

THE INFLUENCE OF VIDEO DIRECT INSTRUCTION MODEL TO FOLKLORE LISTENING SKILLS IN ELEMENTARY SCHOOL

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ABSTRACT

The research aimed to analyze the effect of the direct instruction model assisted by audio media on listening skills. The experimental method was used using a quasi-experimental design. Participants were a fifth-grade students in the elementary school at Pontianak. Data collected used paper-based tests in the form of multiple-choice tests. The results show that the average posttest for the experimental group is 77,08. The average posttest for the control group is 70,96. T-test results are 2,217 and t-table $\alpha = 5\%$ (with $dk = 24 + 26 - 2 = 48$) of 1,678, so $t\text{-count} (2,217) > t\text{-table} (1,678)$. Therefore, it can be concluded that there is an influence of the audio learning model-assisted directly by audio media on listening skills on folklore. Besides that, the direct instruction model assisted by audio media has a good influence on listening skills, especially for fifth-grade students.

Keywords: listening skill, direct instruction, audio media

INTRODUCTION

Humans are social beings who have needs, abilities, and habits for communicating with others (Miller et al., 2016). The primary communication tool for humans is language. Human language can convey ideas, thoughts, and messages to others so that communication occurs (Sirbu, 2015). For connection to work well, language skills are needed. Considering the function of language is very important in human life, the learning of Indonesian in schools should be carried out correctly. Language skills (language arts, language skills) in the curriculum at school usually includes four aspects, namely: listening skills, speaking skills, reading skills, and writing skills. From the four skills, listening is an early language skill that is mastered by humans. Before children can talk, read, and write, listening is the first activity done. Listening is the ability to fully understand a message that a speaker or a loud reader would like to give. Listening is an integral aspect of the cycle of engagement and schooling (Gulec & Durmus, 2015; Zuhairi & Hidayanti, 2016).

Listening is the activity most often done in

learning. Listening to learning in primary schools is directed to develop language skills, understanding of what is to listen to learning material, and to improve oral and written communication skills (Ahmed, Yaqoob, & Yaqoob, 2015; Bozorgian & Alamdari, 2018; Listiyaningsih, 2017). It is also found that in learning language, the proportions of people using communication time are 45% for listening, 30% for speaking, 16% for reading, and 9% for writing. The results of the research prove that in life, people are never free from listening activities. Starting from listening to lessons, listening to the news, listening to the conversation of others, and others that are usually used as reference material (Gulec & Durmus, 2015).

The initial study with interviews is conducted with guardians of fifth-grade students in elementary school at 12 state elementary school in Pontianak. It is revealed that Indonesian language learning, especially the listening skills of the elements of the story, is not optimal. Teachers have to be extra in teaching because students are not yet skilled in listening. There are still many students who have not to understand the elements of the story (characters, themes, settings, and mandate) in a story. In the learning process, the teacher only

explains and then gives the questions, and the students' answers are not discussed in depth so that students do not understand the elements of the story (characters, themes, settings, mandate). In a story making the student's scoreless optimal so that it makes the scores low and below the maximum completeness limit of learning that has been set. Based on this problem, it can be explained that the results of listening to the elements of the story by students are still not optimal. This is because students lack an understanding of the aspects of the characters, themes, settings, and mandate of the story. Therefore researchers believe in using the direct learning model assisted by audio media in overcoming the shortcomings when the learning process is listening.

This learning model requires teachers to be able to provide knowledge and procedures. The teacher must apply the experience or skills that will be trained to students step by step (Fuad et al., 2017; Glogger-Frey et al., 2015). With the direct learning model assisted by audio media, it is expected that it can help teachers deliver learning materials that are more effective, efficient, enjoyable. It can motivate students to learn more seriously, and increase student concentration and focus on what is conveyed that can influence the learning outcomes of participants students to become better (Firdaus, Wahyudin, & Herman, 2017; Stockard et al., 2018; Zhang et al., 2016). The direct instruction model is a learning model specifically designed to develop student learning activities related to aspects of procedural knowledge (knowledge of how to do something) and declarative knowledge (knowledge of something that can be facts, concepts, principles or generalizations) that are well structured and can be learned step by step (Majid, 2016).

Some research related to the effect of direct learning models assisted by audio media on folklore writing skills is also carried out in different contexts, such as the application of direct learning models to students' cognitive learning outcomes in science subjects. Based on the results of the research, the post-test average value is higher than the pre-test with the direct learning model. There is an influence of the direct instruction model on the cognitive learning outcomes of students in science subjects (Erina & Kuswanto, 2015). Shillingsburg et al. (2015) have also found that the effectiveness of the direct instruction assisted by instructional media can improve students' language learning among children.

The improvement in writing skills is related to listening to learning. This finding is in line with the results of Puspitasari and Damayanti's research (2014), which applies a direct learning model to improve personal letter writing skills in Bubutan State Elementary school's students, in Surabaya. The results of the research, the second cycle of the second meeting, is 65% increased by 15%. In comparison, the second cycle of the first meeting is 80% of the second cycle of the second meeting, and 85% increased by 5%. The results also show that the student's formal letter writing skills initial data average value of 50,36

skilled at nine (30%) and 21 unskilled people (70%). The initial data increase towards the first cycle of the daily cycle 17,55 and the growth of the first cycle of the daily cycle to the second cycle of the cycle is 15,19. The result has proven that direct instruction is effective in improving writing skills.

Previous research studies have similarities and differences with the research conducted. The difference are the location, and grade levels. The similarities lay in the direct model and the media used. However, there is no research direct learning model or direct instruction model using audio media to improve listening skills. Therefore, the research is directed to determine the effect of direct learning models assisted by audio media on the skills of listening to the folklore of fifth-grade students of 12 elementary schools in Pontianak. The use of audio media-assisted direct learning models is expected to make students more interested and more focused. Because of that, listening to the story elements does not become a tedious activity.

Based on the explanation of the problem in the introduction, the general issue in the research is to find out how the audio media-assisted direct learning model influences listening skills to the folklore of fifth-grade elementary school students. The research aims to prove that there is an influence of the audio media-assisted direct learning model on listening skills to the folklore of fifth-grade elementary school students. From these general objectives, they are focused on specific goals that can be described; (1) to analyze whether there is an influence of the direct learning model assisted by audio media on listening skills to folklore, and (2) to analyze how high the influence of direct learning models assisted by audio media on listening skills to folklore.

METHODS

The research uses an experimental research method with a scientific way to get data with a specific purpose (Alase, 2017; Sugiyono, 2015). The research method is also interpreted as a method used by researchers in gathering research data (Kaltakci-Gurel, Eryilmaz, & McDermott, 2017; Queirós, Faria, & Almeida, 2017). With the experimental method, it can be found the presence or absence of the effect of direct learning models assisted by audio media on listening skills to folklore in fifth-grade elementary school students. The experimental design used in the research is the Quasi-Experimental design. A quasi-Experimental design is chosen because not all object conditions can be controlled. There may be external aspects that can influence the implementation of experiments. The form of design used is a non-equivalent control group design. The design is chosen because the researchers use two classes, namely classes taught using direct learning models assisted by audio media, and classes that do not teach using direct learning models assisted with audio media.

The population in the research are all fifth-grade students at 12 state elementary schools in Pontianak, with a total of 50 students that consist of two classes. In determining the sample, a sampling method or technique is needed. Sampling techniques can be grouped into two forms, namely probability sampling and non-probability sampling. The research uses a more appropriate probability sampling technique using a simple random sampling technique. There are two classes, namely the VA and VB, so that the selection between the experimental class and the control class remains objective and impartial. One of them is chosen by simple random sampling technique. The reason for choosing the simple random sampling technique is that after knowing the abilities of the two classes are homogeneous, giving students the initial ability test, the results are the same. The samples in the research are VA class students (24 students) and VB (26 students). The measurement technique is a way to collect quantitative data to determine the level or degree of certain aspects compared to certain norms and a relevant unit of measurement (Orcher, 2016). The measurement is data collection using tests related to folklore material conducted before (pretest) and after (posttest). It conducts learning by using direct learning models assisted by audio media.

RESULTS AND DISCUSSIONS

The research aims to analyze the effect of direct learning models assisted by audio media on listening skills to the folklore of fifth-grade students at the elementary school level. The results, according to analysis, are presented in Table 1.

Table 1 Differences in Learning Outcomes of Post-test Students in Experiment and Control Classes

Calculation	Experiment class	Control class
	Post-test	Post-test
Mean (X)	77,17	71,27
Standar deviation	12,81	13,52
Normality test (X2)	2,991	4,958
	Post-Test	
	F-count	F-table
Homogeneity test (F)	1,114	1,996
	t-count	t-table
Hypotesis test (t)	2,193	1,679

The pre-test for the experiment and control group obtains normality test data from pre-test scores in the experimental class. It obtains X2 count of 2,458 with X2 table ($\alpha = 5\%$ and $dk = 6 - 3 = 3$) of 7,815 while pretest score normality test in control class obtains X2 count of 1,732 with X2 table ($\alpha = 5\%$ and $dk = 6 - 3 = 3$) of 7,815 while pretest score normality test in control

class obtains X2 count of 1,732 with X2 table ($\alpha = 5\%$ and $dk = 6 - 3 = 3$) of 7,815. Because of the X2 count (pre-test score of experimental class and control class) < X2 table, the pre-test acquisition data from the two classes are normally distributed, then proceed with determining the homogeneity of student pre-test data. It is obtained from the homogeneity test of pre-test data for experimental class and control class that F-count is 1,27 and F-table $\alpha = 5\%$ (with the numerator, $dk = 23$, and the denominator = 25) of 1,97. In order to obtain F- count ($1,27 < F$ table (1,97), then the pre-test data is declared homogeneous (not significantly different). Because the pre-test data is homogeneous, then it is continued with hypothesis testing (t-test).

The post-test results for experiment and control groups obtain normality test data from the post-test score in the experimental class. It obtains X2 count of 2,991 with X2 table ($\alpha = 5\%$ and $dk = 6 - 3 = 3$) of 7,815 while the normality test of the post-test score in the control class obtained X2 count of 4,985 with X2 table ($\alpha = 5\%$ and $dk = 6 - 3 = 3$) of 7,815. The post-test acquisition data are normally distributed because X2 calculated (post-test scores of the experimental class and control class) < X2 table. Because the acquisition of post-test data from the two classes is normally distributed, it is continued by determining the homogeneity of students' post-test data. From the homogeneity test, the post-test data for the experimental class and the control class obtains F-count of 1,114 and F-table $\alpha = 5\%$ (with the numerator $dk = 23$ and the denominator = 25) of 1,996. In order to obtain F-count ($1,114 < F$ -table (1,996), the post-test data are declared homogeneous (not significantly different). Because the post-test data are homogeneous, then it is continued with hypothesis testing (t-test). The t-test calculation of the post-test data for the experimental class and the control class using the polled variance formula obtained a t-count of 2,217 and t-table ($\alpha = 5\%$) and to find dk using the formula $n1 + n2 - 2$. The research shows two members the same number of samples and homogeneous variance, so $dk = 24 + 26 - 2 = 48$) of 1,678. Because t-count ($2,217 > t$ -table (1,678), thus hypothesis alternative is accepted. So, it can be concluded that the students' post-test results influence the experimental class by applying the direct learning model assisted by audio media and in control class who do not apply it in fifth-grade students of the elementary school.

There are effects of the audio media direct assisted learning model on folk story listening skills. The research obtains the average value of the post-test experimental class is 77,17, and the standard deviation is 12,81 with the highest value of 95 and the lowest value of 50 while the average post-test control class is 71,27 and the standard deviation is 13,52 with the highest value of 90 and the lowest value of 45. From this information, it can be seen that the experimental class' post-test results are higher than the control class. This is because the experimental class uses a direct learning model assisted by audio media. Students are guided by the five stages of the direct learning

model assisted with audio media. Using this direct learning model can be seen from the increasing results of students' listening skills at each meeting. Every meeting uses a direct learning model that is assisted with audio media.

The direct instruction model can help students understand the material presented through explanations of content from researchers. It also provides examples directly from researchers. The direct instruction model in its implementation is through a direct demonstration from researchers. Each student is heard folklore through audio media and then looks for elements in folklore, which are later discussed together. It makes students better understand the material and stimulates students' thoughts, attention, and listening abilities.

In addition, this can be proven by analyzing direct learning models assisted by audio media on the ability to listen to folklore. From the calculation results of the hypothesis test (t-test), the post-test value using the pooled variance formula obtains t-count of 2,217 and t-table ($\alpha = 5\%$, dk n1 = 24 and dk n2 = 26) amounts to 1,678. The calculation results show that t-count 2,217 > t-table 1,678. Because t-count 2,217 > t-table 1,678, Ha is accepted and Ho is rejected. So, it can be concluded that there is an influence of the students' post-test results in the experimental class with the direct learning model assisted by audio media on listening skills to the folklore of fifth-grade students in elementary school. Lai, Shum, and Tian (2016) have also found that listening skills enhance learners in language learning after being given direct assignments using an online training platform. This finding is also in line with the study of Acat, Demiral, and Kaya (2016), who measure the listening ability of students in fifth grade by using an online system. The effect of the direct instruction model assisted by audio media on learning in the experimental class can be viewed from the average value of pre- and post-tests in Figure 1.

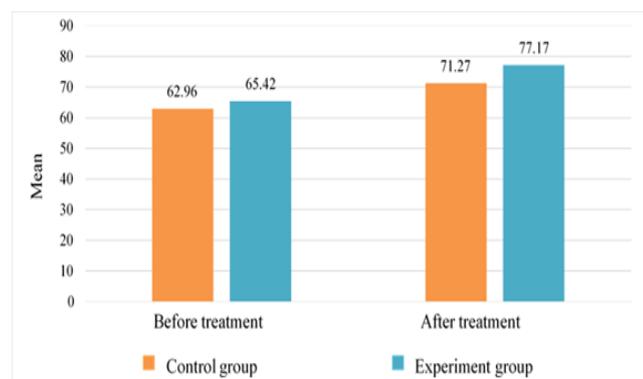


Figure 1 Recapitulation of the Pre-test and Post-test Average Value of the Control Group and Experiment Group

To analyze the significant influence of the direct learning model assisted by audio media on the ability to listen to the folklore of the fifth-grade students is

described in the Effect Size Calculation (ES). Based on the calculation results, an effect size is 0,44, which criteria for the size of the effect size is in the medium category, namely in the range of $0,3 > ES < 0,7$. This result shows that the direct learning model assisted by audio media has a good influence on the ability to listen to the folklore of fifth-grade students of elementary school level.

The influence of the research occurs because when listening to folklore, the learning implementation of students is less focused and orderly. There are also disturbances from outside the classroom, such as noisy classrooms, which makes students less focused and concentrated. From the results of this analysis, it can be stated that there is an influence of the direct learning model assisted by audio media on listening skills to folklore at the elementary school level.

CONCLUSIONS

Based on the results of data analysis that have been done to answer the goals and hypotheses, few results can be concluded. First, there is an influence of the direct learning model assisted by audio media on listening to the folklore of fifth-grade students on elementary school level in Pontianak. Based on the results of hypothesis testing (t-test) using the t-test pooled variance, it obtains t-count of 2,217 and t-table ($\alpha = 5\%$, and dk $26 + 24 - 2 = 48$) of 1,678. Calculation results show that t-count 2,217 > t-table 1,678. Because t-count 2,217 > t-table 1,678, hypothesis alternative is accepted, and hypothesis null is rejected. The great influence of the direct learning model assisted by audio media on the listening skills of the folklore of fifth-grade students at Pontianak is 0,44 for effect size with the medium category.

There are some suggestions that researchers can convey based on research that has been conducted. First, the application of the direct learning model assisted by audio media influences the listening skills of folklore. For this reason, it is suggested that Indonesian language teachers apply the direct learning model assisted by audio media as an alternative model in teaching Indonesian subjects. However, the teacher must master the class and concentrate on teaching and guiding students. Second, in learning practice, many learning models can be used in teaching and learning activities. Hence, as a principal, it is better to socialize various models, strategies, and techniques as well as how to apply them. One of them is with a direct learning model to create more creative and exciting learning to increase student and school learning achievement. Third, for writers who want to conduct further research by applying direct learning models assisted by audio media to get more convincing conclusions, it is recommended to create more enjoyable learning conditions and adapt to students' characteristics and levels of ability in elementary school.

The research still has some limitations, such as in the sample. The sample is perhaps too small

to make a representative sample. Audio media as a learning tool also need more preparation in time when the researcher wants to combine the treatment using audio media. It is better to assess feedback as well in the learning process.

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