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ARTICLES

The Effectiveness of Audio Media on Learning Outcomes to Understand the Intrinsic Elements of Fairy Tales

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A B S T R A K

Dongeng merupakan sastra lama yang tidak benar-benar terjadi dan menceritakan tentang kejadian penuh khayalan yang luar biasa, dalam dongeng terkandung beberapa unsur-unsur di dalamnya yang akan lebih mudah dibelajarkan kepada siswa jika menggunakan suatu media yang tepat. Adapun tujuan yang ingin dicapai dalam penelitian ini adalah mengetahui efektifitas penggunaan media audio pada pembelajaran memahami unsur intrinsik dongeng terhadap hasil belajar sebelum dan sesudah dengan tindakan pada siswa kelas II sekolah dasar. Penelitian ini menggunakan desain penelitian model One Grup Pretest Posttest Desain. Penelitian ini menggunakan sampel pada siswa kelas II SD yang berjumlah 25 siswa. Berdasarkan hasil penelitian ini menunjukkan bahwa pemanfaatan media audio pembelajaran dapat meningkatkan aktifitas guru dan siswa, hal tersebut dapat dilihat dari aktivitas guru yang pada siklus I 82% atau baik meningkat pada siklus II menjadi 100% atau sangat baik. Dan aktivitas siswa pada siklus I mencapai 42% atau kurang baik meningkat menjadi 76% atau baik. Kemudian kemampuan siswa dalam mengidentifikasi unsur intrinsik cerita juga meningkat, dari pratindakan dengan kemampuan klasikal 24% atau 6 siswa tuntas, kemudian klasifikasi capaian meningkat pada siklus I 44% atau 11 siswa tuntas dengan klasifikasi capaian kurang baik, meningkat pada siklus II 72% atau 18 siswa tuntas dengan klasifikasi capaian baik.

A B S T R A C T

Learning process in the school, teachers must be more innovative in terms of storytelling because of students' low ability to understand a story. This alternative can increase students' understanding of the ability to understand stories is media presence. Media in learning has a very important function, namely as a tool that can affect the place of learning managed by the teacher. If the teacher wants to increase interest in new learning, they must use media in learning activities. This research aimed to know the effectiveness of audio media in understanding the intrinsic elements of fairy tales on learning outcomes before and after the second-grade students of the Elementary school of Rejoagung. This study uses a research design model of One Group Pretest Posttest Design using t-test statistical analysis to see the effectiveness of using audio media in learning to understand the intrinsic elements of fairy tales on learning outcomes. It can be seen in the t-test in learning. There is an effective use of audio media in learning to understand the intrinsic elements of fairy tales on learning outcomes.

1. Introduction

Media in Indonesian language learning has an important meaning as a channel for learning information (Ayu, 2014; Syaribuddin et al., 2016). Media is used to help the learning process as a channel for messages in the form of knowledge, skills, or attitudes that students' conditions can develop through human tools, materials, or events that exist in nature (Arsyad, 2015; Cahyani, 2018; Prayito, 2011; Tafonao, 2018; Uliyandari & Lubis, 2020). The function of learning media is as a tool used to assist the implementation of the teaching and learning process, which can affect the conditions and environment where the teacher is managing the teaching and learning. Learning media can also help students master lessons packaged attractively and reliably in obtaining information. Hamalik (Arsyad, 2015) states that if the teacher wants to increase interest in new learning, a teacher must use learning media when carrying out the teaching process, which greatly influences students.

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Fairy tales are old literature that doesn't happen and tells about extraordinary imaginary events (Mardiana & Syahfitri, 2019; Nur Hidayah & Nurhadija, 2018). Fairy tales usually write stories in everyday life that do not happen, are entertaining, and have moral content (Habsari, 2015). Yudha (Habsari, 2015; Nur Hidayah & Nurhadija, 2018) fairy tales identified with imaginary stories that make it up and don't happen and are of no use. Fairy tales are fabricated storytelling, but that does not mean that fairy tales have no benefits. There is a conclusion based on some of the opinions above. Fairy tales are stories of real events that aim for entertainment and convey the message of being cheerful to reading and listening to them. Imaginative themes are also often associated with fairy tales.

In a fairy tale, there are two elements, namely intrinsic and extrinsic. The intrinsic element is an element in a literary work that can influence the creation of a literary work. The extrinsic element is an element present from the outside, which also influences literary work formation. In a fairy tale, there are several intrinsic elements, namely: 1) The theme is an idea, main idea or main idea that is the basis of a literary work, or the subject matter that dominates a story; 2) Mandate is a message given by the author regarding morals for the reader which is usually implicit; 3) Characters are subjects created by authors who experience events in various story events. Or people in the story who experience events in an imaginary story so that an event can become a story. Characterization is the character created by a story writer who differentiates it from other characters; 4) Flow is a series of stories or series of events arranged so that it becomes a sub-sequence that is intertwined from a story; 5) Setting is a description that shows the time, the location where the story is played, the atmosphere in the story, and the situation about the occurrence of scenes or events in the story that are related to information, instructions, points of reference. In learning Indonesian, especially fairy tale material, effective and efficient learning media need to help students understand its content and elements.

However, in reality, media use in learning to understand fairy tales' intrinsic elements is still lacking. Students are less interested in participating in the learning process. Many teachers only ask students to read fairy tales. However, the teacher does not provide interesting media. Students are asked to read only then remember what they have read, so their results are not satisfactory. Students generally do not participate in the learning process to achieve maximum learning outcomes with the teacher's media. The learning process that seems less attractive causes low student learning outcomes, and the learning process becomes ineffective. According to (Amir et al., 2016), the teacher's learning in delivering learning material does not pay attention to whether or not media use is appropriate. One way that can be used to overcome this problem is by using audio media.

Audio media defines a learning aid that students hear to get information in the form of subject matter according to the theme being taught (Lestari et al., 2018; Ratminingsih, 2016). Audio media that can be used in the learning process, for example, are tape recorders and CDs. The use of audio media has an impact on improving the process and student learning outcomes. With audio media, the learning process will be more interesting and fun (Wicaksono, 2017; Windasari & Sofyan, 2018). Many learning media use relevant audio, one of which is English audio learning media's effectiveness based on creative songs. Audio displays can be motivating (Arsyad, 2015). Audio media can be used as an introduction or opening of learning when introducing discussion topics to student learning outcomes (Maryatin, 2018). While it is common practice to prepare recordings for individual needs, recordings can also be prepared for students' groups. The advantages of using audio media in the learning process are: 1) it can replace the teacher in explaining a material by presenting experts in certain fields so that the meaning obtained in the learning process is deeper, 2) it can be repeated, 3) can stimulate active participation listener, 4) helps focus the attention of students, 5) and easy to move (Suparti & Susanti, 2017)

This research is in line with the research conducted by Yusantika et al., (2018), which shows the effect of audio media on fourth-grade elementary school students' listening skills. Widyaningrum (2015) also states that the use of audio media in elementary school students can help students determine the fairy tale's content about the characters and the fairy tale setting by listening. Januarni (2018) shows that audio media helps increase students' listening skills by using the numbered heads together as a fifth-grade model.

Based on the description of fairy tales and audio media, the formulation of this study's purpose is to examine the effectiveness of using audio media on student learning outcomes before and after learning at the elementary school level on the material to understand the intrinsic elements of fairy tales, as well as audio media, are expected to help the learning process, which can improve children's learning outcomes.

2. Method

The purpose of this study was to examine the effectiveness of the use of audio media on student learning outcomes before and after learning at the elementary school level on the material to understand the intrinsic elements of fairy tales so that the method used was an experimental method with research

design using the One Group Pretest Posttest Design model. This study used a population in the form of second-grade students of SDN Rejoagug. While the sampling used is saturated, the implementation takes samples from all population members to be used in the research object. It is done because the population is very small. This study used a sample of 25 students in the second grade SDN Rejoagung. Data collection was carried out in the second semester of the 2019/2020 Academic Year.

Researchers in this study are the first, the planning stage, which consists of determining the place of research, initial observation to determine the problem, compiling a thesis proposal, compiling learning tools, compiling research instruments, and implementing the learning phase. Learning activities were carried out in one school: the research sample with one meeting, second grade 2 SDN Rejoagung, which was given treatment using audio media to understand the intrinsic elements of fairy tales by giving questions (pretest and post-test). The research's final stage is that the researcher obtains research results from conducting data analysis, including learning outcome data.

Researchers used an instrument in the form of a written test in this study. This test was used so that students could answer questions based on existing data. The test questions in this study were made independently by the researcher concerning the material that had been presented. The main criteria in this research are valid, reliable, and objective research data. The technique used in measuring the validity of the questions was in the form of a rough product correlation technique. The calculation of the validity test will be carried out using Ms. Excel. The data collection techniques used in this study were tests and documentation. The tests in this study were to determine students' understanding of the intrinsic elements. This study used the test twice before the treatment and after the treatment (pretest and post-test). The pretest and post-test questions in this study used multiple-choice questions. In this study, documents were in the form of student worksheets, learning tools, a list of student scores, and photos during the research activity. The purpose of this study is to determine the effectiveness of using audio media on learning outcomes to understand the intrinsic elements of fairy tales in second-grade students of SDN Rejoagung in the 2019/2020 school year.

3. Result and Discussion

Before pretest and post-test, the researcher tested the questions' validity of the questions used to know the validity of the questions to be tested. The researcher tested the validity of the questions in the second-grade students of SDN 2 Mangunan with 16 students. What was tested was 50 multiple-choice questions. With the results of 20 invalid questions and 30 valid questions. The results of the pretest conducted before learning using audio media. Pretest data was taken on March 10, 2020 in grade 2 SDN Rejoagung. The results of the post-test carried out after teaching using audio media. Postest data were taken on March 14, 2020 in the second grade of SDN Rejoagung.

The post-test results where students have been given intrinsic element learning using audio media get a high average score. These results have increased from pretest to post-test, where students have been given intrinsic element learning. It makes the level of student understanding increase. Researchers use the t-test to determine whether there is effectiveness in understanding the intrinsic element. The t-test was conducted to compare students' average scores in understanding the intrinsic elements using audio media. To do this t-test, the researcher must first test the normality to determine the normal distribution of student learning outcomes.

Researchers use Ms. Excel to calculate the normality test in this study. This study has a normal distribution if $x_{count} < x_{tabel}$ at a significant level and a certain level of confidence. In this study, the normality test was carried out with a confidence level of 95% (a = 0.05) in the pretest and post-test experimental class using audio media. The amount obtained from the calculation shows the experimental class pretest $x_{count} = 8{,}570209179$ and the experimental class post-test $x_{count} = 9{,}755394464$ while the x_{table} obtained from the excel formula = CHIINV with a significant level of 0.05 and the number of grade 2 students obtained $x_{tabel} = 11{.}07049769$ for pretest and post-test experimental class. Because $x_{hitung} < x_{tabel}$, the conclusion is that the pretest and post-test data for the experimental class are normally distributed.

Furthermore, after knowing that the pretest and post-test learning outcomes are normally distributed, researchers have to do a significant average test. In the pretest and post-test mean test for significant classes, the t-test formula is used. The t-test is used to test the average difference before and after learning to understand fairy tales' intrinsic elements by using audio media. For hypothesis testing, t_{count} is compared with t_{table}, it is stated that there is a difference in the average if $t_{count} > t_{table}$ at a significant level and certain beliefs (Sugiono, 2018). The confidence level of the t-test carried out in this study was 95% (α = 0.05) in the pretest and post-test experimental class. From the results of the calculations made, it is obtained $t_{count} = 4.4$ and t_{table} with α = 0.05 and dk = n-1 25-1 = 24, the t table is 2.064. Ha is accepted if

$t_{count} > t_{table}$. There is an average difference or increase in learning outcomes to understand fairy tales' intrinsic elements using audio media. More details can be described in the following graph 1.
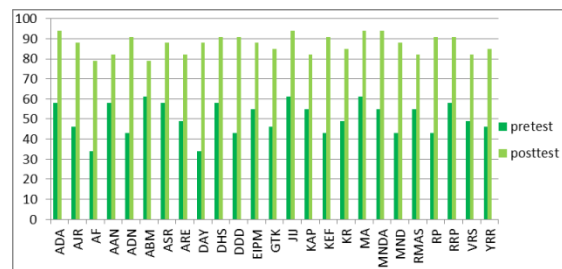
Graph 1 is a graph of learning outcomes before and after learning to understand fairy tales' intrinsic elements in second-grade elementary school students using audio media.

The graphic presentation above shows that before and after learning, understanding the intrinsic elements of fairy tales using audio media has increased. Based on the t-test and supported by the increase in student learning outcomes, it can be concluded that there is a difference in the average or an increase in learning outcomes to understand the intrinsic elements of fairy tales in second-grade elementary school students after learning using audio media.

Discussion

This study's main objective was to determine the effectiveness of using audio media on learning outcomes to understand the intrinsic elements of fairy tales in second-grade students of SDN Rejoagung in the 2019/2020 school year. The results showed that the pretest and post-test mean test scores of significant classes were used using the t-test formula with a significance level of 5%. The t-test value was 4.4. The t-table was 2.064, so that $t_{count} > t_{table}$. It shows an average difference or increase in learning outcomes to understand fairy tales' intrinsic elements using audio media. This study also shows that the use of instructional audio media can increase teacher and student activities. It can be seen from teachers' activities which in the first cycle were 82% or good then increased in the second cycle to 100% or very good. Student activity in the first cycle reached 42% or less, increased to 76% or good. The learning activity increased in the first and second cycles. It is in line with the research conducted by Widyaningrum (2015) where the research also shows that the use of audio media in Indonesian language learning, especially in fairy tale material, can increase student learning activities. It is inseparable from audio media that is considered new to attract students' interest in learning. Increasing student learning activities using audio media is also in line with the audio media advantages.

Audio media defines a learning aid that students hear to get information in the subject matter according to the taught theme (Lestari et al., 2018; Ratminingsih, 2016). Audio media that can be used in the learning process, for example, are tape recorders and CDs. The use of audio media impacts improving the process and student learning outcomes. With audio media, the learning process will be more interesting and fun (Wicaksono, 2017; Windasari & Sofyan, 2018). Many learning media use relevant audio, one of which is English audio learning media's effectiveness based on creative songs. Audio displays can be motivating messages (Arsyad, 2015). Audio media can be used as an introduction or opening of learning when introducing discussion topics to student learning outcomes (Maryatin, 2018). While it is common practice to prepare recordings for individual needs, recordings can also be prepared for students' groups. The advantages of using audio media in the learning process are: 1) it can replace the teacher in explaining a material by presenting experts in certain fields so that the meaning obtained in the learning process is deeper, 2) it can be repeated, 3) can stimulate active participation listener, 4) helps focus the attention of students, 5) and easy to move (Suparti & Susanti, 2017). According to Suparti & Susanti, (2017), Audio media has several advantages, including 1) it can replace the teacher in explaining a material by presenting experts in certain fields so that the meaning gained in the learning process is deeper, 2) it can be repeated, 3) can stimulate active participation of listeners, this is because when listening to audio students will be more focused on listening to the material presented and will be more active in recording the content of the audio presented, 4) can help teachers focus student attention, 5) and easy to move and carry everywhere.

Furthermore, the students' ability to identify the intrinsic elements of the story also increased, from pre-action with 24% classical ability or six students completed, then the achievement classification increased in the first cycle 44% or 11 students completed with poor performance classifications,

increased in the second cycle 72% or 18 students complete with a good performance classification. The research results obtained regarding the improvement of students' learning abilities are also in line with the research conducted by Yusantika et al., (2018). The research also shows an increase in students' abilities when taught by using audio media. Audio media defines a learning aid that students hear to get information in the subject matter according to the theme (Ratminingsih, 2016). The use of audio media in the learning process will help students concentrate and students not get bored easily, and be more relaxed in the learning process (Puspitawangi et al., 2016). Audio media can be used as an introduction or opening of learning when introducing discussion topics to student learning outcomes so that the learning process will not feel boring (Januarni, 2018; Maryatin, 2018). So that in the learning process, the intrinsic elements of fairy tales for second grade is necessary to use audio media so that student learning outcomes can be stable and increase.

The use of audio media in Indonesian language learning is considered effective. Students will understand the fairy tale's contents through audio media by listening and understanding every fairy tale element (Maryanti & Mukhidin, 2017). It is inseparable from the audio media's function to train students 'listening skills and train their analytical power. Train students' abilities to remember and summarize what they have heard to learn actively and reconstruct their knowledge. The use of audio media in learning the intrinsic elements of fairy tales will also create a calm and conducive learning atmosphere. Students will focus their minds on listening to stories on the media presented to increase their understanding of fairy tales' intrinsic elements.

4. Conclusion

Based on the results of research and discussion in this study, the application of audio media is used to determine the effectiveness of learning to understand the intrinsic elements of fairy tales on student learning outcomes-the research results on the use of instructional audio media to increase teachers' and students' activities.

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The Effectiveness of Audio on Learning Outcomes to Understand the Intrinsic Elements

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ABSTRACT Learning process in the school, teachers must be more innovative in the terms of storytelling. The low ability of students in understanding a story. An alternative that can increase students understanding of the ability of understanding stories is the presence of media. Media in learning has a very important function, namely as a tool that can affect the place of learning that is being managed by the teacher. If the teacher wants to increase interest in new learning, they must use media in learning activities. The aim of this research is to know the effectiveness of the use of audio media in learning understand the intrinsic elements of fairy tales on learning outcomes before and after the action on the second grade students of Elementary school of Rejoagung. This study uses a research design model of One Group Pretest Posttest Design. By using t test statistical analysis to see the effectiveness of using audio media in learning to understand the intrinsic elements of fairy tales on learning outcomes. It can be seen in the t test in learning, there is an effective use of audio media in learning to understand the intrinsic elements of fairy tales on learning outcomes.

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