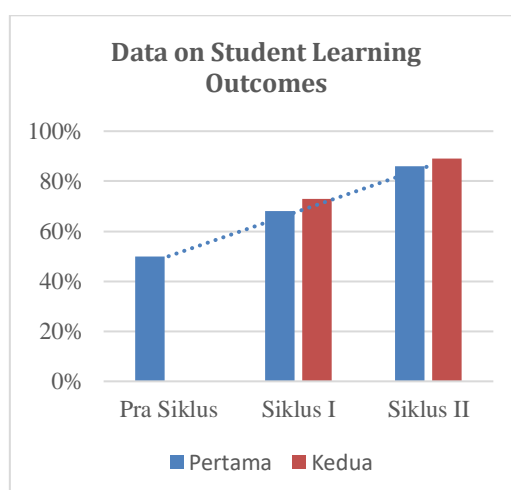


Figure 2. Student Learning Outcome Diagram

Table 1. Recapitulation of Students' Learning Interest in Pre-Cycle, Cycle I, and Cycle II

No	Interest	Result	Information
Pracyclus	72,75%	50,00%	Not finished
Cycle I	75,75%	70,50%	Not finished
Cycle II	88,25%	87,50%	complete

Based on the data above, it shows that the use of audio-visual media is very effective in increasing student learning outcomes and interest. Students are more interested in participating in learning using audio-visual media compared to the lecture method. The material conveyed using audio-visual media can be more easily understood by students because it is clearer and easier to remember.

CONCLUSION

Based on the results of the research that has been done, it can be seen that students' interest in learning has increased. It can be seen based on the results of the application of the

method of listening to stories using audio-visual in the pre-cycle, only 72.75%, cycle I got an average of 75.75% and cycle II got an average 88.25% included in the high criteria. Student learning outcomes increased from the previous pre-cycle 50% cycle I obtained an average of 75.75% included in the medium category but in cycle II experienced a fairly good increase to 87.5% included in the very good criteria.

BIBLIOGRAPHY

- Arikunto, S. dan Supardi, Suhardjono. (2015). *Penelitian Tindakan Kelas*. Jakarta: PT Bumi Aksara
- Jakni. (2016). *Metodologi Penelitian Eksperimen Bidang Pendidikan*, Bandung: Alfabeta.
- Satria, Tio Gusti. 2017. Meningkatkan Keterampilan Menyimak Melalui Pendekatan Saintifik Pada Anak Kelas IV Jakarta Barat. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar Vol.10 N0.2*.
- Sugiyono. (2011). *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta.
- Wijaya, Sastra, dkk. 2021. *Kampus Merdeka & Inovasi Pendidikan: Peluang dan Tantangan di Era 4.0*. Serang: Penerbit Desanta Multiavistama.