

Enhancing Listening Skills through Paired Storytelling Model with Wayang Cartoon Media in Indonesian Language Learning

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ABSTRACT

This research is motivated by the fact that Indonesian language learning, particularly in listening skills, faces various challenges for both students and teachers. Students lack interest and feel bored, while teachers struggle to cultivate students' motivation and have difficulties in implementing and selecting innovative and varied teaching models that align with the learning material. There are also challenges in developing teaching materials. Teaching still relies on conventional and classical methods through strategies, approaches, and teaching methods that have not fostered productive thinking habits. Teachers should be skilled in selecting teaching media to ensure effective and enjoyable teaching and learning processes and enhance students' competence in listening to fairy tales. By utilizing the paired story telling learning model through the "Wayang Kartun" media, it is expected that students' ability to comprehend the content of a fairy tale will improve. This research aims to contribute information and insights on how the paired story telling model with the "Wayang Kartun" media can be used to understand the content of a fairy tale.

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1. INTRODUCTION

Education is a conscious and planned effort to create a learning environment and learning process so that students can actively develop their potential, including in terms of spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed for oneself, society, nation, and country [1].

Indonesian Language learning aims to improve the ability of learners to communicate effectively and correctly in Indonesian language, both orally and in writing, while also fostering appreciation for the literary works of Indonesian people [2].

In an effort to achieve the goal of learning Indonesian language, there are four language skills that students must master. These skills are listening, speaking, reading, and writing. One of the language skills that students need to master is listening. This skill is a form of receptive language skill. Listening is an important skill in understanding oral language. However, listening skills here not only mean just listening to language sounds through their hearing aid, but also understanding the meaning of what is heard. Therefore, listening is often identified with the term "listening skill" (in Indonesian language), because essentially listening skill is the process of listening and understanding the spoken language conveyed. [3]

Listening skill is a process of listening carefully to what someone says or reads in order to understand the content. [4]

The understanding of listening skill can be divided into two, namely narrow and broad. Listening skill in a narrow sense refers to the mental process that occurs when someone receives the sound spoken by the speaker. This process involves using the sound to interpret what is heard accurately. On the other hand, the understanding of listening skill in a broad sense covers more than just understanding and interpreting the information conveyed by the speaker. In addition, the listener must also be able to carry out what the speaker means. [5]

The objectives of listening have various kinds, including to (1) learn, which is mainly to acquire knowledge from the speaker's speech material. (2) obtain auditory beauty, which emphasizes enjoyment of something from the material spoken or heard. (3) evaluate, which is intended to be able to assess what is listened to. (4) appreciate the listening material, which is intended to be able to enjoy and appreciate what is listened to. (5) communicate their own ideas, which is intended to be able to communicate ideas, thoughts, and feelings to others smoothly and accurately. (6) distinguish sounds, which is intended and aims to distinguish sounds accurately, which sounds differentiate meaning and which sounds do not differentiate meaning. (7) creatively and analytically solve problems. (8) convince oneself of a problem or opinion that has been doubted. [6].

In Indonesian language learning, many students have difficulty understanding the content of fairy tales or stories during listening activities. Data shows that there is a need to improve teaching to enhance listening skills, as listening plays a significant role in the language learning process. Therefore, an effective model is needed for teaching listening skills. To overcome this problem, the researcher establishes an alternative action by using a cooperative learning model that can improve student activity, teacher skills, and student learning outcomes in listening skills. The researcher has analyzed several cooperative learning models that are suitable and relevant to the study of Indonesian language learning in terms of listening aspects, namely by using the Paired Storytelling learning model supported by learning media in the form of wayang cartoon media. Learning media is a means to communicate information and messages during the learning process. Learning media consists of two components, namely hardware or equipment as a physical element, and software or message as an element brought by the equipment. [7]

Wayang cartoon media is one type of learning media that is suitable for teaching listening skills to fairy tales in Indonesian language learning. The definition of wayang is a traditional performance form held by a dalang (the person who controls) using puppets or other objects as performance tools. [8]

Cartoon can be defined as a representation in the form of a painting or caricature about people, ideas, or situations designed to influence public opinion. Cartoons are used as a tool that has important benefits in learning, especially for explaining the sequence of content in a structured and logical order. [9]

Paired Storytelling or storytelling in pairs is an interactive method developed to strengthen the relationship between students, teachers, and course material. [10]

The implementation of the Paired Storytelling model using wayang cartoon media in teaching listening skills for folktales involves the following steps: (1) Preparing oneself for the lesson by preparing emotional activities. (2) Participating in the learning process by asking or answering questions, involving oral and mental activities. (3) Observing the teacher's explanation of the material to be learned, involving visual, mental, and listening activities. (4) Listening to the folktale read with wayang cartoon media, involving listening, visual, and emotional activities. (5) Collaborating in pairs, involving visual, writing, mental, and oral activities. (6) Retelling the folktale that has been listened to in pairs, involving oral, motor, and mental activities. (7) Summarizing the learning material, involving oral and mental activities. In principle, Paired Storytelling is an interactive learning model, where the model emphasizes active student participation during the learning process. In this activity, students are encouraged to develop their thinking and imagination skills, as well as working together in a team atmosphere, thereby providing an opportunity to improve communication skills and process information more effectively.

2. RESEARCH METHODS

This research is a type of Classroom Action Research (CAR) conducted in two cycles, with several stages carried out in each cycle. Generally, there are four stages that must be passed in conducting action research, namely planning, implementation, observation, and reflection. [11]

The initial stage of classroom action research is planning, where this stage explains in detail about what will be done, why, when, where, by whom, and how the action will be carried out. [12]

During the first cycle of the classroom action research, the researcher started with the planning phase, which included preparing the necessary tools, materials, and media. In addition, the researcher also designed the main research points, which consisted of the learning activities in the second cycle, using the Paired Storytelling model and wayang cartoon media in teaching Indonesian language focusing on listening to fairy tales.

The Action Implementation refers to the stage of implementing or applying the previously planned action, which is to carry out the action in the classroom. During the implementation, the teacher must adhere to the plan that has been made, but still act naturally and not artificially. [13]

During the first and second cycles, the researcher conducted actions by implementing Indonesian language learning focusing on the aspect of listening to folklore using the Paired Storytelling learning model with wayang cartoon media, in accordance with the designed Learning Improvement Plan.

For the observation stage, the researcher collected data using various instruments such as interview sheets, teacher and student skill assessment sheets, field notes, documents, and test sheets. [14]

In the process of action in the first and second cycles, the researcher monitored and recorded everything that happened during the learning of Indonesian language, particularly in listening to the story aspect, using the Paired Storytelling learning model with wayang cartoon media. The aim was to obtain accurate data that could be used to improve the next cycle.

In the final stage, the researcher together with the collaboration team will analyze the actions that have been taken and measure the achievement of the indicators that have been previously set. [15]

In the first and second cycles, the reflection stage is done by reflecting back on the actions that have been taken during the learning process of Indonesian language in the aspect of listening to fairy tales using the Paired Storytelling model and wayang cartoon media.

The research was conducted in October 2022 during the odd semester of the 2022/2023 academic year. The research subjects were 17 second-grade students of SD Negeri Sidanegara 10, consisting of 7 male students and 10 female students. The data analysis technique used tests and observations, as well as comparative quantitative descriptive to compare test scores from the initial condition, the first cycle, and the second cycle. To determine learning completeness, the score of each student was used as a reference.

3. RESULT AND DISCUSSION

The classroom action research was conducted in two cycles, with a total of 4 meetings. Based on the data obtained, there was an increase in student engagement in learning Indonesian language in the listening skill through the use of paired storytelling model with wayang cartoon media.

Table 2: Comparison of Student Learning Activity Observation Results Through Paired Storytelling Model Assisted by Wayang Cartoon Media in Cycle I and II.

Student Learning Activeness Using Paired Storytelling Model Assisted by Wayang Cartoon Media			
Pre Cycle	Cycle I		Cycle II
61 %	69.40 %		82.00 %
Poor	Good		Very Good

From the table above, it can be seen that the percentage of student learning activity observations using the paired storytelling model assisted by wayang cartoon media in the pre-cycle was 61.00% with the category of less good. However, in cycle I, the percentage increased to 69.40% with a good category, and in cycle II it increased again to 82.00%. Thus, there was an increase in student learning activity from cycle I to cycle II by 12.60%. The results of student evaluations in cycle I and II also show a significant increase in learning activity, which can be seen in the following table :

Table 2: Data of Students' Evaluation Results in Pre-Cycle, Cycle I, and II.

Explanation	Value		
	Pre-Cycle	Cycle I	Cycle II
Total Score	1190	1175	1405
Average	66	79	83
Lowest Score	45	55	75
Highest Score	85	85	100
Passed KKM	6	12	16
Not Passed KKM	11	5	1
KKM Percentage	35 %	53 %	94 %

Based on the research findings, it can be concluded that there was an improvement in student learning outcomes in Indonesian language using the paired storytelling model with wayang cartoon media. The average student scores increased from 66.00 in the pre-cycle to 79.00 in cycle I and further increased to 83.00 in cycle II. Based on the information provided, it can be concluded that there was an improvement in student learning outcomes in Indonesian language using the paired storytelling model with wayang cartoon media assistance. The average score of students increased from 66.00 in pre-cycle to 79.00 in cycle I and further increased to 83.00 in cycle II. It was found that 12 students, or 53.00% of the total number of students, had passed the

Minimum Completion Criteria (KKM) in cycle I. However, there was a significant increase in cycle II, with 17 students (94.00%) meeting the KKM. The classical learning achievement in cycle II had met the success indicator, as students had achieved individual learning completeness ≥ 75 .

In terms of observation results, student activity in Indonesian language learning using the paired storytelling model with wayang cartoon media assistance increased in each cycle. In cycle I, for meetings I and II, the average percentage of student activity was 69.40%, which was classified as good. Meanwhile, in cycle II, for meetings I and II, the average percentage of student activity increased to 82.00%, which was classified as very good.

4. CONCLUSIONS

Based on the results of the study, it can be concluded that the use of the paired storytelling learning model with the assistance of wayang cartoon media can increase the level of student learning activity and improve learning achievement. There was an increase in the average score and an increase in the level of student activity in each learning cycle, starting from the pre-cycle to the second cycle. As a recommendation, the researchers suggest the following actions for relevant parties: (1) teachers should use the paired storytelling learning model with wayang cartoon media to improve student learning outcomes and broaden their knowledge, (2) schools should expand the use of this learning model to other subjects, (3) researchers should conduct further studies on the use of the paired storytelling learning model with wayang cartoon media to improve listening skills in Indonesian language learning in schools with different conditions and situations. It is hoped that new findings can be discovered through the same learning model.

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