

IMPROVING THE LEARNING OUTCOMES OF CLASS IV STUDENTS IN INDONESIAN LESSONS ABOUT FICTION STORIES USING AUDIOVISUAL MEDIA

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ABSTRACT

This study was conducted to know (1) student learning outcomes before using audiovisual media in B.Indonesia subjects for grade IV students (2) student learning outcomes after using audiovisual media in B.Indonesia subjects for grade IV students. This research is a quantitative descriptive study. The subjects of this study are the fourth-grade students of SDN 3 Cimerang, with a total of twenty students. Data collection techniques used in this study were observation and tests. The results of the study concluded that the learning outcomes of B.Indonesia fourth-grade students increased. Learning outcomes before using audio-visual media obtained learning outcomes with an average class of 69.25 the number of students who complete is 12 students or 60% and the number of students who have not completed is eight students or 40%. Whereas after using audio-visual media the learning outcomes have increased again, with an average grade of 85.5 the number of students completing is 18 people or 90% and the number of students who have not completed is two people or 10%. Based on the findings and discussion it can be concluded that learning B. Indonesia by using audiovisual media can improve the understanding and learning outcomes of fourth-grade students.

Keywords: Audiovisual media, Indonesian.

ABSTRAK

Penelitian ini dilakukan dengan tujuan untuk mengetahui (1) hasil belajar siswa sebelum menggunakan media audio visual pada mata pelajaran B.Indonesia untuk siswa kelas IV (2) hasil belajar siswa setelah menggunakan media audio visual pada mata pelajaran B.Indonesia untuk siswa kelas IV. Penelitian ini merupakan penelitian deskriptif kuantitatif. Subyek penelitian ini adalah siswa kelas IV SDN 3 Cimerang yang berjumlah dua puluh siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan tes. Hasil penelitian menyimpulkan bahwa hasil belajar siswa kelas IV B.Indonesia meningkat. Hasil belajar sebelum menggunakan media audio visual diperoleh hasil belajar dengan rata-rata kelas 69,25 jumlah siswa yang tuntas sebanyak 12 siswa atau 60% dan jumlah siswa yang belum tuntas sebanyak delapan siswa atau 40%. Sedangkan setelah menggunakan media audio visual hasil belajar kembali meningkat, dengan nilai rata-rata 85,5 jumlah siswa yang tuntas sebanyak 18 orang atau 90% dan jumlah siswa yang belum tuntas sebanyak dua orang atau 10%. Berdasarkan hasil temuan dan pembahasan dapat disimpulkan bahwa pembelajaran B.Indonesia dengan menggunakan media audio visual dapat meningkatkan pemahaman dan hasil belajar siswa kelas IV.

Kata kunci: Media audio visual, bahasa Indonesia.

INTRODUCTION

Education is a series of learning processes both knowledge and skills that are directly guided by educators. (Hamalik, 2011:79) that education serves to educate students towards self-change towards a better, provide broad knowledge and skills needed to live and compete in a competitive world. In addition, education can enhance overall human dignity that allows the development of potential optimally. The teaching and learning process is the core of the

educational process itself. in the teaching and learning process, the teacher plays an important role in it.

Success in education is highly dependent on the quality of educators in conveying their learning, so an increase in learning is one of the efforts to improve the quality and quality of education. What is seen in improving the quality of education is from the quality of the educator himself. At present, it can be said that the quality of educators is inadequate and not quite successful in improving the quality of education, because in reality what happens in the classroom, educators face learners who have difficulty understanding the subject matter that has been explained. Learning methods used in schools in learning Indonesian are less varied, causing boredom and a lack of interest in learning among students. In addition, educators tend to be less motivating students to learn Indonesian and the learning media do not meet the learning needs. This is consistent with what was stated (Arysad, 2006) suggests two elements that are very important in the learning process, namely models or strategies and learning media. (Juaini, 2017) Teaching and learning activities involve several components, namely students, educators (educators), learning objectives, lesson content, teaching methods, media, and evaluation. Learning objectives are changes in behavior and positive behavior of students after participating in teaching and learning activities, such as; Psychological changes that will appear in behavior (over behavior) which can be observed through the senses of other people both in speech, motor skills, and lifestyle must start from various explorations of various situations and problems in the "real world". Thus in the Indonesian language learning process, it is very necessary to have a pattern of interaction for all components of education, both educators, students, and a conducive environment. This is necessary so that the learning interaction process.

One example of Indonesian language material that is difficult for students to understand is fiction. in this case, the researcher found things that were difficult for students to understand in learning Indonesian, especially in fiction stories. Students are expected to be able to understand the contents of fictional stories and be able to find the elements in them and re-express the contents of fiction stories by retelling them both orally and in writing. All of these things are inseparable from the ability of students to understand the contents of fiction. The prose of fiction is the story or story carried by certain actors with the characterization, setting, and stages and series of certain stories that depart from the imagination of the author, so weaving a story (Aminuddin, 2002).

In general, students tend to get bored if they have to constantly read a story, therefore in this study, the researchers added a tool in the form of audiovisual media that can help students understand the contents of fiction and the elements contained in the fiction and create an atmosphere more interesting learning. In addition, educators also need to motivate students so that they can foster a sense of their curiosity by reading because students tend to be bored and lazy in reading.

METHOD

This research is classroom action research. Kunandar's (2015) classroom action research is research conducted to improve the quality of learning practices in the classroom. This study conducted data collection techniques using observation sheets to find out the activities of students in learning Indonesian material fiction story elements and using test sheets to find out the extent to which students' understanding of learning fiction story elements. The test sheet is in the form of a pretest sheet and posttest sheet. The two test sheets are used to understand the results of students' understanding in learning Indonesian elements of fiction stories before using audio-visual media and after using audio-visual media.

RESULTS AND DISCUSSION

Results

Learning in primary schools especially in learning Indonesian fiction story material is still considered ineffective. Learning generally goes monotonously and uses lecture methods so students tend to be passive in learning. Teachers need to utilize existing media so that learning objectives can be achieved. As one of the media that can be used in learning fiction stories is audio-visual media. Audiovisual media can be in the form of a video that is displayed on the screen so which makes students interested in learning.

Based on the results of the study, the process of learning Indonesian on fictional story material using audiovisual media went well with the response of students who were quite enthusiastic about holding learning using audiovisual media. Students become more enthusiastic in participating in learning, tend to focus on what is conveyed. In learning, researchers use audio-visual media as tools and video fables as material to find out the improvement of student learning outcomes and with the hope that students can find elements in the story and explain again what students see and hear related to elements of the story the. In the learning process, students are asked to pay attention to a video fable from the projector

screen, and students must observe the course of the story from the video, then students must be able to determine what elements are contained in the story be it characters, characters, storylines and the message contained in the story. That way students will be easier to record back what they see and conclude what is in the fiction.

The use of audiovisual media is applied when learning Indonesian fiction story material that aims to train students' ability to understand the contents of the story and the elements contained in the fiction. The use of audio-visual media on students in class IV is said to be quite successful because it has achieved quite good results, this is evident from the results of observations and tests in class IV.

So it can be concluded that the process of implementing Indonesian language learning by using audio-visual media in class IV students is done well and students respond positively so that learning in the classroom which used to tend to run boring and passive now becomes more interactive. Seeing from the results of the study, it can be said there is an increase in student learning outcomes in understanding the elements of fiction in grade IV students of SDN 3 Cimerang in Indonesian subjects after using audiovisual media.

Discussion

Fictional stories that come from the imagination or in other words, fantasy and imaginary stories. Here the author is free to express his ideas without having to be bound by a fact so that it becomes a story that can be enjoyed by readers. Fiction can be found in a film, writing, or video game. This is in line with the opinion of Krismarsanti. According to Krismarsanti, the notion of fiction is an essay that contains stories or stories that are made based on the author's imagination or imagination.

In general, fiction can be divided into 4 types, including them:

Fairytale

According to Kamisa (1997: 144), a fairy tale is a story that is told or written that is entertainment and usually does not happen in life. A fairy tale is a form of literary work whose story does not occur or is fictitious that is entertaining and there are moral teachings contained in the fairy tale.

Novel

According to Drs. Jakob Sumardjo, the novel is a form of literary work that is very popular in the world. This form of literature is the most widely circulated and printed because of the power of a very broad community in society.

Short stories

A short story is one variant of fiction prose (fictional story) which means a free narration or essay with several words and pages that are relatively short and contain more limited plots (plot) and can be read until finished in one shot at a time sit. Short stories usually only give a single impression and focus on one character and situation that is full of conflicts, events, and experiences.

Roman

According to the large Indonesian Dictionary (KBBI) romance is a work of prose that illustrates the actions of the perpetrators according to the character and content of their souls. In fiction some elements must be understood by students, by understanding the elements in fiction, students will easily understand the contents of the story. Here are the elements of fiction:

The theme is the subject matter that animates the whole story. The theme is lifted from the conflict of life. The plot is the basis of the story, the development of the story. The plot is a series of stories. The setting is where the story takes place. Characterizations or certifiers. Viewpoint. Atmosphere.

Audiovisual media is several tools used by teachers in conveying concepts, ideas, and experiences that are captured by the senses of sight and hearing. Audio-visual media is an intermediary media or the use of material and its absorption through sight and hearing to establish conditions that can make students able to obtain knowledge, skills, and attitudes.

So it can be concluded that audio-visual media is a medium that displays sound and images. This type of audiovisual media has a better ability because it has two components, namely audio that can be heard and visual that can be seen. Audiovisual media is a tool that is very helpful in the learning process. With the use of audio-visual media, students will be more interested and motivated to participate in learning. Audiovisual media is suitable to support all learning including learning Indonesian.

The benefits or advantages of the use of audio-visual media in learning according to Joni et al. (2014) including:

- a. Submission of material can be uniform.
- b. The learning process becomes clearer and more interesting.
- c. The learning process becomes more interactive.

- d. time and energy efficiency.
- e. Improve the quality of student learning outcomes.
- f. Media allows the learning process to be done anywhere and anytime.
- g. The media can foster students' positive attitudes towards the material and learning process.
- h. Changing the role of the teacher towards more positive and productive.

Besides having benefits and advantages, according to Joni et al. (2014) audio-visual media also has weaknesses or shortcomings, which among them are:

- a. Procurement of films and videos generally requires expensive costs and a lot of time.
- b. Not all students can follow the information to be conveyed through the film.
- c. Available films and videos are not always by the desired needs and learning objectives unless specifically designed and produced for their own needs.

Learning Outcomes

Student learning outcomes are in essence a change in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields (Sudjana, 2009). Learning outcomes are a change in overall behavior not just one aspect of humanity's potential (Hamalik, 2012). Learning outcomes appear from changes in behavior in students, which can be observed, measured in the form of knowledge, attitudes, and skills. Change is defined as an increase and development better than before, for example from not knowing to knowing, not understanding to understanding.

Looking at the definitions above it can be concluded that learning outcomes are changes experienced by students or abilities possessed by students after receiving learning or experience both in behavior and in learning.

CONCLUSION

Seeing the results of the above research it can be concluded from the results of the observation that the learning process that took place using audiovisual media went well and smoothly. Students were welcomed with enthusiasm and the atmosphere in the classroom became more active, interactive, and not monotonous. The implementation of learning Indonesian by using audiovisual media is very suitable, especially for fiction story material. Students can easily observe each material presented and students can better understand what is conveyed.

Seeing the results of student tests before using audio-visual media and after using audio-visual media there was a significant increase. Learning outcomes before using audio-visual media obtained learning outcomes with an average class of 69.25 the number of students who complete is 12 students or 60% and the number of students who have not completed is eight students or 40%. Whereas after using audio-visual media the learning outcomes have increased again, with an average grade of 85.5 the number of students completing is 18 people or 90% and the number of students who have not completed is two people or 10%.

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