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Can Cosplay in Story-Telling Improve Student's Listening Skill in Listening to Stories Learning?

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Abstract. The purpose of this study is to know whether cosplay in story telling can improve students' listening skills. Listening is one of the very important part of a language lesson. Listening is one of the essential skills that will become the foundation of other language developments. Listening skill will affect the ability to speak, read, and write. Therefore listening skills need to be taught to students in elementary school level. One of the obstacles in listening learning, especially stories, is the difficulty of maintaining the student's concentration range. Therefore, a special strategy is needed to increase students' concentration when listening to a story. In an observation at school, a teacher looks "dressed up" uniquelly, which turns out to be one of the characters in the story he delivered in class. It is no exaggeration to call it Cosplay, what the teacher does. Even though it's not also a perfect one. By dressing-up like a character in the story that is conveyed, children become more interested and grow their interest in learning. Students are also not easily bored. Furthermore, storytelling with Cosplay also provides its own learning experience for students.

Keywords: Cosplay, Listening, Storytelling

INTRODUCTION ~ At the moment, technology is rapidly growing. This growth make the information and knowledge spreads faster. The spread is increasingly diverse supported by the development of communication and information technology. At present knowledge can be disseminated in various forms of media. Just name any information in the form of writing, recording, until video we can easily find and access to be used as a source of knowledge and information.

The availability of information that is so heavy and massive can be something useful if properly utilized and absorbed in the right way. To obtain information correctly, it requires a special skill that must be possessed by each individual. The basic skills in question are the ability to extract information conveyed in the form of writing, sound, or video. Extracting written information is usually called reading. To get information in the form of sound recordings/audio and video, listening skills are needed.

Listening skill is one of the most important language skills because it is the basis of other language skills. The development of listening skills will determine the level of development of other language skills, namely speaking ability, reading ability, and writing skills. Seeing the importance of listening to function is very important, the development of listening skills becomes one of the things that must also be a concern of the teacher. In Indonesia, one way to improve and develop student's listening skill is through learning Indonesian.

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METHOD

The research conducted is a study of literature in the form of books, journals, articles, and other references. Therefore this research is referred to as a literature study or library research. Library research or literaturely research is a series of activities relating to the method of collecting data in literature, reading, recording, and processing research materials (Zed, 2004). According to Sarwono (2006), library studies are included in secondary research, namely research that uses material that is not from the first source as a means to obtain data or information to answer the research problem. Based on these opinions, library research use the literature in the form of books, articles, and other relevant sources to answer research problems.

The steps of the research carried out are based on the steps of the literature study proposed by Zed (2004), namely: preparing equipment, compiling work bibliographies, managing time, reading and making research notes.

RESULTS

Listening

Bahasa Indonesia is one of the subjects included in the group of subjects that must be taught in schools, especially elementary schools. Henry Guntur Tarigan (2008: 2) suggests that language skills have four aspects, namely listening, speaking,

reading and writing. The main objective of Indonesian language teaching is for students to be skilled in language, in the sense of skill in listening, speaking skill, reading skill, and writing skills (Rahman, Widya, & Yugatiati, 2019).

Listening is one part of language learning that is very important. Listening is the first linguistic activity carried out by individuals. Before having other linguistic abilities, individuals have the ability to listen. Therefore, listening skills will greatly influence other language skills, namely speaking, reading, and writing.

Listening is an activity that is mostly carried out by humans, including learning, interacting, watching television, listening to the radio, and others. Listening activities in human life are mostly carried out compared to speaking, reading and writing. For that as a teacher, you should have good ability to teach listening skills to students, so that they can understand the meaning of communication delivered by the speaker. Listening according to Palmer (in (Rahman et al., 2019) is an activity that is most often used by students, this is evidenced by the results of research that shows that as many as 45% of student activities are used to listen, 30% to speak, 16% to reading, and 9% for writing.

With a lot of listening in daily life but with listening skills that are still considered low, unfortunately listening learning is often overlooked and rarely gets more attention. Furthermore, it was explained that

teachers generally assumed that listening skills could naturally develop from learning to speak (Nurhayani, 2010). In learning Indonesian, learning listening skills is still often overlooked because many people think that listening is an ability that humans have had since birth (Rahman et al., 2019).

Often the teacher's neglect of listening learning influences the level of student literacy skills, because listening is one of the aspects of language skills which in fact is also a student's literacy ability. This can be seen from the results of a preliminary study of 9 schools implementing the School Literacy Movement (GLS) in Sukabumi District in March 2017, found some conclusions including: first, reading ability was still low, characterized by low ability on speed reading. The results of the Effective Reading Speed test (KEM) showed that the average effective speed of student reading in GLS implementing schools reached 104 words per minute (kpm). This average ability is far below the provisions of the effective reading speed for elementary students which is 150 kpm; second, the ability to solve questions is in the less category, reaching 45%; third, literacy ability marked by the ability to listen to the results of reading, reasoning, and translating the contents of the reading, is at a low level of 75% with a level of literacy understanding in the literal factual stage; fourth, reading culture and interest are still low; and fifth, literacy development has not been well developed, and infrastructure for supporting literacy has not been

adequate (Rahman, Wibawa, Nirmala, & Sakti, 2017).

With these conditions, special attention is needed to listening learning which is part of learning Indonesian. Listening learning also affects the level of student literacy. Therefore, the teacher may not neglect or underestimate listening. The teacher must pay attention to and prepare listening learning so that it is expected that by increasing students 'listening skills, the students' literacy skills will also increase.

Teaching listening skills is not easy. Practicing listening skills requires good concentration, a supportive environment, and high student interest. Many elementary school students are not happy with listening. This happens because students' interest in listening is very low, so students do not concentrate on listening. If the concentration of students in listening is not good, then the results of the simulations will not be maximal (Pratiwi, 2018). Therefore it takes creative steps from the teacher that can increase students' interest and concentration in listening learning. The teacher must be able to attract the attention of students so that students can focus on listening to the presentation delivered. There is a need for innovation by teachers in listening learning so that the students' listening skill can increase.

Listening skills cannot be separated from the factors that influence it. Several factors that can influence listening skills include

physical, psychological, experience, attitude, motivation, and environment (Rahman et al., 2019). According to (Asriati, 2017), there are two main factors that influence listening ability, namely speakers and listeners described again into factors of linguistic ability, concentration, and 25 other listening aspects. Yildiz & Albay (2015) stated that the factors that influence listening ability are the knowledge of the language of listeners, the topics of interesting listening, the speed of pronunciation of speakers, and the quiet and motivating listening environment.

In addition to these factors in listening learning is also influenced by at least three elements that will influence the quality or results of listening learning, namely the speaker, conversation, and listener (Saddhono and Slamet in Rahman, et al (2019): 26). To be able to improve students' listening skills, it is necessary to pay attention to the factors and elements that influence the quality of listening learning.

Given the importance of listening skills, teachers need to innovate in listening learning. As a basic skill that is very important, listening learning still encounters obstacles as stated by Zahro in Pratiwi (2018) where listening learning provides less experience to students. Students also feel bored and less interested in listening. This makes students less concentrated in listening learning so that the development of students' listening skills is not optimal (Pratiwi, 2018). Another factor that causes

the low level of language learning outcomes in particular is the low ability of students to understand the learning material, lack of students' ability to re-express the results of their learning through speaking, and low student motivation (Arianto, 2018).

Another challenge faced by listening skills is the low attention of the teacher in listening learning even though listening activities are the most numerous activities carried out in daily activities. Paul T. Rankin from the Detroit Public Schools completed a survey of 68 people regarding the use of time in all four language skills, that they used communication time: 9% for writing, 16% for reading, 30% for speaking, and 45% for listening (Susanti , 2016).

These obstacles certainly can be a challenge for teachers in providing listening learning that attracts students so that students are motivated in learning. Motivation and high student interest are expected to improve students' abilities, especially in listening skills.

To improve students' listening skill, special attention and preparation is needed from the teacher. Various studies show that students' listening skill can be improved by various methods and media, including using the Paired Story Telling model with audio-visual media (Effendy, Harini, Usman, & Hardiansyah, 2008); through story telling with active listening (Trisnawati, Suarni, & Magta, 2018); using the TARL method (LANSKAP ARCHITECT TEAM) using BKS

media (STUDENT WORK BOOK) (Frahmadia, Djuanda, & Sudin, 2017); using the Cooperative Type Script learning model (Susanto & Sunarsih, 2015); use the storytelling method (Omih, 2017); through the use of animated film media (Susanti, 2016); use the integrated learning model (Arianto, 2018); through interactive multimedia (Rohmanurmeta, 2018); using audio visual media (Yusantika, Suyitno, & Furaidah, 2018). The research shows that the need for listening media is able to attract students' interest and attention so that students' listening skill increases.

In conducting learning, a teacher is required to have teaching skills that are able to support the students development according to their age needs. In this 21st century era, a teacher is required to have certain skills that will deliver students with skills in the 21st century. There are three aspects of 21st century skills that teachers need to have, namely, Learning and Innovation skills, Career and Life Skills, and Digital Literacy Skills (Trilling & Fadel, 2009). Referring to 21st century skills that need to be embedded in students, a teacher needs to have innovative teaching skills (Rahman & Asri, n.d.).

One of the innovations that emerged in listening learning was what was done by one of the teachers at Mutiara Bunda Elementary School. In one of her teaching sessions, the teacher dressed herself as if she were a monkey. He wore black clothes. The part of his face is made up in such a way that it resembles the face of a langur or monkey. When teaching, he even mimicked a number of monkey movements including scratching his head while sounding like a monkey. At that time the teacher was telling a story about folklore "Sakadang monyet jeung sakadang peucang".

Something similar is also did by a teacher or lecturer in Malaysia. At least there are two lecturers who do Cosplay in their class. They are Kamarul Ariffin Ahmad and Zachariah Aidin Druckman. Kamarul is a lecturer at a university in Perak, Malaysia. When teaching in his college class, the lecturer dressed up like one of the characters in Hollywood films. He dressed himself by wearing certain clothes so that his students were happy with the classroom environment (Liputan6.com/Camelia, 2019). In line with it, Zachariah also did the same thing. He taught in his class by wearing various costume figures in films, both anime and cartoon films from America. He even has up to 60 costumes which he often uses in class while teaching. This is done so that students do not feel bored when studying in his class (Nazatul, 2018).

These things shows that there are creative and innovative efforts from teachers or educators to be able to create a pleasant and not rigid learning environment. With these unique ways, the teacher strives to create situations that make students not easily get bored. Learning the lesson becomes interesting so students can concentrate more on learning.

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Story telling

Story telling is an activity carried out by someone verbally to others with tools or without tools with the aim of sharing knowledge and experience with others (Trisnawati et al., 2018). The storytelling method is a delivery of material that is written verbally and provides learning experiences to children (Ernayanti, Pudjawan, & Mahadewi, 2017). It can be concluded that story telling is an activity to convey a particular knowledge or experience that is done orally both using a tool or without a tool from someone to others, in this case from the teacher to the students.

Story telling has several objectives, such as those conveyed by Gunarti in Ernayanti et al. (2017), namely as follows:

1) Develop language skills

2) Develop thinking skills

3) Instill moral messages contained in the story

4) Develop children's social-emotional sensitivity

5) Train your child's memory

6) Develop children's creative potential

From the purpose of story telling, one of them is to develop children's creative potential. A goal that is in line with one of the skills that must be possessed in the 21st century or better known as 21st Century Skill namely Creativity and Innovation (Trilling & Fadel, 2009). In order to be able to grow the creative potential of students well, it also requires the ability of good story telling from the teacher. According to Majid in (Omih, 2017) in telling stories, teachers must pay attention to the following things: a) Place of storytelling, b) Seated position, c) Language of story, d) Teacher intonation, e) Appearance of characters, f) Appearance of emotions , g) Imitation of voice, h) Mastery of students, i) Avoiding spontaneous speech.

Cosplay

Costume Play or Cosplay (コスプレ Kosupure) is a Japanese-made English term (wasei-eigo) that comes from a combination of the words "costume" (costume) and "play" (play). Cosplay means the hobby of wearing clothes and accessories and makeup as worn by characters in anime, manga, fairy tales, video games, idol singers and musicians, and cartoons. Costume players are called costume players / cosplayer (Wikipedia, n.d.)

Deep Bender (Peppler, 2017) refers to Cosplay as portraying characters from media properties through costumes and role playing. This term describes a performative action in which a person wears a costume and / or accessory and manipulates postures, movements, and language to produce meaningful and contrasting correspondence between a

given body and a set of texts modeled and made to relate. This is a somatic, material, and textual practice.

Therefore cosplay can be concluded as an act of playing a costume that resembles a certain character in a game, film, anime, comic, or fairy tale. A person who does cosplay is usually called a cosplayer. A cosplayer will dress up in such a way as to be able to look as closely as possible to resemble one of the characters in the story of the game, film, anime, comic, or fairy tale. He will wear clothes that reflect the character he plays. He will use various accessories that show the character he designed to get maximum Cosplay.

Initially this culture was carried out by westerners who wore costumes or masks in their big celebration days like Halloween. This tradition reached Japan in 1987 at a science fiction convention meeting (Pakusadewo, 2017). Cosplayers generally hold their costumes on certain occasions, such as cosplay competitions, photo sessions or fashion shows. In their daily lives, cosplayers wear ordinary clothes like most people in general.

Cosplay Division

In general, all cosplay are rated the same. But indirectly, in some events that occur in Indonesia, cosplay division / categories are often carried out. These divisions include:

• Anime / manga cosplay. It is cosplay that the character comes from anime or manga. Inside it is usually including comics from America.

• Cosplay game. Is a cosplay whose character is a character from a particular game.

• Cosplay tokusatsu. Is the cosplay that the character comes from the tokusatsu genre film.

• Gothic cosplay. It is cosplay that takes on characters that are "dark" or "horror".

• Original cosplay. It's a truly original cosplay, not a character from anime, manga, or tokusatsu, but has the same foundation as anime, manga, or tokusastu characters.

• Harajuku style. Some cosplayers often suspect that Harajuku is a cosplay. Harjuku style refers more to the unique hairstyle or style that often appears in anime, manga, or tokusatsu characters. Harajuku style is one part of cosplay that is the character's hairdo.

• Fairy tale cosplay. It is cosplay that the character comes from heroic figures or local / regional characters. (Wikipedia, n.d)

DISCUSSION

The importance of listening skills or abilities as a basis for the development of other linguistic abilities makes it necessary to get

serious attention from the teacher. Teachers need to think about and prepare for better listening. Improving listening skills can be done by giving the situation or learning conditions that support the listening process. By paying attention to the factors that influence listening learning and the elements in listening learning, it is expected that the students' listening skill can increase.

The three elements contained in listening learning are the elements of the speaker, listening content, and listener. Improving listening skills can be done by increasing one or all of these elements. In addition, the factors that influence listening learning also need to be considered, including speaker factors, listeners factors that are divided into a lack of concentration, and linguistic knowledge also need to be a concern. Therefore to be able to improve listening skills, it is necessary to improve these factors.

Doing storytelling with cosplay media is one of the creative and innovative ways that teachers do to improve students' listening skills. By doing cosplay when the story telling, the teacher strives to create a better and more comfortable environment for students to listen to the listening content. Besides that, cosplay which is done of course will attract students' attention and interest. In this way students become more focused and concentrated while listening to the story being conveyed. By doing story telling itself, the teacher is trying to improve the students'

listening skill. Doubled with the use of costumes or Cosplay it is hoped that these efforts will multiply. Students are expected to have the ability to remember better because the delivery of stories is helped by using visual media.

Cosplay when the story telling will also create a fresher atmosphere. Teacher's appearance -which is not usual- will attract students' interest. Learning is no longer a boring process. When telling stories, it is possible for students to be carried away late in the story because by seeing the teacher dressed as one of the character in the story, the child will feel like he is in the story. This will provide a special experience for students in learning. The interaction between teacher and student in learning becomes as if the interaction between the main character in the story and the students themselves. In this way, it is expected that the content or message that you want to convey through the story will also be better absorbed.

However, there are some things that also need to get the teacher's attention in cosplaying. Cosplay that is done should be a Fairy tale Cosplay category when we learn about folklore or fairy tales. The Cosplay is more flexible because it is adapted to the folklore that will be delivered.

Teachers who will use cosplay should also pay attention to the character costumes that will be used if it is not a fairytale cosplay. This is because the characters in

anime, movies, or comics that become cosplay material are often not suitable for the age and development of children. Some cosplay may be too open or equip themselves with accessories that are too close to things that are violent. Teachers who want to do cosplay also need to pay attention to the effectiveness and efficiency of time, considering that cosplay preparation can be quite time consuming. Likewise after an activity or teaching session takes place, the teacher needs to arrange when to use cosplay when teaching so that the time before and after learning activities can still be used effectively.

CONCLUSION

The use of cosplay in story telling has the potential to improve the ability to listen to children because it will increase students' interest in learning, concentration and focus, and avoid boredom when learning is done. Cosplay can also enhance a child's learning experience in storytelling. This is because by doing cosplay, the teacher is making efforts to improve the elements in listening learning, namely the speaker, the content, and the listeners.

Further research (field research) is needed to prove the role of cosplay in story telling to improve students' listening skill in learning to listen to stories.

There are some things that need to be considered by the teacher if they will use cosplay in the story telling for listening learning, including the costumes that wull be used and good time management.

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