THE IMPACT OF DIRECTED LISTENING THINKING ACTIVITY (DLTA) STRATEGY ASSISTED BY AUDIO VISUAL TOWARD LISTENING ABILITY OF FAIRY TALES

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Abstract

In listening lesson, students should understand the intrinsic elements of the fairy tale that includes a character, setting, theme, plot, and message. Listening lesson in schools usually do not stimulate students to think critically, because the teacher just read a fairy tales in front of the class and student only listen. Therefore, it is necerary learning strategy capable of stimulating students to think critically, on of which is strategy is Directed Listening Thinking Activity (DLTA). In addition, the use of audio visual is also required in order to make learning more meaningful. This research is conducted in class V SDN 6 Singaparna. On experiment class applied strategy of Directed Listening Thinking Activity (DLTA) assisted by audio visual, whereas in the control class is applied direct learning. Average listening ability of fairy tale on experiment class before being given preferential treatment is 67.20 and after increased is 84.53. While the average listening ability of fairy tale on control class before being given treatment is 67.26 and after being given the treatment is 77.55. Based on the results of a test using SPSS t-22 retrieved \( t_{\text{count}} = 4.445 \) and at \( \alpha = 0.05, df = 59 \) and test (1-tailed) obtained \( t_{\text{critical}} = 1.671 \). Because \( t_{\text{count}} > t_{\text{critical}} \) then \( H_0 \) is rejected. In conclusion, there is a different score listening ability to fairy tale on experimental’s class and control class. Thus, the strategy of Directed Listening Thinking Activity (DLTA) make a positive effect to listening ability of fairy tales.

Keywords: Listening ability of fairy tales, Strategy of Directed Listening Thinking Activity (DLTA), intrinsic elements

INTRODUCTION

Listening is the first language skills was developed by a person to communication. With listening, a person capable to developing language skills other such as speaking, reading, and writing. In the process of listening, there is the message conveyed orally by the speaker or the giver's message to the listener or receiver of the message. The process of listening are different from the process of hearing. In the listening, there is an effort to understand what the message or material that is submitted. This is different from process of hearing which there is no deliberate action to understand what is heared to.

Listening lesson in elementary school it's been formally taught in the classroom. One of the learning to listen that is often taught is listening of fairy tales. In listening of fairy tales, students are required to understand the intrinsic elements of the fairy tale. The intrinsic elements of fairy tales include character, theme, setting, plot, and message. The character is an abuser or a player in a fairy tale. The setting is a description of the place, time, and the atmosphere of fairy tales. The theme is the big picture of contents story in a fairy tale. The message is a moral values contained in a fairy tale. While the plot is for the story or series of events and conflict that drives the storyline a tale.
In addition to understanding the elements of a fairy tale, it is also expected to recall the contents of fairy tale. By knowing and remembering the contents of fairy tale, children can retell the fairy tale that had he obtained to his friends or to future generations. A fairy tale should be inherited hereditary so that moral values contained in the fairy tale could be disseminated and not at a standstill on a generation. Therefore, there is a good storyteller in this case teachers as well as parents review whether children already understand and remember the contents of a fairy tale or not.

To create an active learning, teachers should be able to use the innovative learning strategies. Using the Direct Listening Thinking Activity (DLTA) can be alternative learning strategies to listen a fairy tale. Learning to listen of fairy tales using the DLTA strategies have proven to be better than direct learning. This is in accordance with the research conducted by Septiadi, dkk (2014) found that the listening ability students using the DLTA strategies have mean (M) = 25, whereas the listening ability the students who use direct learning has a mean (M) = 15,33. The process to use this strategy are as follows (Tompkins & Hoskisson, 1991):

1. Activities before listening
   In this activity, the teacher explore the student’s knowledge, provide new information needed by students about the story, and arouses interest students to listen to the stories that will be displayed.

2. Activities for listening
   They are as follows: Predict, Predict and make excuses of the story that has been presented, and Prove.

3. Activities after listening
   After listening activities undertaken, student deliver the result their readings to discussion, connect with their lives and with a story that has been presented before.

   In addition to media learning can help teachers in order to achieve the goal of learning to be more optimal. Media learning can be applied in to a fairy tale is the audio visual media. The use of media audio in listening skills proved to be able to improve the ability of listening a fairy tales (Widyaningrum, 2015).

**METHOD**

This research was conducted in class V SDN 6 Singaparna. Design of this research was used a quasi experiment. The experiment class applied strategies of Direct Listening Thinking Activity (DLTA) assisted by audio visual, and the control class applied direct learning. Instrument’s research use a matter of pretest and postest include descriptions and multiple choice. The questions of pretest and postest are not same, because the fairy tale to be dilevered is different. Reserved pretest and postest developed from the grating has been made before. Technique of data analysis using SPSS 22 to test normality, its homogeneity, and the difference in average.

**RESULTS AND DISCUSSION**

A. Research Results

1. Analysis Results of Pretest

   The treatment in experiment class and control class are 5 times. The average score of listening ability in experiment class before treatment is 67,20 and includes enough categories that's meaning is students are able to understand some of the intrinsic elements of the fairy tale (characters, themes, background, message, plot) and capable of recounting the tale though
less detailed contents. The average score of the listening ability of fairy tales in control class is 67.26 and also fit into enough category.

The value of significance with Kolmogrov Smirnov-test at score pretest listening ability in experiment class is 0.83 greater than α = 0.05, this data indicates that score pretest in experiment class has normal distribution. So too with Kolmogrov Smirnov-test results on score pretest listening ability of fairy tale in control class has a value greater than 0.69 significance α = 0.05, this indicates that score pretest in control class has normal distribution.

The value of Sig. Based on Mean listening ability of fairy tale in experiment class and control class is 0.468 greater than α = 0.05, so that H₀ is accepted. This means listening ability of fairy tale in experiment class and control class have a homogeneous variance.

Test difference of average score pretest is for to prove that there is no significant difference between the listening abilities of early experiment class and the control class. Listening ability of fairy tales value Sig (2-tailed) is 0.990 > 0.05, so H₀ is accepted and H₁ is declined. This means the average score pretest listening ability of fairy tale between the experiment and control class have the same average or there is no significant difference between the average listening ability of fairy tale between the experiment and control classes.

2. Analysis Results of Postest

The value of significance with Kolmogrov Smirnov-test at score postest listening ability in experiment class is 0.69 greater than α = 0.05, this data indicates that score posttest in experiment class has normal distribution. So too with Kolmogrov Smirnov-test results on score pascates listening ability of fairy tales in control class has a value greater 0.149 significance α = 0.05, this indicates that score postest in control class has normal distribution.

The value of Sig. Based on Mean listening ability of fairy tale in experiment class and control class is 0.723 greater than α = 0.05, so that H₀ is accepted. This means score postes the listening ability in experiment class and control class have a homogeneous variance.

Test difference of average score postest is for to prove whether there is a significant difference between the end of the experiment class and the control class. Listening ability of fairy tales at the α = 0.05, df = 59 and test (1-tailed) obtained tcritical = 1.671, because tcound = 4.445 lies in the rejection of H₀ then H₁ is accepted. This means the average score postest listening ability of fairy tale between experiment and the control class have a difference.

3. Analysis Normal Gain (N-Gain)

All score listening ability of fairy tale in experiment class has increased. There are 4 students or 13.33% of students has high increased, 26 students or 86.67% of students has medium increase, and no students who have experienced an increase in low.

B. Discussion

1. Listening Lesson Use Strategy of Direct Listening Thinking Activity (DLTA) Assisted Audio Visual

The implementation of listening lesson by using strategy of DLTA overall already well underway. Before making use of learning strategies DLTA, researchers provide advance directives to the classroom teacher about this strategy DLTA. Researchers discuss about RPP and the learning material will be given to students. The process of discussions and the introduction is done start date 6th – 11th of March 2017, and then on 13rd of March 2017 pretes is implemented.
The first meeting of learning using this strategy is on 20th of March 2017. Teaching material provided is a fairy tale called “Kisah Pencuri yang Bertobat”. This tale has never previously heard by the students. The selection of this fairy tale as a teaching material on learning strategy with DLTA because students must guess the continuation of the story, so the fairy tale that must be given completely new and yet familiar.

The second meeting of learning using the DLTA strategy was on 23rd of March 2017. The material taught is a fairy tale called “Kisah Raja Zalim dan Pemuda Salih”. The second was more conducive learning rather than the first learning. The students are already getting used to learn with infocus. Students sitting the appropriate group and listen to the video carefully. Teachers have also been getting used to teach with this strategy.

The third meeting of the learning strategy with DLTA was on 27th of March 2017. The material taught is a fairy tale called “Kisah Raja Jadi Tukang Kebun”. Step in the third learning is almost same as the first and second meetings. Teachers and students have become accustomed to learning with the strategy of the DLTA. Students more active idea expressed at this meeting.

The fourth meeting was held on 3rd of April 2017. The material taught is a fairy tale called “Kisah Si Kusta”. Teachers and students are already very accustomed to learning with this strategy. At this meeting the learning step almost same as the previous meetings. Students already already understand very well the steps of learning done. Students more active in asking questions answered by teachers and friends group.

The fifth meeting was held on 6th of April 2017. This meeting was the last meeting before postest was held on 10th of April 2017. The material taught is a fairy tale called “Kisah Qorun Yang Sombong”. Learning runs smoothly without obstacles. The lesson that measures the same as the previous meetings.

2. Listening Lesson Use Direct Learning

Listening lesson use direct learning is by the teacher of the class. Learning in the classroom this time is the same as the class that uses the strategy of the DLTA. Data postest retrieval on 13rd of March 2017. First meeting held on 20th of March 2017 with the material fairy tale entitled “Kisah Pencuri yang Bertobat”. The second meeting was held on 23rd of March 2017 with the material fairy tale entitled “Kisah Raja dan Pemuda Shalih”. The third meeting was held on 27th of March 2017 with the material fairy tale entitled “Kisah Raja Jadi Tukang Kebun”. The fourth meeting on 3rd of April 2017 with the material fairy tale entitled “Kisah Si Kusta”. The last meeting on 6th of April 2017 with a fairy tale entitled “Kisah Qorun yang Sombong”. Postest done on 10th of April 2017 with a fairy tale entitled “Kisah Syeh Abdul Qadir Jaelani”.

3. Listening Ability of Fairy Tale the Student

Listening ability of fairy tales class V SDN 6 Singaparna prior research is at enough category. The average score listening ability of fairy tales in the experiment class is 67,20 and average score listening ability of fairy tales in the control class is 67,26. Based on the results of a test of normality, score the listening ability of fairy tale in experiment class is 0.83 greater than α = 0.05, then score the listening ability of fairy tale has normal distribution. As for the Score's listening ability of fairy tales in the control class is 0.69 greater than α = 0.05, therefore score listening ability of fairy tales in the control class also has normal distribution. Test results of its homogeneity score listening ability of fairy tale in experiment class and
control class is 0.468 greater than $\alpha = 0.05$, thus there is no difference in the ability of the students in experiment class and control class. While based on the results of a test of the difference the average score listening ability of fairy tale in experiment class and control class is 0.990 greater than $\alpha = 0.05$ which means that the average score of listening ability of fairy tale in experiment class and control class has no difference.

After 5th times the treatment, then there is an increased score listening ability of fairy tale in experiment class and control class. In experiment class, the average score listening ability of fairy tales are 84.53 and include good category. While the average score listening ability of fairy tales in control class is 77.55 and include enough category. Based on the results of a test of normality, score listening ability of fairy tales is 0.169 greater than $\alpha = 0.05$, thus score of listening ability has normal distribution. For the control class, the results of its homogeneity test score listening ability of fairy tales is 0.149 larger than $\alpha = 0.05$, thus score of listening ability has normal distribution. As for its homogeneity test score results based on listening ability of fairy tale in experiment class and the control class is 0.723 greater than $\alpha = 0.05$, thus score listening ability in experiment class and control class have the same variance. Test results average score difference in listening ability of fairy tale in experiment class and control class on $\alpha = 0.05$, df = 59 and test (1-tailed) obtained $t_{critical} = 1.671$ while $t_{count} = 4.445$, because $t_{count} > t_{critical}$ and is in the rejection of $H_0$, then it can be inferred that there is a difference score listening ability of fairy tale in class experiment class and control class.

Based on the test results of the difference the average normal gain (N-Gain) in experiment class there are 4 students in high increase, 26 students have elevated the medium, and no students who have experienced an increase in low. While there is no one student who experienced high increase in control class, 16 students have elevated the medium, and 15 students has low increased.

**SUMMARY AND ADVICE**

Summary of the research is there is a positive effect using Direct Listening Thinking Activity (DLTA) assisted audio visual against listening ability of fairy tales. This can be seen from average final score listening ability of fairy tale in experiment class and control class. In experiment class, the average score was finally 84.53 and an average final score in the control class is 77.55.

Advice related this research is teachers as a facilitator of learning should continue to innovative in order to create a fun learning for students. The selection of learning strategies and learning media will also make appropriate learning objectives are more easily achieved.

**BIBLIOGRAFY**


