
IMPROVING STORY LISTENING SKILLS OF CLASS 5 STUDENTS THROUGH THE WORD SQUARE LEARNING METHOD

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ABSTRACT

Listening skill is one of the important skills that every individual has. Listening skills are also part of increasing student literacy. However, in the learning process it will be difficult to improve these skills if students do not have an interest in learning. The purpose of classroom action research is to increase students' interest in learning and listening to stories through the Word Square learning model. This type of research is classroom action research using the Kemmis and Mc Tanggart Model. Qualitative descriptive data analysis techniques with data collection techniques through observation and written tests. The research subjects were fifth grade students at UPTD SDN Banyuwajuh 6, Kamal District, Bangkalan Regency. with the results of the study an average pre-cycle score of 53 (Low), cycle I 78 (Medium), and cycle II 98 (High). Shows the influence of the success of the Word Square learning method in increasing learning interest and story listening skills. Based on the results of these data it can be concluded that the use of the word square method can improve the listening skills of class V students at the UPTD SDN Banyuwajuh 6, Kamal District, Bangkalan Regency.

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A. Introduction

Indonesia is rich in regional languages, but don't forget that the main language is Indonesian. For students who live in big cities, it is not difficult for them to speak Indonesian because most of them use Indonesian as their daily language. This is different from students in rural areas. Most of them still use their respective regional languages to communicate and rarely use Indonesian. As a result, knowledge of good and correct use of Indonesian is still minimal because they are not used to using it.

At all levels of education, learning Indonesian is a compulsory subject. According to BSNP (in Suyatno, 2012) the objectives of learning Indonesian are: 1) communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, 2) respect and be proud of using Indonesian as the national language and language, 3) understand and use Indonesian appropriately and creatively for various purposes, 4) use Indonesian to increase intellectual ability, emotional and social maturity, 5) enjoy and utilize literary works to broaden horizons, 6) appreciate and be proud of Indonesian literature as a cultural feature and intellectual. In essence teaching Indonesian is teaching language skills, not teaching about language. The process of learning Indonesian has 4 skills that must be learned, namely listening, speaking, reading, and writing. One of the skills that must be mastered is listening. Listening, according to Abas, is a process of organizing what is heard and placing messages from the voices that are heard and captured into acceptable meanings. Listening is an important skill for every individual to have because listening skills have a major impact on learning activities, work, and the quality of communication, (Hermawan, 2012). Listening activities are also activities that are mostly carried out in teaching and learning activities, students can understand the material conveyed by the teacher and learning objectives will be achieved.

However, the reality on the ground is based on observations at SD Negeri Banyuajuh 6, Kamal District, Bangkalan Regency. Students are not very interested in learning Indonesian. Students only listen and carry out tasks according to what is ordered by the teacher. There is no interest that arises in students to learn Indonesian, they only read and write without knowing the meaning of what they are doing. Of course this will have a bad impact on students and learning objectives are not achieved.

Based on interviews conducted with class V teachers, there were problems encountered during the learning process. During the learning process students only listen to what the teacher says, this shows a lack of interest and students' literacy skills. As for some of the problems found during the preliminary study related to the lack of student literacy including: 1) the rare use of Indonesian due to the habit of students using local languages, 2) the low interest of students in learning Indonesian. 3) boredom of students when learning takes place. The problems above need to be addressed immediately so that students are able to pay attention to learning well so that it will have a good impact on increasing children's literacy and increasing children's interest in learning Indonesian.

One of the solutions offered by researchers in this study is to apply the word square learning model. The word square learning model is a learning model with the core activity of matching the letters in the box provided to become the right word. This model is oriented to train students' accuracy and foresight in seeing letters. In this word square model, many letters will be provided as distractions so that it will make students more challenged. This model allows learning Indonesian to be more active and fun because it allows students not only to learn letters but also to play.

Apart from allowing students to learn while playing, there are several other advantages of this word square learning method, including encouraging students' understanding of the subject matter, training students to be disciplined, helping children to be more critical and thorough, training students to think more effectively and so on. Based on the problems obtained during the preliminary study as well as some of the theories and expert opinions obtained during the literature study, the researcher decided to conduct classroom action research. This research was conducted by applying the word square learning model to increase student learning interest in learning Indonesian in class.

B. Method

The type of research used is classroom action research using the Kemmis and Mc Tanggart models. The Kemmis and Mc Tanggart model is a second class action research model which is the result of the development of Kurt Lewin's model. This model has two cycles with three stages, namely: 1) planning (planning), 2) action (action) and observation (observing), 3) reflection (reflecting). The components of action and observation are combined on the grounds that the two

cannot be separated in practice. The research being conducted was the use of the Word Square learning method in Indonesian language subjects in grade V, as a way to increase interest in learning and listening skills. Data analysis used is descriptive qualitative data analysis.

C. Result and Discussion

This study began with observation activities at the pre-cycle stage. This stage produces data describing the skills of listening to students' stories as follows:

1. Less interest in student learning, due to boredom in learning.
2. Students skills in listening to stories are lacking, because the method used is not interesting and effective.
3. Students cheat on each other because there is not a bit of a sense of competition given by the teacher so that students are confident in their own answers.

In addition to the observational data above, at this pre-cycle stage, data on the results of the students' listening ability test were also obtained. Based on the test results, the average score of students' listening skills was 53 (low). 55% of students are included in the low category, 30% of students are in the medium category, and 15% of students are in the high category. This shows that the average listening skills of class V UPTD SD Negeri Banyuwajuh 6 students at the pre-cycle stage as a whole are included in the "Low" category. One reason is that the learning method provided does not attract students' interest in learning.

Based on the results of observations and tests conducted at the pre-cycle stage, the researcher decided to take action in the form of applying the word square method to improve students' ability to listen to stories. To apply this method there are several things that are prepared by researchers, including teaching devices by paying attention to the characteristics and conditions of students, learning media, and observation sheets and tools.

The implementation stage of the Action in cycle I, the researcher used reading material entitled "the water cycle" in the student book. The results of observations and tests in cycle I showed that the average score of skills in listening to stories through the Word Square test was 78 (moderate). 15% of students are included in the low category, 37% of students are in the medium category, and 48% of students are in the high category. Based on these data, it can be concluded that overall the listening skills of the fifth grade students of Banyuwajuh 6 Public

Elementary School, Kamal District, Bangkalan Regency have increased because of the word square method. Even though the average student listening skill is still at a score of 78 which is in the medium category, most students are already in the high criteria. The results obtained by most of the students showed a better skill value compared to the initial before the action. Apart from the test results, there are records of the results of the implementation of the actions in cycle I, including:

1. The learning process at the stage of reading the story carefully is that there are still many students who are not fully able to read well.
2. At the stage of answering the word square test there are still many students who each imitate answers from members of their group or other groups, which is contrary to the rules made by the teacher, the process of answering questions is carried out in groups by conducting group discussions to determine the most appropriate answer, determining In the word square test column, it is carried out individually without informing group members or other groups. This is done so that students focus on finding answers in the column correctly and confidently.
3. The learning process becomes effective, students do it seriously as if they have a sense of competition in answering questions correctly.
4. Students' interest in learning and the ability to listen to stories increases. The results obtained by most of the students showed an increase in the ability to listen to stories compared to the pre-cycle without using the Word Square method. This is due to several factors such as, learning becomes interesting and not boring, has a sense of competition to get good test results, cooperation between groups is well developed, students feel they are playing a game that must be won by themselves.

Even though there has been an increase in cycle I, the researcher will repeat the action in cycle II. This was due to several reasons including: 1) In cycle I, students still copied a lot of answers; 2) the technique of giving the test is not quite right, because the answers are done in groups; 3) students do not fully understand how to answer the Word Square test; 4) the results of the assessment or the average score obtained have not reached the indicator of research success, which is an indicator of the success of this research if the percentage of the average score reaches at least 85% or belongs to the good category and classical completeness of at least 85% of students get a score of more than 85.

Planning for implementing classroom action research in cycle II refers to the results of observations in Cycle I. To obtain more optimal results, the researcher

does a number of things including making lesson plans that are more in line with the characteristics, level of cognitive development, and conditions of students as well as implementing an individual test system.

In cycle II, the average score of skills in listening to stories through the Word Square test was 98 (High). 7% of students are included in the low category, 4% of students are in the medium category, and 89% of students are in the high category. Based on the results of observations on story listening skills through the Word Square method in cycle II, are as follows:

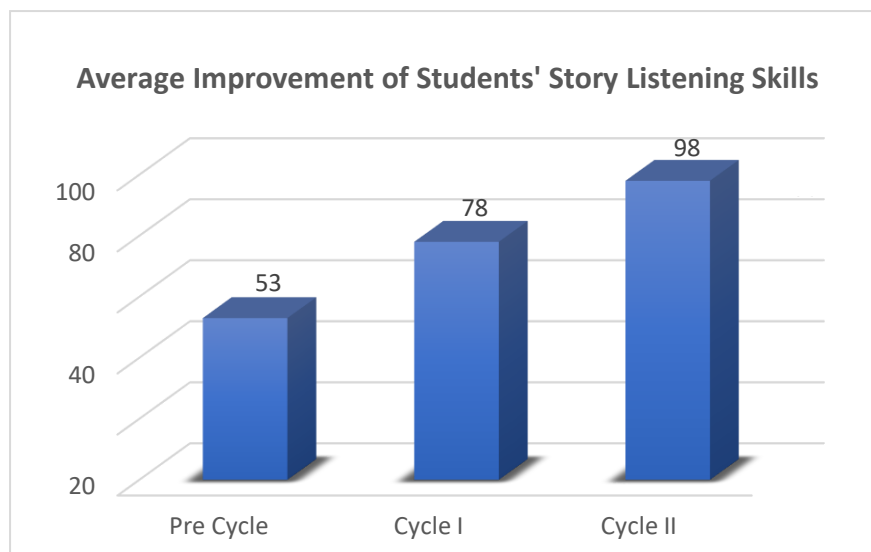
1. The implementation of cycle II was carried out based on the deficiencies in cycle I, namely how to work on the word square test was explained again in detail so that students understood how to work on the word square test.
2. The number of test questions is less than the test questions in cycle I and the way the work is done individually.
3. The results of cycle II show the success of the Word Square method in increasing interest in learning and listening skills for class V UPTD SD Negeri Banyuajuh 6, with an average score of 98% (High).

The average score of students in cycle II is 89 and is in the "High" category. So this shows the success of the method carried out by setting indicators of the success of this study if the percentage of the average value reaches at least 85% or belongs to the good category and classical completeness is at least 85%. To make it easier to see the increase in the results of listening to stories in each cycle. The following table presents the Recapitulation of Percentage Data Result Listening Skills for Class V UPTD SD Negeri Banyuajuh 6 Kamal District, Bangkalan Regency, Academic Year 2021/2022.

Table 1. Data Summary Percentage of Story Listening Skill Results

No	Skill Indicator	Pre Cycle	Cycle I	Cycle II
1	Average Learning Outcomes	53	78	98
2	High	15%	48%	89%
3	Currently	30%	37%	4%
4	Low	55%	15%	7%

In addition to the table above, a graph of average value data results for Listening to Stories Skills Results for class V UPTD SD Negeri Banyuajuh 6 Kamal District, Bangkalan Regency, for the 2021/2022 academic year, is as follows:



Grafik 1. Average Improvement of Students' Story Listening Skills

From the graphic data above, it can be seen that the increase in the scores of students' listening skills in improving learning from the beginning before action was taken, namely 53 categories were lacking, the first cycle increased to 78 medium categories, and there was an increase again in cycle II to 98 high categories.

From the results contained in the table and graph above, it shows an increase in story listening skills for class V UPTD SD Negeri Banyuajuh 6, Kamal District, Bangkalan Regency through the Word Square Learning Method. This happens because the learning method used can attract students' learning interest. According to Sukardi (1988:61), interest is defined as a liking, fondness or enjoyment of something. Because elementary school children are children who still like to play and have a need to play, the Word Square method is a method that can increase their interest in learning by carrying out learning activities while playing.

When a child's interest in learning has arisen in learning, especially in improving their skills in learning, listening skills are one way to increase literacy. Listening is an important skill for every individual to have because listening skills have a major impact on learning activities, work, and the quality of communication, (Hermawan, 2012). Listening activities are also activities that are mostly carried out in teaching and learning activities, students can understand the material conveyed by the teacher and learning objectives will be achieved. Increasing interest in learning, learning outcomes, language development, and listening skills as described above, then one way that can be done is to choose the word square

learning method. With this success it is also a success in achieving educational goals which are the goals of elementary school education according to Miras et al. (2005) aims as a process of developing the most basic abilities in each student, students learn actively because there is encouragement within and an atmosphere that makes it easy for their development.

D. Conclusion

Solving the problem of low students' listening skills caused by students' interest in learning is done by applying the Word Square learning model. The results of this study showed that at the pre-cycle stage the average score reached 53 in the low category. At this stage, 55% of students scored in the low category, 30% in the medium category, and 15% in the high category. After the action was taken in cycle I, the average score increased to 78 in the moderate category. In cycle I, 15% of students scored in the low category, 37% in the medium category, and 48% in the high category. This increase occurred again in cycle II, where the average score increased to 98 with details of 7% of students getting scores in the low category, 4% in the medium category, and 89% in the high category. This increase that always occurs in each cycle shows that the word square method can really improve the story listening skills of class V UPTD SD Negeri Banyuajuh 6, Kamal District, Bangkalan Regency.

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