



Listening Skills of Class IV Students in Science Subject

Erna Yuliana^{✉1}, Rahman², Indra Suhendra³

^{1,2,3} Basic Education Program, Indonesian Education University, Bandung, Indonesia

✉ rna.yuliana77@gmail.com

Abstract. Listening skills is one of the important language skills mastered by students because it can facilitate students in understanding the subject matter. Based on the results of interviews with teachers and students, data was obtained that fourth grade students at SD Cerdas Mulia Ekselensia had difficulties when listening to texts with science subject matter, with this background the study tried to help facilitate students and teachers by using one of the listening learning models. The research method used is descriptive qualitative with data collection techniques in the form of written test results, interviews and direct observation. The results of the study based on the results of the written test obtained as many as 80% of students get scores with a range of 90-100, 10% of students get grades ranging from 80-89 and 10% of students get scores with a range of 70-79.

Keywords: Listening Skills, Science Learning, Learning Model

INTRODUCTION ~ Humans are social creatures that will always relate and interact with fellow humans. One form of human relations is through communication.

Communication is a skill to share thoughts, questions, ideas, and solutions to overcome problems. Communication consists of various types which include communication through oral, written, audio, visual, or digital. (Rahman, 2018 a). Communication skills are one of the important elements in the ability that must be possessed by everyone in facing the 21st century in addition to the ability of high understanding, critical thinking skills, and the ability to collaborate. (Rahman 2018 b)

Most people assume that communicating is something that is easy to do, remembering since childhood we used to do it. But in certain contexts , especially if the communication we want to do aims to get the effect of the communicant, then

we will think twice to say that communication is easy. (Nurhadi, 2017).

Speakers and listeners have roles that take turns in a communication process. The speaker is not absolute as the sender of the message but there are times when he plays the listener because communication will be effective if the speaker gives an opportunity for the listener to respond. Conversely, listeners can be a speaker as a form of response to the material presented by the speaker. There is a reciprocal relationship between the speaker and listener that makes communication run effectively. Listening skills serve as an introduction to messages from the brain to determine responses or responses to messages received. Listening functions to select and determine information so that individuals can decide on the steps determined for the information absorbed. Through listening, individuals can distinguish the category of messages whether the message is categorized as



ICEE-2

new knowledge, moral values, orders, or prohibitions. (Rahman, 2017).

Itself listen associated to hearing and listening . Hearing is the event of the capture of sound stimulation by the sensory hearing that occurs when humans are in a state of being aware of these stimuli. Listening is a listening activity that is done intentionally and attentively towards what is heard. Meanwhile, listening to the meaning is the same as listening but in listening to the intensity of attention to what is being listened to, the emphasis is even more. (Rahman, 2019).

Listening skills are psychomotor processes for receiving sound waves through the ears and sending impulses to the brain. The process is the beginning of an interactive process when the brain reacts to impulses to send a number of different cognitive and affective mechanisms. Improving listening skills also can help improve the quality of individual speaking. Listening activities can be used as a learning tool to gain knowledge from heard results and as a means of communicating skills to express ideas or ideas to others smoothly and precisely. (Tarigan, 2015).

According Sutari in Hijriah (2016) explained that listening is to obtain facts, analyze facts, evaluate the facts, get inspired, get entertained and develop speaking skills. Getting facts can be obtained through reading, research, experimentation. Another method commonly used to obtain facts is listening through radio, television

through discussions, seminars or symposiums. After getting the facts, listeners can analyze the facts which are the process of estimating facts or information in detail, then predicting the causes and effects contained in the facts. The purpose of listening as a basis for analyzing facts is to know and understand deeply the meaning contained in the facts.

Language skills with one another have a very close relationship with each other. In acquiring language skills, first an individual must have listening skills then speaking skills , then reading and writing skills. Good listening skills are very important for every student, because listening skills make it easier for students to master three other language skills and make it easier to understand each subject taught. On the other hand, listening skills are involved in the social development process of students. Through listening, students can understand the thoughts of their friends and become good listeners in friendship. (Susanti, 2016).

Listening skills need to be given to students. By mastering listening skills, students can get information from the ingredients. (Helga, 2019).

From listening activities it is hoped that students can be trained and become creative and critical listeners. Listening skills are a language skill that does not grow on its own. If the listening process to students is not good, the development of listening



ICEE-2

skills is also not good. It can even be a student who is not good at the presentation or may not be able to respond to the conversation of the other person (Omih, 2017).

Listening is one of the activities are actually very close to the daily activities as exemplified by Rahman (2017 a) just like when watch event television we will understand the story through activity listening conversation . Besides that Rahman (2017b) also states that listening skills can be improved through multiliteration learning. This is because before reading students will definitely listen to the teacher's explanation regarding the learning material.

During this time listening associated with learning the Indonesian language and the majority of the research conduct research on listening skills in language and social, when researchers conducted interviews with 20 students in grade I V SD Cerdas Mulia Ekselensia about the activities of listening to what is usually done when the Indonesian language lessons or during *story telling* activities , they say precisely having difficulty listening to reading texts read by the teacher for material that is science or scientific.

Therefore, this study was conducted to try to implement measures to improve skills, learning to listen to the text used was reading texts with material science.

METHOD

This study was conducted on 20 students of class I V SD Cerdas Mulia Ekselensia. The initial stage is done is interview teachers about learning to listen, based on interviews we concluded that the students had difficulty when listening to the reading text of a scientific nature, especially because there are a lot of vocabulary in material science that are still unknown so that when the teacher read reading text that is scientifically, most students seem uninterested, sleepy and lacking in attention , while when the teacher reads reading texts with fairy tales or folk tales most students can listen and not experience too much difficulty because the words used in the story or fairy tale are very easy to understand and often heard and used by students in daily activities.

Based on the results of these interviews the researchers tried to apply the learning steps to listening skills to be used in understanding the lesson of listening to the reading text in the form of scientific texts in science subject matter. The steps used are steps in the RSVP learning model (Resume, Study, Verbalize and Preview) described by Rahman (2019) in his book entitled *Listening and Speaking, Theory and Practice*, the steps are Review or repeat, Study or review, Verbalize or say and Preview.

The final stage and as an evaluation material students are then given a



ICEE-2

description question based on the text that has been read by the teacher.

DISCUSSION

The stages of learning are carried out by adopting the RSVP learning model (Rahman, 2019) which is then given additional reinforcement by researchers with the following steps:

1. At the Resume stage:

The teacher reads scientific reading texts about alternative energy, students listen while recording some things that are considered important or things that are not known by students either vocabulary, understanding or events that are not understood by students. After the teacher has finished reading the text, students reread the results from the notes until the students get an overview of the topic in accordance with the text read by the teacher.

2. In the Study phase:

Students tidy up their notes and rewrite their notes in a more structured manner and then review the results of their notes,

when the process of reviewing the notes, each student conducts question and answer activities with the teacher, or looks for clearer information through books and the internet.

3. At the Verbalize stage:

Each student reads the results of their notes and studies in front of other friends, as long as the students read the results of the notes, other students are allowed to add or correct the results of the notes based on the self-reading of the students in front of the class.

4. In the Preview stage:

The teacher reads the reading text again at the initial stage.

Assessment is done by giving a question in the form of a description based on the reading text, then students answer the question without looking at the notes. Based on the results of answers from 20 students, who get a score between 90-100 there are 16 students then 2 students get a value between 80-89 and 2 students get a value between 70-79, these results are listed in the table below:

Table 1. Value of Written Tests

Value Range	The number of students	Percentage (%)
90 – 100	16	80
80 – 89	2	10
70 – 79	2	10

From the results of interviews with the teachers after learning using the RSVP steps, the teachers felt the students seemed more interested and more

focused when listening to the teacher reading the reading texts, then students also become more active when at the stage of reviewing the results of their notes



ICEE-2

and even the attitude of competition arises between students to find more information than their peers as well as when each student reads the notes in front of the class they become more motivated to make more notes complete and better. This greatly alleviates the teacher's task because students no longer feel compelled to take notes on the lesson. Interviews were also conducted on students regarding listening learning with the steps they had taken to argue that learning in such a way was more fun because they could take notes in their own way.

CONCLUSION

The steps of listening learning can not only be used in Indonesian language lessons but can also be used for science lessons which are actually often reading material in science subject matter more difficult for students to understand. Through the steps of listening learning can require students to be able to listen to science subject matter more easily and can be done slowly, pleasantly so that students do not feel burdened.

SUGGESTION

This research is still small-scale conducted only in one class, for the future it might be possible to do with more samples. Then for reading the reading text by the teacher it would be nice if the teacher could record the text so that students could listen to the text more than once so that it could improve understanding of the students.

REFERENCES

- Helga. (2019). *Efforts to Improve the Listening Ability of Vi-B Class Students Through the Use of Audio (Tape - Recorder) Media in Indonesian Language Odd Semester Sd 157015 Subdistrict Banana Gardens Attend Central Tapanuli Regency 2018/2019 Academic Year*. Journal of Social Sciences - Vol. 6 No. 1.
- Hijriah, U. (2016). *Listening to Strategies and Implications in Language Proficiency* . Raden Intan Lampung IAIN. Lampung.
- Nurhadi, Zikri F. Kurniawan, Achmad W. (2017). *Study of Message Effectiveness in Communication* . Volume Communication Journal. 3 No. 1, April 2017.
- Rahman, et al. (2017). *Literacy in 21st Century Communication Skills for Elementary School Teacher Education Students*. Indonesian education university. Bandung.
- Rahman. (2017 a). *Multiliteration in Basic Education Life Skills* . Indonesian education university. Bandung.
- Rahman. (2017b). *Multiliteration and Character Education* . 2nd International Multiliteracy Conference and Workshop for Student and Teachers . Indonesian Education University. Bandung.



ICEE-2

- Rahman, et al. (2018 a). *21st Century Teacher Skills in Teacher Professional Variables* . Indonesian education university. Bandung.
- Rahman. (2018 b). *Literacy Skills in Primary Schools* . Indonesian education university. Bandung.
- Rahman, et al. (2019). *Listening and Speaking, Theory and Practice* . Alqaprint Jatinangor. Sumedang.
- Susanti, W. (2016). *Increasing the ability to view children's stories through the use of animated film media* . Journal of Elementary School Teacher Education. Volume 9 Number 5.
- Tarigan, HG (2015). *Speaking as a Language Skill* . Space. Bandung.
- Sadness (2017). *Application of Storytelling Method in an Effort to Improve the Ability to Listen to Folk Stories in Class V Students of Panyingkiran 3 in Sumedang Regency* . MPD Journal, Volume 8, Number 1.