

# Liando Improving

*by* Liando Improving

---

**Submission date:** 15-Dec-2022 12:47PM (UTC+0700)

**Submission ID:** 1981784120

**File name:** Liando\_KI\_OK\_JI\_Improving\_the\_Ability\_of\_Listening....pdf (178.38K)

**Word count:** 7777

**Character count:** 40327



## **Improving the Ability of Listening to the Content of Folk Stories through Audio Visual Media in Class VI Students of Elementary School in Selatan Minahasa District**

**Wulan Mercy Wulur**

Indonesian Language Education Program Students, Postgraduate Programs Manado State University  
wulurwulan@gmail.com

**Mayske Rinny Liando, Viktory Nicodemus Joufree Rotty**

Education Management Study Program, Postgraduate, Manado State University  
mayske\_liando@unima.ac.id, viktoryrotty@unima.ac.id

**Abstract:** The purpose of this research is to improve students' listening skills on the content of folklore for elementary schools in South Minahasa Regency. The learning process in the classroom must be supported by existing media so that teachers can improve students' abilities in the learning process. The media used in this research is audio-visual to improve students' ability to listen to the contents of folklore. Furthermore, the method used is Classroom Action Research (CAR) which focuses on improving the process and learning outcomes towards a better direction. Before conducting the research, the researchers conducted a survey on December 8, 2021 in the sixth grade of SD Inpres Pakuure with the folklore of Toar and Lumimuut. The results of the pre-cycle researchers get the result that is 17%, the KKM determined by the school is 75. This means that the sixth grade students of SD Inpres Pakuure have not achieved the expected results. Researchers conducted Cycle I with the hope of increasing the results of students' grades in class, the scores already obtained in Cycle I increased by 25% to 42%. However, the results obtained by students cannot be said to be complete so that the researcher continues this research to Cycle II to get significant results. The results of the research in Cycle II, researchers have obtained very maximum results, even exceeding the Minimum Completeness Criteria. Cycle II increased by 50% from Cycle I to 92%. This study has obtained appropriate results. Researchers have discontinued the research because they have obtained the expected results.

**Keywords:** Listening, Folklore, Audio Visual.

---

### **INTRODUCTION**

Human activities by interacting with one another is one of the characteristics of humans as social beings. One of the tools used by humans to interact is language. Language has an important role in human life when living side by side with other people. Through human language, it is easy to understand and even know what is meant by a friend or interlocutor. In general, language can be understood or interpreted as a communication tool or medium that must be owned by everyone in carrying out their social activities.

As a human being who lives in Indonesia, the language used is Indonesian. It is very clear to us that the position of Indonesian is as a national language, namely as a tool to unite all ethnic groups with different socio-cultural and linguistic backgrounds into the unity of the Indonesian nation. Therefore, in the process of learning Indonesian language also plays an important role,



namely, as the language of instruction in the world of education (Halim, 1984:23,25).

Indonesian is designated as the language of instruction taught in formal and non-formal schools for the Indonesian people. This is mandated in the Law of the Republic of Indonesia number 10 of 2003 Chapter VII article 33 concerning the National Education System. It is emphasized that Indonesian as the state language is the language of instruction in national education (2003:14). In connection with the use of Indonesian as the language of instruction in daily activities, especially in Teaching and Learning Activities, the Indonesian people as language users must have language skills.

Language skills consist of four components, namely listening, speaking, reading and writing. These four skills are closely related to one another. One skill is related to another skill. Reading and listening skills are receptive activities, while speaking and writing skills are productive or expressive activities. Therefore, each of these language skills requires knowledge that can support or increase the success of each individual in this case, especially students in learning languages.

Listening skills are part of language that is always used in human life. Within the family, school, and community. Humans are required to be able to listen to everything that can be done or done. In a school environment, students in carrying out or following the learning process mastery of listening skills are very necessary. All subjects or lesson content require listening skills from each student, especially in Indonesian lessons. Students use most of the time in the learning process to listen to each lesson delivered by the teacher.

The success of students in achieving mastery of the lesson begins with their listening skills. Listening requires a special ability of each student. Poerwadarminta (1984:628) (Kandharu & Slamet 2014) suggests that the special ability of listening itself is ability, skill, and strength. From what he said, it can be concluded that listening ability is the ability, ability, skill of students to understand what is said, spoken or what is heard by students in the learning process. It is the duty of the teaching staff or teachers to train and even improve the listening power of each student in the learning process.

The learning process of listening to the contents of folklore, educators and students are often constrained by improvised learning conditions. The teacher as well as the reader of the story cannot properly control the activities of the students in listening to what is being read. In addition, the way the teacher presents the material in class only reads the contents of folk tales in a monotone, often making students less able to even understand and listen to what is being taught. Not infrequently the listening learning process becomes a boring lesson.

Educators or teachers are required to have knowledge, abilities and even skills to support their duties in implementing learning in the classroom. The learning process of a teacher is expected to be able to create an active, creative, effective and even fun learning situation or condition. The ability of teachers to process learning situations in the classroom in order to achieve the expected goals is very important. The selection of media and methods that can attract the attention of students but can also increase the abilities expected by teachers of students is a part that must be considered by teachers.

Towards the learning process in the classroom, the media offered are very diverse. The ability of teachers to relate learning media to the ongoing subject matter is also very important. For example, in the material for listening to folklore, one of the media that is considered very suitable and can provide benefits for students is audio-visual media. The use of audio-visual media in learning is very possible to increase the expected thinking skills, Rohani (1997:97). The separation of the use of audio-visual media in listening to the contents of this folklore is because audio-visual media has the ability to activate more than one of the five senses of students, namely the sense of hearing and the sense of sight. Besides that,

Researchers want to know more about improving students' language skills, especially listening skills through audio-visual media. So the researchers raised the research title "Improving the



Ability to Listen to Folklore Contents Through Audio Visual Media in Elementary School Students in South Minahasa Regency".

### 1.1 Research focus

Based on the background of the problem, this research is focused on "Improving the ability to listen to the contents of folklore through audio-visual media in class VI SD Inpres Pakuure"

### 1.4 Research purposes

1. To illustrate how learning to listen to the contents of folklore through audio-visual media for grade VI students of SD Inpres Pakuure.
2. To improve the ability to listen to the contents of folklore through audio-visual media.

Tarigan (1980:19), defines listening as a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication to be conveyed by the speaker through speech or spoken language. . Awareness to achieve that goal raises the activity of thinking and listening. Listening is an activity of listening to the sounds of language seriously, carefully, as an effort to understand the speech as intended by the speaker by involving all mental aspects such as identifying, interpreting, and reacting to it, Musfiroh and Rahayu (2004:5). Listening activity begins with listening, in the end understanding what is being listened to. To be able to understand the contents of the material being listened to, a process is needed.

Ak Prize (1992:15), defines listening as an activity that includes listening. Meanwhile, the Big Indonesian Dictionary writes that listening is paying close attention to what people are saying or reading (2005:491).

Based on several opinions from experts regarding listening skills above, it can be concluded that listening is an activity of listening to spoken sounds with full attention and understanding whose purpose is to obtain or obtain information, and understand what is said or conveyed orally by the speaker / speaker through speech or speech. spoken language.

Listening has the aim of being able to understand the message, get the material and understand the material. Suddhono and Slamet (2012:15) suggest that the purposes of listening include: (a) obtain information, (b) to capture the content of the message conveyed by the speaker, (c) to understand the meaning of the communication conveyed by the speaker. Through listening, one can answer questions that arise from the content of the conversation.

According to Tarigan (2008:60) the purpose of listening is as follows: (a) listening to learn, meaning that through learning one can gain knowledge, (b) listening to enjoy, with the intention of enjoying the material or story that is being listened to / paid attention to, (c) ) listening to evaluate, is by listening to assess the stories heard, (d) listening to appreciate, is by listening to stories, one can enjoy and appreciate literary works, listening to communicate ideas, by listening to stories, listeners can take ideas The story is then put into writing.

Danandjaja (2007:3-4) defines folklore as a form of other literary work that was born and developed from a traditional society which was spread in a relatively fixed form and among certain collectives from a long time using clichés. According to the Big Indonesian Dictionary, folklore is a literary story from ancient times that lived among the people and was passed down orally.

According to Artiyanti (2012:1) folklore is part of the cultural and historical wealth owned by the Indonesian nation, folklore tells about the events of a place or the origin of a place. Characters in folklore are generally manifested in the form of animals, humans or gods. Djamaris (Olman, 2011:1) defines folklore as a group of stories that live and develop from generation to generation from one generation to the next. Folklore is usually conveyed orally by storytellers who memorize the storyline, so folklore is called oral literature.

Based on some of the meanings of folklore above, it can be concluded that folklore is a story that



is told orally from generation to generation to be a reminder for the current generation about how to live or become a wealth of ancient relics.

In addition to learning models and methods, teachers must have the ability to choose learning media to support the process of teaching and learning activities in the classroom. Learning media is a tool used by teachers so that teaching and learning activities take place effectively. According to Sadiman (2006:7) media is anything that can be used to channel messages from sender to receiver so that it can stimulate students' thoughts, feelings, and attention in such a way that the learning process occurs.

In line with that, Briggs (Sadiman, 2006:6) argues that the media are all physical tools that can present messages and stimulate students to learn. Meanwhile, according to Trianto (2010: 199) media as a component of learning strategies is a container of messages that the source or distributor wants to forward to the target or recipient of the message, and the material to be conveyed is a learning message, and that the goal to be achieved is that the learning process occurs. .

Based on several expert opinions regarding the definition of learning media above, the researcher concludes that learning media is a tool used by teachers to support the learning process and increase the attractiveness of students in receiving teaching materials. In addition, learning media can also stimulate the enthusiasm of students in the learning process.

### **RESEARCH METHODS**

The research method that the researcher uses in this research is Classroom Action Research (CAR). Classroom Action Research is research conducted by teachers in the classroom. This classroom action research focuses on efforts to improve learning processes and outcomes towards the expected conditions. This research is a type of research that is able to offer new ways and procedures to improve and increase professionalism in the teaching and learning process in the classroom. According to Sanjaya (2010:33) the main purpose of CAR is to improve the quality of the learning process and the quality of learning outcomes. Where the improvement is carried out practically, which means that the implementation sometimes does not pay attention to scientific principles but rather to the situations and conditions that actually occur in the field.

### **DISCUSSION**

Results that are based on real conditions that occur during the learning process before conducting research need to be surveyed first. This survey was conducted by observing the ongoing learning process, namely when learning to listen to folk tales. This survey was carried out on Wednesday, December 8, 2021 in the fourth grade of SD Inpres Pakuure with the folklore of Toar and Lumimut. The results of the pre-cycle condition survey show the following conditions:

- a. Students are less interested and less motivated to take lessons listening to the contents of folklore. The lack of students' interest in learning to listen to folklore can be seen in the attitude of students who are not concentrated, students' attention is not focused on the teacher who is currently reading the contents of folklore. Some students do other activities such as talking with friends, doodling on notebooks or often asking permission to leave the classroom with the excuse of urinating. Only a small number of students were seen paying attention to the teacher reading folk tales. The lack of interest from students in paying attention to listening learning also causes students to find it difficult to express opinions, answer teacher questions and even be afraid to appear.
- b. Teachers find it difficult to arouse students' interest in paying attention to learning. During listening learning, the teacher's attitude is only fully focused on reading the contents of folklore and only occasionally invites students to pay attention to learning. In addition, the position of the teacher when reading folk tales is more in the sitting position in front without approaching or



seems more boring. The teacher is very difficult to arouse students' thinking power in listening to the contents of folklore. Two-way interaction is very difficult for teachers to build.

c. The learning media used are only limited to Indonesian language textbooks or folklore scripts. The limitations of learning media also affect the ability of students to listen to the contents of folklore.

**Table 4.1**Pre-cycle Student Learning Outcomes

No.	Student's name	Rated aspect			Total	KET
		A	B	C		
1.	BL	30	30	20	80	
2.	CL	20	20	10	50	
3.	CR	30	20	15	65	
4.	JS	30	10	10	50	
5.	MS	30	30	20	80	
6.	NW	30	20	10	60	
7.	NM	20	20	10	50	
8.	NM	20	20	10	50	
9.	OM	20	20	10	50	
10.	OR	30	10	10	50	
11.	RS	15	10	10	35	
12.	ST	30	20	15	65	
<b>Amount</b>					<b>685</b>	

Calculating the class average

$$Mx = \frac{\sum x}{N}$$

$$Mx = = 57 \frac{685}{12}$$

Based on the table above, it can be concluded that the class average and individual student scores have not reached the score according to the predetermined KKM, which is 75.

**Table 4.2** Value of Ability to Listen to Pre-cycle Folklore

No	Category	Score	Frequency	Percentage	Information
1	Very good	85-100	0	0%	Average = 685 : 12 = 57, 08
2	Well	75-84	2	17%	
3	Enough	60-74	1	8%	CBC = 17%
4	Not enough	40-59	8	67%	
5	Very less	0-39	1	8%	
<b>Amount</b>			12	100%	Classical Learning Outcomes = VERY LESS

$$KBK = \frac{\sum N}{\sum S} \times 100\%$$

$$= \frac{2}{12} \times 100\% = 17\%$$

The table above shows that the classical completeness of the sixth grade students of SD Inpres Pakuure is only 17% or in the VERY LESS category.



### 1.1.1 Cycle I . Research Results

#### 1. planning (planning)

In the implementation of classroom action research, the first thing to do is to plan the things that need to be prepared. As for what was prepared, namely the Learning Implementation Plan, evaluation sheet and observation sheet.

##### a. Lesson plan

The lesson plan is prepared with the main material being folklore with an allocation of 2x30 minutes. The learning objectives to be achieved include:

- Students can listen and be able to write the names of the characters in the folklore.
- Students can mention the nature or character of the characters in folklore.
- Students can mention the moral messages contained in folklore.

The learning implementation plan is divided into three stages, namely: initial activities, core activities and final or closing activities. To help teachers achieve learning objectives, they use learning media, namely audio-visual media. The folk tale that was raised was "The Crying Stone".

##### b. Evaluation Sheet

The evaluation sheet as a measure of the success of the learning action in Cycle I is to use an evaluation sheet.

##### c. Observation sheet

The observation sheet is used as a measuring tool for student interest during the learning process which includes the assessment criteria. The criteria in the observation sheet are student enthusiasm when the learning process takes place, student activity, student behavior and attention during the learning process.

#### 2. Action Execution

The next stage after planning the lesson is the implementation of the action. The implementation of the actions in Cycle I was carried out on Wednesday, December 8, 2021 for 2 hours of lessons in the sixth grade of SD Inpres Pakuure. In the implementation of the first cycle of action, the teacher guides the learning process as well as becomes a researcher. Then colleagues are asked to make observations or observations of the ongoing learning process. Learning is emphasized on improving students' skills or abilities in listening to the contents of folklore.

The stages of the learning process or commonly called Indonesian teaching and learning activities (KBM) are in the following order:

##### a. Initial activity

Teaching and learning activities begin with an introduction. The teacher greets the students and makes attendance. Then the teacher gives apperception by exploring students' experiences related to listening to folk tales. After that the teacher will convey the competencies that will be achieved by students at the learning meeting, namely the skill of listening to the folklore "Batu Crying".

##### b. Core activities

###### ➤ Step 1 Preparation

The activities carried out by the teacher during preparation are (1) making a Learning Implementation Plan (RPP) (2) studying the media user manual, (3) preparing and arranging the media equipment to be used. The audio-visual media used is an LCD connected to a laptop. The teacher puts the media in a strategic place so that all students can watch the story that will be played well.



➤ Step 2 Implementation of the presentation

When carrying out learning using audio-visual, the teacher needs to consider such as (1) ensuring the media and all equipment are complete and ready to use, (2) explaining the objectives to be achieved, then the teacher explains the material for listening to folklore and students must pay attention to it. When the teacher conveys the objectives and learning materials, some students are still not fully concentrated, some students are still seen walking around, telling stories with friends. (3) The teacher plays a video containing the folk story "The Crying Stone" and students are directed to listen to the story in the video. Interest in audio-visual media has not been fully seen in the implementation of learning, there are still students who occupy themselves with activities that interfere with learning activities. After finishing playing the folklore video, the teacher evaluates through questions and answers with students about the content of folklore. In addition, to get results from the learning activities of students' skills and ability to listen to the contents of folklore, the teacher provides an evaluation in the form of a written test. (4) To avoid events that can disturb students' concentration, the teacher closes the classroom door and reduces the intensity of light entering through the window. by putting up curtains.

➤ Step 3 Follow up

This activity needs to be done to strengthen students' understanding of the material discussed using the media. Besides, this activity is intended to measure the effectiveness of the learning that has been done. Activities carried out include discussions and tests.

➤ End activities

At the end of the learning activity, the teacher checks the work of all students. Next, the teacher and students discuss the learning process that has been carried out. The learning activity ends with the teacher closing the lesson and saying hello.

The measurement of student learning mastery individually is used to analyze the results of the learning evaluation according to the Minimum Completeness Criteria (KKM) that has been determined by SD Inpres Pakuure in Indonesian subjects, namely 75 and for classical learning completeness calculations are used based on existing formulas. If the results of the evaluation do not meet the criteria for completeness, a Cycle II learning plan is carried out. If it turns out that the results of the learning evaluation meet or exceed the criteria for completeness, then there is no need to continue to the next cycle. The scores or results of student acquisition in cycle I are shown in the table below:

**Table 4.3 Student Learning Outcomes Cycle I**

No.	Student's name	Rated aspect			Total	Note.
		A	B	C		
1.	BL	30	30	25	85	
2.	CL	30	20	10	60	
3.	CR	30	30	25	85	
4.	JS	30	20	10	60	
5.	MS	30	30	20	80	
6.	NW	30	30	15	75	
7.	NM	25	20	15	60	
8.	NM	25	20	15	60	
9.	OM	25	20	15	60	
10.	OR	30	20	10	60	
11.	RS	30	10	10	50	
12.	ST	30	20	25	75	
	Amount				800	

Calculating the class average

$$Mx = \frac{\sum x}{N}$$





$$M_x = 67 \frac{800}{12}$$

Based on the table above, it can be concluded that the class average and individual student scores have not reached the score according to the predetermined KKM, which is 75.

**Table 4.4 Score of Ability to Listen to Folklore Cycle I**

No	Category	Score	Frequency	Percentage	Information
1	Very good	85-100	2	17%	Average = 800 : 12 = 67  Percentage = 42%  Classical Learning Outcomes = NOT ENOUGH
2	Well	75-84	3	25%	
3	Enough	60-74	6	50%	
4	Not enough	40-59	1	8%	
5	Very less	0-39	0	0%	
Amount			12	100%	

$$KBK = \frac{\sum N}{\sum S} \times 100\%$$

$$= \frac{8}{12} \times 100\% = 42\%$$

1 The table above shows that the classical completeness of the sixth grade students of SD Inpres Pakuure is only 42% or in the LESS category. The overall score obtained from listening to the contents of the folklore is taken from the aspect of mentioning the name and character of the character, the aspect of mentioning the background of the story and the aspect of mentioning the message contained in the folklore.

Based on the results of the acquisition of student scores based on the table above, it is necessary to improve learning in cycle II.

#### a. Observation

Observers who are teachers' peers observe teachers who are researchers in the learning process in the classroom. In these learning activities, the teacher who is a researcher teaches folklore material using different learning media than usual. Teachers usually only use the media which is a text book to teach listening to folklore materials. but when learning Cycle I the teacher uses other learning media in the form of audio-visual media.

Based on these observations or observations, there are still some things that can be found from the course of the learning process or teaching and learning activities that result in students' listening skills and abilities are still low. These things come from both the teacher and the students themselves. Weaknesses or shortcomings of the teacher are seen in action activities, namely the position of the teacher is still focused on being in front of the class or the teacher's desk. So it is difficult to monitor or pay attention to students who are in the back seat whether they pay attention to the lesson or not. Likewise, what was found in students, some students were not fully interested or paying attention to the lesson. There are still students who disturb other friends during learning activities, especially students who sit in the back.

Some things found through the results of observations or observations are that students have difficulty doing assignments or written tests given by the teacher, the expected value is not satisfactory.

#### b. Reflection

Based on the results of observations, the following reflections were carried out:

- In the learning process or teaching and learning activities, the teacher is not only focused on being in front of the class but also has to go around to supervise and monitor students during learning activities.



- Teachers must be able to invite students to participate actively in learning activities.
- Giving rewards or awards to students will be able to encourage students to be able to answer questions and even be able to retell the contents of folk tales briefly.

### 1.1.2 Cycle II Research Results

#### 1. planning (planning)

Based on the results of reflection in Cycle I, together with teacher colleagues who were observers discussed the design of actions to be carried out in Cycle II. The design of learning activities in cycle II includes the preparation of the Learning Implementation Plan (RPP), then preparing observation sheets, evaluation sheets. In addition, the results of observations in the form of student scores and learning conditions in Cycle I, advantages and disadvantages during the learning process listening to folklore are discussed together. To overcome the deficiencies that occurred in Cycle I, the following things need to be considered:

- During the learning process, the teacher must supervise, control and observe the behavior of students, whether sitting in the front, middle or back.
- The teacher must apply two-way communication during the learning process.
- Giving rewards or awards as a stimulus or stimulating student activity in the learning process, both when giving opinions or answering questions. Rewards or awards given can be in the form of additional value or praise.

Based on the consideration and design of learning improvements, the folklore material raises the title of another story, namely the story from North Sumatra "The Origin of Lake Toba".

#### 1. Implementation (action)

The implementation of the Cycle II action is carried out on Wednesday, December 15, 2021, with an allocation of 2 lesson hours (2x30 minutes). In implementing this action, the teacher applies what has been discussed together as a solution in overcoming the shortcomings in the learning cycle I. The media used is audio-visual media. The stages of the learning process or commonly called Indonesian Teaching and Learning Activities (KBM) are in the following order:

##### a. Initial activity

Teaching and learning activities begin with an introduction. The teacher greets the students and makes attendance. Then the teacher gives apperception by exploring students' experiences related to listening to folklore materials. After that the teacher will convey the competencies that will be achieved by students at the learning meeting, namely the skill of listening to the folklore "The Origin of Lake Toba".

##### b. Core activities

###### ➤ Step 1 Preparation

The activities carried out by the teacher during preparation are (1) making a Learning Implementation Plan (RPP) (2) studying the media user manual, (3) preparing and arranging the media equipment to be used. The audio-visual media used is an LCD connected to a laptop. The teacher puts the media in a strategic place so that all students can watch the story that will be played well.

###### ➤ Step 2 Implementation of the Presentation

In this core activity, the teacher explains the material for listening to folk tales and students must pay attention to it. Before playing the video, the teacher gave an explanation about listening to the contents of folklore. Students are asked to listen carefully to the folklore that will be displayed. In this activity, students have shown interest in the use of learning media in the form of audio-visual media. The teacher plays a video containing the folk story "The origin of Lake



Toba" and students are directed to listen to the story in the video. During the screening of folklore videos, all students paid close attention to what was being shown through the media. After finishing playing the folklore video, the teacher evaluates through questions and answers with students about the content of folklore. During the learning process the teacher monitors students by going around to make sure all students really pay attention and concentrate on the lessons that are currently taking place. As in Cycle I, to determine the skills and abilities of students to listen to the contents of folklore in Cycle II, the teacher gave an evaluation in the form of a written test.

➤ Step 3 Follow up

This activity needs to be done to strengthen students' understanding of the material discussed using the media. Besides, this activity is intended to measure the effectiveness of the learning that has been done. Activities carried out include discussions and tests.

c. End activities

At the end of the learning activity, the teacher checks the work of all students. The teacher gives awards or rewards to students who get good grades during the learning process but also when they get a satisfactory score on the evaluation through a written test. The learning activity ended with the teacher closing the lesson and saying hello. The scores or results of student acquisition in cycle I are shown in the table below:

**Table 4.5 Student Learning Outcomes Cycle II**

No	Student's name	Rated aspect			Total	Note.
		A	B	C		
1.	BL	35	30	25	90	
2.	CL	30	30	20	80	
3.	CR	35	20	25	90	
4.	JS	30	25	20	75	
5.	MS	35	30	25	90	
6.	NW	30	30	20	80	
7.	NM	30	25	20	75	
8.	NM	30	25	20	75	
9.	OM	25	25	15	65	
10.	OR	30	30	20	80	
11.	RS	30	20	10	60	
12.	ST	30	30	25	85	
	<b>Amount</b>				<b>925</b>	

$$Mx = \frac{\sum x}{N}$$

$$Mx = = 77 \frac{925}{12}$$

Based on the table above, it can be concluded that the class average and individual student scores have reached the value in accordance with the predetermined KKM, which is 75.

**Table 4.6 Score of Ability to Listen to Folklore Cycle II**

No	Category	Score	Frequency	Percentage	Information
1	Very good	85-100	4	33%	Average = 925 : 12 = 77
2	Good	75-84	7	58%	
3	Enough	60-74	1	8%	Percentage = 92%
4	Not enough	40-59	0	0%	



5	Very less	0-39	0	0%	Classical Learning Outcomes = GOOD
<b>Amount</b>			<b>12</b>	<b>100%</b>	

$$KBK = \frac{\sum N}{\sum S} \times 100\%$$

$$= \frac{11}{12} \times 100\% = 92\%$$

Based on the table above, the scores for the Indonesian language lessons, especially the material for listening to folklore, have achieved classical learning completeness, which is 92% or in the VERY GOOD category.

d. Observation

Observation activities in cycle II, observers in this case other teachers or colleagues make observations of the learning process that takes place. In this activity, it was found that the teacher was carrying out or carrying out tasks such as those in the learning design, the teacher carried out two-way communication so that learning went well. Likewise with students, actively participating in learning activities, attention to subject matter is much better. Furthermore, at the end of the learning activity the teacher provides an evaluation in the form of questions and answers and a written test related to the folklore material that has been played previously. The teacher instructs the students to take turns to retell the folk tales that have been listened to. Furthermore, the teacher gives an evaluation in the form of a written test, after the students finish doing the test, The results are collected to the teacher. Then students who get good and satisfactory grades are given rewards or awards. Rewards can be in the form of praise or additional value. After that, the teacher closed the learning activity.

e. Reflection

In the learning activities in Cycle II, it can be seen that several things that become obstacles in improving students' listening skills in general can be overcome. The teacher has been able to motivate students to take part in the learning process. the stimuli given by the teacher to students are able to increase student interest and activity in learning activities. Through audio-visual media used in listening to folk tales, it is proven to be able to help students understand the material being taught. The student's listening power towards learning learning materials has increased more than before.

**1.2 Discussion of Research Results**

Based on the results obtained in the first cycle and second cycle, there was an increase in the quality of learning, especially in increasing the listening ability of students, when using learning media, namely audio-visual media. The results of each cycle can be discussed as follows:

1. Learning Outcomes Listening to Each Cycle

a. Precycle

At the time of learning to listen to folklore at the pre-cycle stage, the results of classical achievement showed a very poor category. None of the students achieved a satisfactory score. A total of 8 students or 67% of students got a low score, there was even 1 student or 8% in the very poor value position, 1 student got a sufficient score and only 2 students or 16.6% of students achieved a score good. Most of the students have not been able to understand the material being taught.

b. Cycle I

Through observation in the first stage or cycle, using learning media, namely audio-visual media in the learning process of listening to folklore, some students have quite understood the teaching material. The success rate of students in listening to the contents of folklore only reaches 42%



classically. There are still some things that make the achievement of a satisfactory value classically not fulfilled. Interest. The activity and behavior of students during the learning process has not been fully concentrated on learning. From the teacher's point of view, they are still focused on teaching or monitoring students from the front of the class or just sitting in the teacher's chair. No two-way communication is created. Based on the results of the learning evaluation in the first cycle, students who achieved the sufficient value category were 6 students or 50% of students, 3 students or as many as 25% of students were able to achieve good grades, there were 2 students who achieved very good grades, but there was still 1 student or 8% of students who were still in poor grades. From the score in the first cycle, the classical completeness criteria of students have not been met.

Thus, cycle II is needed to improve the value and learning process of listening to folklore.

### c. Cycle II

The solution to improve the achievement results that are still lacking in stage or cycle I is action planning in cycle II. There are several things that become the focus of improvement in cycle II. Among them are the position of the teacher when the learning process takes place not only focused on the front, but also the teacher is obliged to go around monitoring student activity in the learning process, the teacher conducts two-way communication to create an active learning situation, the teacher prepares rewards or awards for students who get good grades or grades satisfying. The use of learning media was further improved, because there were problems in using media in the first cycle.

Implementation of the action in cycle II, it is proven that there is an increase in learning outcomes. The act of using instructional media provided by the teacher during the learning process was able to improve the learning outcomes of listening to folk tales from students. As many as 33% of students can achieve very good grades, 58% of students get good grades and 8% of students get moderate scores. Mastery learning classically reaches a value of 92%. Things that have been successfully improved through the use of this audio visual learning media are:

#### ➤ Student interest in the learning process is higher

Before using audio-visual learning media, the teacher was only based on the reading text when teaching the material for listening to folklore. The teacher's monotonous style makes students feel bored. With the use of learning media in this case audio-visual media, the interest and interest of students to be involved in the learning process is higher. The existence of the media used to stimulate student activity in learning activities.

#### ➤ Students' ability to listen to folk tales is increasing

Before using audio-visual learning media, students had difficulty listening to the folklore material taught by the teacher. The teacher who only reads the story text is not able to make the students' listening power focused. When asked to retell students have difficulty. But with the use of audio-visual learning media, it helps students improve their listening power because while listening to stories students also watch in the form of pictures.

#### ➤ The ability of teachers to innovate in managing the classroom through the use of more creative learning media.

### 2. Learning Outcomes of Listening to Folklore in Each Cycle

The evaluation of each student's learning, in this case the material for listening to folklore, is through a test. Evaluations given through tests are carried out in each cycle, to find out the comparison of the values obtained or obtained. The comparison of the values obtained from each cycle is presented in the following table:



**Table 4.4 Comparison of Values for Each Cycle**

No	Action	Mark	Average	KBK	Enhancement (%)
1	Precycle	685	57	17%	0
2	Cycle I	800	67	42%	25%
3	Cycle II	925	77	92%	50%

Based on the comparison table of the average value of listening skills and classical learning completeness obtained by students, it can be seen that there is an increase when corrective actions are taken. The results of students' listening ability when given improvements, namely in the first cycle, increased by 25%, from 17% to 42%. Then in the second cycle an increase of 50%, from 42% to 92%. The use of learning media in the form of audio-visual media based on the learning outcomes obtained by students that have been described clearly shows that it can improve students' skills or abilities in listening to learning materials.

**CONCLUSION**

Based on the results of research on improving the skills of listening to folklore content through audio-visual media in elementary school students in South Minahasa Regency, which focused on sixth grade students of Elementary School (SD) Inpres Pakuure, it can be concluded as follows:

1. Based on the implementation of learning to listen to the contents of folklore through audio-visual media for elementary school students in South Minahasa Regency, especially for grade VI students of SD Inpres Pakuure it is running effectively. This is based on the results of the observation of the actions of each cycle which shows an increase in the quality of learning.
2. The use of learning media in the form of audio-visual media can improve the skills or ability to listen to the contents of folklore in elementary school students in South Minahasa Regency. This can be seen in the increase in learning outcomes for each cycle, namely, an increase of 25%, from 17% (pre-cycle) to 42% (cycle I). Then in the second cycle an increase of 50%, from 42% (cycle I) to 92% (cycle II).

**REFERENCES**

1. Arfiyanti, Wiriyani. 2012. Definition of Folklore. <http://wirianiarfiyanti.blogspot.com/2012/04/pengertian-cepat-rakyat.html>. Downloaded Monday, November 8, 2021
2. Aqib, Zainal, et al. 2009. Classroom Action Research for Elementary, Special School and Kindergarten Teachers. Bandung: Yrama Widya.
3. Azhar Arsyad. 2004. Learning media. Jakarta: Rajawali Press.  
-----, 2010. Learning Media. Jakarta: PT Raja Grafindo Persada
4. Danandjaja, James. 2007. Folklore of the Archipelago: Science of Gossip, Fairy tales and others. Jakarta: Main Graffiti
5. Halim, Amran. 1984. The Politics of the Archipelago Language Volume 2. Jakarta: Balai Pustaka.
6. Hutomo, Suripan Sadi. 1991. The Forgotten Pearl: An Introduction to the Study of Oral Literature. Surabaya: HISKI East Java
7. Jenpantris. 2013. Improving students' ability to understand stories through the discussion method for fifth grade students at SDN Tibo. Journal. Tadulako Universitas University
8. Kandharu Saddhono, St. Y. Slamet. 2014. Learning Indonesian Language Skills: Theory and Applications Edition 2. Yogyakarta: Graha Ilmu.
9. -----, 2012. Improving Indonesian Language Skills. Bandung: CV. Princess Darwati's work.



10. Kokasih, E. 2012. Fundamentals of Literary Skills. Bandung: Yrama Widya.
11. Musfiroh, tadkiroatun & Rahayu, Dwi hanti. 2004. Comprehensive and Critical Listening. Yogyakarta: UNY.
12. Nana Sudjana & Ahmad Rifai. 2002. Teaching Media. Bandung. New Light
13. Riduwan. 2010. Easy Learning Research for Teachers-Employees and Beginner Researchers. Bandung: Alphabeta
14. Rianto Andre. 1982. The Role of Audio Visual Media in Education. Yogyakarta: kanesus foundation.
15. Spiritual. 1997. Educational Instructional Media. Jakarta: Rineka Cipta.
16. Sadirman S. Arief, et al. 2010. Educational Media, Definition of Development and Utilization. Jakarta. PT. King Grafindo Persada.
17. Sanaky Hujair, AH. 2013. Innovative Interactive Learning Media. Yogyakarta: Kaukaba Dipantara.
18. Surachmad Winarno. 1976. Basic and Teaching and Learning Interaction Techniques. Bandung. Tarsito.
19. Syaiful Bahri Djamarah and Aswin Zain. 2002. Teaching and Learning Strategy. Jakarta: Rineka Cipta.
20. Tarigan, HG. 2008. Listening as a Language Skill. Bandung: Space Bandung.
21. Editorial team. 2005. Big Indonesian Dictionary. Jakarta: Balai Pustaka.
22. Trianto. 2011. Integrated learning model of the concept of strategy and its implementation in the Education Unit Level Curriculum (KTSP). Jakarta: Earth Literacy
23. <https://aritmaxx.wordpress.com/2011/06/20/penerapan-media-audio-visual-to-meningkatkan-pemahaman-dan-daya-catch-siswa-dalam-mengimak-material-pelajaran-specifically-pada-subject-science/>

# Liando Improving

---

## ORIGINALITY REPORT

---

14%

SIMILARITY INDEX

8%

INTERNET SOURCES

10%

PUBLICATIONS

5%

STUDENT PAPERS

---

## MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

---

1%

★ Submitted to Academic Library Consortium

Student Paper

---

Exclude quotes  On

Exclude matches  < 1 words

Exclude bibliography  On