



## **THE USE OF LEARNING MEDIA ON LISTENING SKILL IN TEACHING INDONESIAN TO SPEAKERS OF OTHER LANGUAGE (TISOL)**

### **PEMAKAIAN MEDIA PEMBELAJARAN KETERAMPILAN MENYIMAK DALAM PEMBELAJARAN BAHASA INDONESIA BAGI PENUTUR ASING**

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#### **Abstract**

Listening skill is a language skill that has a very important role as the beginning of other skills. teaching Indonesian to speakers of other language learners in Integrated Language Service Unit Universitas Sebelas Maret have difficulty in listening skills due to the limited learning tools. This study aims to describe the use of learning media in listening skills in teaching Indonesian to speakers of other language (TISOL) at Integrated Language Service Unit Universitas Sebelas Maret. This research is a descriptive qualitative research with case study research strategy. Sampling technique used purposive sampling. Sources of data in this study were informants, events, books, scientific journal articles, student assignment results and relevant studies. Technique of collecting data in this research is observation, interview, and document analysis. Validity of data in this research was conducted by triangulation method and source. Research data were analyzed using interactive analysis model. The results showed that the use of learning media listening skills in teaching Indonesian to speakers of other language at Integrated Language Service Unit Universitas Sebelas Maret was done with two patterns, namely the use of media inside and outside the classroom. Learning media outside the classroom is further divided into individual learning media, group learning media, and mass media learning.

**Keywords:** *TISOL, learning media, listening skill*

### **Abstrak**

Keterampilan menyimak merupakan keterampilan berbahasa yang memiliki peranan sangat penting sebagai awal dari keterampilan-keterampilan lainnya. Pemelajar BIPA di UPT Bahasa Universitas Sebelas Maret Surakarta mengalami kesulitan dalam keterampilan menyimak dikarenakan terbatasnya perangkat pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan pola pemakaian media pembelajaran keterampilan menyimak dalam pembelajaran BIPA (Bahasa Indonesia bagi Penutur Asing) di UPT Bahasa Universitas Sebelas Maret. Metode penelitian menggunakan metode studi kasus dan teknik pengumpulan data menggunakan observasi, wawancara, dan analisis dokumen. Teknik pengampilan sampel dengan menggunakan Hasil penelitian menunjukkan bahwa pemakaian media pembelajaran keterampilan menyimak dalam pembelajaran bahasa Indonesia bagi penutur asing di UPT Bahasa Universitas Sebelas Maret dilakukan dengan dua pola yaitu pemakaian media di dalam kelas dan di luar kelas. Media pembelajaran di luar kelas dibagi lagi menjadi media pembelajaran perorangan, media pembelajaran kelompok, dan media pembelajaran massal.

Kata kunci: BIPA, media pembelajaran, keterampilan menyimak.

### **A. INTRODUCTION**

The diversity of natural resources, flora, fauna, and culture is the advantage that makes Indonesia more interesting to visit for foreigners, whether it is just a vacation, study, work, or other interests. The existence of these various interests encourages them to be able to speak Indonesian. At this time, the Indonesian is increasingly being studied by foreigners. Kusmiatun (2016) shows that teaching Indonesian to speakers of other language (TISOL) has grown rapidly both within and outside Indonesia. At least data obtained from one shows there are 219 universities / institutions in 40 countries that have organized this program although with different names.

One of the institutions receiving foreign students to study Indonesian is the Integrated Language Service Unit of Sebelas Maret University. Researchers chose this place because the Integrated Language Service Unit Universitas Sebelas Maret is one of the institutions that open DCP (Developing Country Partnership) and Darmasiswa programs for foreign students every year. Aunnurrahman (2012) states that learning seeks to change the input of uneducated students into educated students, students who do not have knowledge to become students who have knowledge. The teaching Indonesian to speakers of other language learning program covers all Indonesian skills, namely listening skills, speaking skills, reading skills and writing skills.

This study aims to describe the use of learning media in listening skills in Teaching Indonesian to speakers of other language (TISOL) at Integrated Language Service Unit Universitas Sebelas Maret. To achieve this aim, the following research questions were posed. Foreign speakers who learn Indonesian have a lot of difficulty in learning. One of the difficulties experienced by foreign speakers is listening skills. Listening is firstly acquired language skill and has essential role as the beginning of

other skills. According to Slamet (2008) listening is a process that includes listening activities, identifying, interpreting sounds of language then assessing the interpretation of meaning and responding to the implied messages in the language tool. Nurgiyantoro explains (2010) that listening has meaning to listen with good comprehension and attention. Language comprehension through sound is listening activity. The purpose of listening is to understand the knowledge of linguistic rules and the interpretation of messages desired by the speaker (Iskandarwassid & Sunendar, 2013).

Listening is the first language skill mastered by a person and has a very important role as the beginning of the other skills. Especially in learning activities, the frequency of listening is the greatest frequency performed compared with other language skills. Munadi (2008) reveals that 70% of our conscious time is used to communicate. When the time is divided then the results show 42% used for listening, 32% for speaking, 15% for reading, and 11% for writing. Listening is central to a child's development of other skills, including survival, social and intellectual skills (Wolvin and Coakley, 2000). The factors that can influence the success of listening are physical factors, psychology, experience, attitude, motivation, gender, environment, and role in society (Tarigan, 2015). Everest (2007) explains we get this ability with built up by listening experiences which came one at a time, incident after incident, day after day, year after year. Many different types of sound problems were encountered: distortion, imbalances in frequency responses, traces of noise, etc.

Listening skill especially for teaching Indonesian to speakers of other language learners will be more effective if it is assisted by using interesting media, cheap and efficient by not ignoring the utilization of modern tools in accordance with the development of science and technology. Learning media is everything that can be used to convey and distribute messages from the source in a planned manner so as to create a conducive learning environment and stimulate the learning process efficiently and effectively (Aqib, 2015; Munadi, 2008; Angkowo & Kosasih, 2007). Learning media are materials/tools in the form of physical and non-physical which deliberately used as an intermediary delivery of messages between teachers and students in implementing teaching and facilitate student achievement of the goals or objectives of teaching (Sulistyo, 2011; Musfiqon, 2012; & Indriana, 2011). While the function of learning media is as a communicative tool, motivation, meaningfulness, equality of perception, and functioning for individuality because it has different interests and learning styles (Sanjaya, 2012). Learning media therefore aims to develop a broad-based competence, not just in relation print, but also in these other symbolic systems of images and sounds (Buckingham, 2008).

Smaldino, Lowther & Russell (2012) divides the media into six types namely, text media, audio media, visual media, video, manipulative, and people. Text media is an alphanumeric character that may be displayed in any form such as books, posters, whiteboards, and computer screens and so on. Audio media is everything that can be listened like the sound of people, music, mechanical sounds, noise, and so forth. Visual media includes diagrams on a poster, an image on a white board, a photo, a picture on a book, a cartoon and so on. Video media is a media that displays movement including

DVD, computer animation and so on. Equipment media is a medium that can be touched and held by students. Person media can be teachers, students, or field experts. Types of audio media according to Sharma (2004) are records and tapes, radio, other audio devices and sound systems. While Anderson (1987) states that audio media are divided into three kinds, printed-material audio, stop motion picture audio and presentation supported audio. Brown, Richard & Fred (1959) divides audio media into three types namely, disk record, tape record, and radio in the classroom. There is a wide choice of listening materials available with accompanying CDs, and DVD or video is used in many classrooms (Field, 2009).

Sadiman (2011) divides the use of instructional media into two patterns namely first, the use of media in teaching and learning situations in the classroom. There are several steps that must be considered in the use of media in this class. 1) teacher preparation, in this step teacher prepares the material to be explained next with his strategy; 2) the preparation of the class, in this step not only prepares the completeness, but teacher also prepares the students from the task side in order to follow, to record, to analyze, and to criticize; 3) presentation of media; 4) advanced steps and applications, further activities as follow-up such as discussions, reports, and other tasks. Second, the use of media outside the classroom. The pattern of media use is divided into three groups, i.e. controlled, uncontrolled, and individual, group or mass.

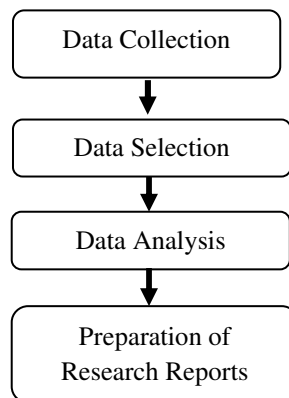
The success of learning media in listening skills is evident from the research conducted by Arono (2014) entitled *Improving Students Listening Skill through Interactive Multimedia in Indonesia*. The results revealed that interactive multimedia is an effective learning medium for improving critical listening skills for students. Learning media as one component in learning plays an important role for learning and can take place in accordance with the purpose of learning. Based on the description, then this study discusses about the use of media in learning teaching Indonesian to speakers of other language at Integrated Language Service Unit Universitas Sebelas Maret Surakarta, especially on learning listening skills.

## **B. METHOD**

This research is a descriptive qualitative research with case study research strategy. This research was conducted at at Integrated Language Service Unit Univeritas Sebelas Maret. This research was conducted for six months starting from January to June 2017. The informant as the source of data in this research were learners of teaching Indonesian to speakers of other language, level academic lecturer, and coordinator of teaching Indonesian to speakers of other language. Primary data in this study were informants, events and activities. The secondary data in this research sourced from the documents, among others were books, scientific journal articles, student assignment results and relevant studies (Creswell, J.W, 2007). Preliminary observation on the use of learning media in listening skills in TISOL at at Integrated Language Service Unit Universitas Sebelas Maret became the first step in the effort to collect data in this research, the second step was by interviewing the Teaching Indonesian to Speakers of Other Language (TISOL) teachers in at Integrated Language

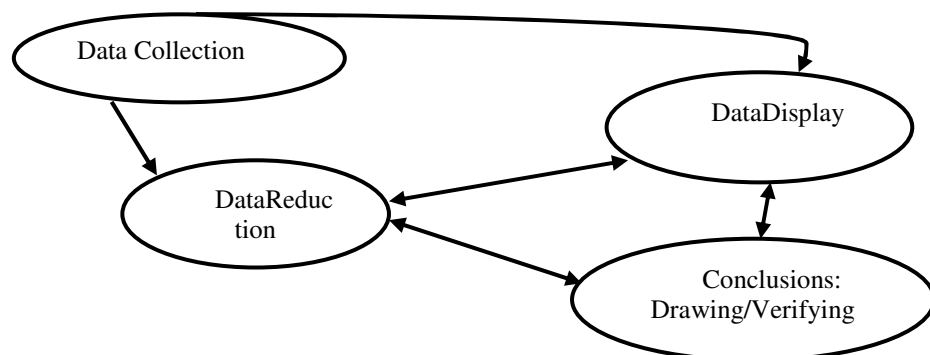
Service Unit and the last step to conduct was in-depth interviews with experts. The interview was conducted to collect data related to the use of instructional media on teaching Indonesian to speakers of other language.

The research conducted procedure consists of several stages, among which is the first data collection, data collection in the form of oral and written as well as events related to the use of learning media in listening skills in at Integrated Language Service Unit Universitas Sebelas Maret; Second data selection, data collected then grouped, selected, and sorted out later to be analyzed; Third, data analysis, the use media learning in listening skill at Integrated Language Service Unit Universitas Sebelas Maret Surakarta; Fourth, preparation of research reports, data analyzed, formulated, and drawn conclusion. Good writing were organized into research reports, presented and reproduced to be read, known and utilized by others who concern. For more details the stages of the study can be seen in the chart of the following research procedures.



**Figure 1** Research Procedure

Data analysis in this research using interactive analysis technique. Miles & Huberman (1994) argued that the activity in qualitative data analysis is done interactively and continuously to complete, so the data was saturated. Activities in data analysis are data reduction, display data, and conclusion drawing / verification. These three stages for the clearer described as follows.



**Figure 2.** Component in Data Analysis (Interactive Model) Miles and Huberman (1994).

### C. RESULTS AND DISCUSSION

The level of ability of foreign students in Indonesian was various made the learning media in listening skills in Teaching Indonesian to Speakers of Other Language (TISOL) at Integrated Language Service Unit Universitas Sebelas Maret of Surakarta was very useful. In addition to smoothen and to improve the process and learning outcomes, learning media can improve and direct attention so that it can lead to learning motivation, more direct interaction between learners and the environment, the possibility of students to learn independently in accordance with the ability and interest, overcome the limitations of the senses, space and time, and provide the same experience with students about the events in their environment leading to the same perception between teachers and students who have different environmental settings in actual life. (Arsyad, 2007; Daryanto, 2013; Sulistyono, 2011 & Sadiman et al., 2011).

The use of learning media listening skills in Teaching Indonesian to Speakers of Other language (TISOL) at Integrated Language Service Unit Universitas Sebelas Maret Surakarta based on findings in the field using two patterns such as the use of learning media in classroom and learning media outside the classroom. The use of learning media outside the classroom was further divided into individual, group and mass media. The use of instructional media for more details will be described as follows.

#### 1) The Use of Listening Skills Media in the Classroom

Based on the use pattern in the classroom, the media in learning listening skills was the audio media that involved the sense of hearing so that the process of listening occurred. Some steps to consider in the use of media in teaching and learning situations in or out of the classroom, namely teacher preparation, teachers must have prepared the material that would be described in the next together with strategy. Class preparation became the next step conducted by teacher, preparation considered was the completeness of the class and preparing students for task in order to follow, record, analyze, and criticize. The next step was the teacher presented media to be used in learning and applied the media as well as providing follow-up, such as discussions, reports and other assignments.

Based on the observations made by researchers in the Darmasiswa class Integrated Language Service Unit Universitas Sebelas Maret about the learning media Indonesian for foreign speakers, especially for the listening skills media used was people in the form of teachers and students who were native speakers of Indonesian, it is seen in the following data.

Excerpt 1 use people were native speakers of Indonesian

*Two students as native speakers of Indonesian in turn read text in the form of dialogue and monologue for listening skill. All foreign students listened quietly while answering questions.*

Observation results in other darmasiswa classes indicated that learning listening skills used in the classroom were the result of audio recording of Indonesian Proficiency Test, it is seen in the following data.

Excerpt 2 use audio recording of Indonesian Proficiency Test

*Welcome to simulation of Indonesian Proficiency Test (UKBI). UKBI Simulation. instructions and sample questions. Before conducting UKBI, a dialogue will be given as example, answer questions about the dialogue. Look at numbers one to five for following dialogue. "The recording continued with a dialogue between a woman and a man. After one sentence, teacher then gives instructions.*

Other observations in DCP (Developing Country Partnership) class indicated that the learning media of listening skill used was the audio recording of advertisements; it is seen in the following data.

Excerpt 3 use audio recording advertisements

*Teacher played advertisement material and directly connected the loudspeaker that had been taken before with laptop for recording to be listened. After that, Trivago's advertising recording sound could be listened clearly. Learners listened carefully while recording important points.*

The next observation result in DCP (Developing Country Partnership) class showed that the listening media of listening skill used was audio news recording; it is seen in the following data.

Excerpt 4 use audio news recording

*The teacher then played a news recording of Seputar Indonesia news program about flood in Pati, Central Java, then students listened carefully until the news finished.*

The result of other observations in DCP (Developing Country Partnership) showed that the learning media of listening skill used was the song recording, it is seen in the following data. Excerpt 5 use song recording

*Teacher played an Indonesian national song entitled Tanah Air with Angklung version performed by Hamburg Orchestra feat Gita and Paulus.*

Based on the results of interviews conducted by researchers with Teaching Indonesian to Speakers of Other Language (TISOL) teachers, Dian Kusuma Suci, M.Pd. In darmasiswa class of Integrated Language Service Unit Universitas Sebelas Maret on Indonesian learning media for foreign speakers, especially listening skills used in the classroom is in the form of audio recording and based on the book, can be seen in the following interview footage.

Excerpt 6 use audio recording based on the book

*Teachers: for listening media they often listen to audio recordings, and I look for audio recordings that have low difficulty level. Then of course looking for authentic audio, meaning the speaker is Indonesian native speaker as in the book that I am using now there are some foreigners speak and some are Indonesian.*

Media for listening skills used in other Darmasiswa classes based on interviews with Mr. ChafitUlya, M.Pd was a recording of biography and folklore; it can be seen in the following interview footage.

Excerpt 7 use recording of biography and folklore

*Teachers: for academic level I often use media for listening, such as ads, news, and more biographies. I made a biographical text, it includes a folktale, just you heard was song.*

Nowadays audio recordings are rarely found in in form of recording tapes, magnetic tapes, compact discs or digital versatile discs (DVDs), but use audio and data recording devices such as flash drive or hard drive. Therefore, the tape player is no longer using a tape recorder, but by using a computer or laptop connected with a speaker. Media for learning listening skills is often integrated with visual media such as liquid crystal display media (LCD).

## 2) The Use of Listening Skills Media Outside Classroom

The pattern of using instructional media is entirely depends on the learner. Based on the findings in the field and from the results of the interview, if students had high motivation to speak Indonesian then the use of outside the class was very helpful. However, if the student had low motivation, teacher stimulated by giving task and must have concrete evidence such as the result of writing, audio recording or video recording. The pattern of the use of listening skillsmedia outside classroom was divided into three, namely individual learning media, group learning media, and mass group learning media.

The use of listening skill media for individuals outside the classroom was in form of recording tape that might be used anywhere. This was an interactive media, therefore highly recommended for outside classroom use. In addition, the use of listening media outside the classroom could also be conducted in a controlled stateby using language laboratory. Each student would get a headphone controlled by laboratory center. In addition to the media songs in classroom could also be used outside classroom for individuals as stated in interviews with Mrs. Dian Kusuma Suci.

Excerpt 8 use media song outside classroom

*Teacher: I once gave them a task to listen to an Indonesian song, then I asked them to present the song, who the singer was, what song it was, and how the lyrics were.*

Outside the classroom students could use native speakers of the Indonesian as native whom could assist foreign speakers in improving their listening skills. Native Indonesian speakers would have big impact compared to other media because its flexibility and easiness for foreign speakers to understand. Media person could also interact with large frequencies either directly (face to face) or indirectly (telephone). Therefore, the instructor suggested that Teaching Indonesian to Speakers of Other Language (TISOL) learners to interact with Indonesian native speakers. Based on interview with Mrs. Dian Kusuma Suci as following.



Excerpt 9 use native speakers of Indonesian

*Teacher: while out of the class I have asked them to befriend local people and to talk to them then listen to what they say and record it.*

The use of media in listening skills for group based on interview could be a tape recorder, a radio connected with loudspeakers and media person as Teaching Indonesian to Speakers of Other Language (TISOL) learners visiting the palace together. A guide explained the inside and outside of the palace to Teaching Indonesian to Speakers of Other Language (TISOL) learners. After listening to the explanation from the guide, Teaching Indonesian to Speakers of Other Language (TISOL) students were given task to write the narrative while in the palace. This was in accordance with the results of interviews with one Teaching Indonesian to Speakers of Other Language (TISOL) learner, Xaixana Chanthavong from Laos.

Excerpt 10 use tape recorder

*Learners: we went to Keraton Solo then the guide explained and we recorded.*

In addition, the media person as native speakers of Indonesian could also be used to have discussion in groups. The use of media in listening skills in mass group was in form of loudspeakers when it was in public places such as stations, terminals, airports, shopping centers and others. This was in accordance with the interview with the coordinator of Teaching Indonesian to Speakers of Other Language (TISOL), Mrs. Sri Riwanti as following.

Excerpt 11 use public place

*Coordinators: assignments are used while outside classroom, so they keep listening in public places in social contexts, whether in the market or in neighborhood, on the streets, stations, terminals, and airports.*

In addition, media person was often used for listening media when Teaching Indonesian to Speakers of Other Language (TISOL) learners listened to poetry, staged drama and announcement. Teachers assigned tasks to Teaching Indonesian to Speakers of Other Language (TISOL) learners to record difficult vocabularies through listening media to the mass. It is in accordance with interview with one of the Teaching Indonesian to Speakers of Other Language (TISOL) teacher, Ms. Try Annisa Lestari as following.

Excerpt 12 use media person like poetry, staged drama, and announcement

*Teacher: I assigned them to search for new ten-word vocabulary every day, it could be from poetry, drama performances, and announcements they heard outside.*

This research is relevant with some previous researches as done by Isyam (2011) entitled *Foreign Language Learning Strategies*. The result show 14 foreign language learning strategies were applied by teacher if teacher want to achieve the learning objective any foreign language, might it be English, Germany, Japanese or other. The similarity of previous research with this research is experiment with language learning

process. The difference is the previous one discusses about the strategies in learning foreign language for Indonesian while this research examines on learning media particularly listening skill media used by teacher in learning Indonesia for foreign speaker.

Research done by Yuni (2016) entitled *Audio-Lingual Method in Learning Kaiwa*. Concluded that Kaiwa learning by using this method some advantages are: a) students becomes more skillful in making sentences pattern which has been drilled; b) students have good pronunciation; c) students give more response to teacher; d) students can give proper direct response. The similarity of the research with this is examines on language skill aspect in learning and use same method to enhance language skill. The different is teh previous one examines on method to enhance speaking skill while this reseaches use the same method to enhance listening skill. The difference is the previous one examines on method to enhance listening skill. The other difference is the previous aobserves the learning process in Japanese for Indonesia speaker while this research is about Indonesia.

#### **D. CONCLUSIONS**

Based on the findings of the research and the discussion, the following conclusions can be drawn. Use media of listening skill pattern in Teaching Indonesian to Speakers of Other Language (TISOL) class learning at Integrated Language Service Unit Universitas Sebelas Maret Surakarta. Audio media was used that involved the sense of hearing so that the process of listening occured. The audio media in this class was the audio recording of the Indonesian Competent Skill Test, the audio recording based on the book, and independently (advertisement, news, song, folklore) and the last one with the media of the form of teachers and students who were native speakers to Indonesian.

The pattern of media use of learning skill listening outside the classroom in Teaching Indonesian to Speakers of other Language (TISOL) Language at Integrated Language Service Unit Universitas Sebelas Maret Surakarta. The use of media skills listening outside the classroom was divided into the first medium of individual learning in the form of cassette recordings in Indonesian language that could be used anywhere and anytime and used the media as a native speaker of the Indonesian language and radio. Second, group learning media could be done with the media of people, for example during the study tour with the help of guides who are fluent in Indonesian. Third, mass media learning in the recording of announcements from loudspeakers such as when being in public places such as stations, terminals, airports, shopping centers and others.

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