The Ability of Listening to Fairytale through the Guessing Word Strategy of Junior High School Students

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Abstract

The purpose of this study was to describe the ability to listen to fairy tales through the application of a guessing strategy for class VII students of SMP Negeri 3 Masamba, North Luwu Regency. The type of research used was descriptive quantitative. The sample in the study amounted to 18 students. While the data analysis technique used was simple statistics based on the enthusiasm of students in learning. Based on the results of the study that in the initial test before being given treatment, the sample who obtained a score of 75 was 2 students or 11.12% and students who scored <75 were 16 students or 88.88%. Meanwhile, in the final test, after being given treatment, the sample received a score of 75 as many as 14 students or 77.78% and students who scored <75 were 4 students or 22.22%. In accordance with the description of the results of the study, it can be concluded that the ability to listen to fairy tales through the application of a guessing strategy for class VII students of SMP Negeri 3 Masamba, North Luwu Regency is adequate after being given a final test with the application of a guessing strategy.

Introduction

The main communication tool for humans is language. With language, humans can convey ideas, thoughts, and messages to others so that communication occurs. In order for communication to run well, mastery of language skills is required.   Listening is always used in human life, because humans are always required to listen, both in the family, school, and community environment. In terms

of influence in society, listening activities are carried out more than other aspects of language activities. Most adults spend 45% listening time, 30% speaking, 16% reading, and 9% writing. Based on the above, it can be seen that listening skills play a very important role in human life in the community.

The important role of mastering listening skills is very visible in the school environment. Students use some of their time to listen to the lessons delivered by the teacher. The success of students in understanding and mastering the lesson begins with good listening skills. Based on these things, listening skills must be mastered well by students.

Through the process of listening, people can master the conversation of phonemes, vocabulary, and sentences. Understanding phonemes, words, and sentences is very helpful for someone in speaking, reading, and writing activities. always delivered in spoken language. This means that listening skills can support speaking, reading, and writing skills. With language humans can communicate. By communicating, people can convey ideas, feelings, or experiences to others.

Fairy tales are stories that are lifted from fictional thoughts and true stories, becoming a life journey path with a moral message that contains the meaning of life and how to interact with other living things. Fairy tales are also a world of fantasy and imagination from one's thoughts which are then told from generation to generation. Besides being told as entertainment, fairy tales are also useful for readers and listeners, especially children. At the same time, it provides an illustration that fairy tales are an experience, which will bring the imagination into a fun adventure and have a positive effect on children's morale. It can be seen the usefulness of fairy tales for children's moral and character education, although not many people do not know the benefits of fairy tales can have positive benefits for children's moral and character education. Therefore, fairy tales should be packaged in an interesting way so that children are not bored to read or listen to fairy tales.

Based on observations and the results of the questionnaire distributed to students, the obstacles in learning to listen to fairy tales are, (1) They still rarely learn about listening, (2) when reading a fairy tale students still do not know the contents of the fairy tale, (3) students do not like fairy tales. , (4) students do not know the types of fairy tales, (5) fairy tales do not attract students' attention. These things cause the seventh grade students of SMP Negeri 3 Masamba, North Luwu Regency to be less capable in listening to fairy tales.

Learning listening skills requires effective and efficient strategies. In addition, interesting learning media are also needed so that students can master the competencies expected in the teaching and learning process. Learning strategies have a very important role in supporting learning, especially learning to listen to fairy tales because so far learning to listen to fairy tales is usually read by a student and others listen.

The author uses a guessing strategy in learning to listen to fairy tales, which is expected to arouse students' curiosity and interest, as well as motivate

students to learn and reduce student boredom. This guessing strategy is also expected to make it easier for students to understand the material and information presented.

Based on the description of the background, the problem in this research is how is the ability to listen to fairy tales through the application of a guessing strategy for class VII students of SMP Negeri 3 Masamba, North Luwu Regency?. The benefits of this study are to describe the ability to listen to fairy tales through the application of a guessing strategy for class VII students of SMP Negeri 3 Masamba, North Luwu Regency.

Literature Review

1. Listening Skills

Listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, reveal content or messages and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language (Tarigan, 2008: 19). Listening can be done including listening and accompanied by understanding efforts. In listening events there is an element of intentionality, planned and accompanied by full attention and interest. Meanwhile, according to the Big Indonesian Dictionary 5th edition, listening (paying close attention to what other people say or read).

The conclusion from the above description listening is a process of listening to sounds, both non-language sounds and language sounds with full understanding, attention, appreciation, and interpretation, by using ear activity in capturing the message that is heard to obtain information and understand the content conveyed by the sound. .

2. Fairy tales

Fairy tales are folk tales that are considered not really happening and are not bound by space and time. fairy tales are usually told for entertainment, although many also depict the truth, contain lessons (morals), or satire, such as animal tales (fables). Haryati (in Shofian, 2013:21) fairy tales are folk stories that do not really happen and are not bound by time and place. Fairy tales are usually told for entertainment, although many also depict the truth, contain lessons (morals) or satire, such as animal tales (fables).   Thus, the author concludes that fairy tales are old literary works whose contents are stories of things that did not really happen or are imaginary by both speakers and listeners who are not bound by time and aim to provide entertainment or satire that is moral in nature.

Fiction has elements. Physical structure is also called intrinsic aspects, ie the building blocks are in the work of fiction from the meaning that really exists in the work. The elements that make up the work of fiction. The elements of fiction consist of: character, theme of message, plot and plot, setting and style of language and center of storytelling. The intrinsic elements of literature are the elements that

build literary works. The elements in question are events, stories, plots, characterizations, themes, settings, the narrator's point of view, language style, and so on.

In connection with this explanation, fairy tales are also part of literary works in the form of prose. Fairy tales are part of folk prose, so fairy tales are also intrinsic elements. From various opinions regarding the intrinsic element, it can be concluded that the intrinsic element is the inner element of a literary work contained in a literary work and builds the existence of the work, in this case a fairy tale.

3. Guess the Word Strategy

Guess the word is one of the cooperative learning models. As stated by Kurniasih (2015: 95), "Learning guessing words is a model that uses puzzle card media that are paired with puzzle answer cards." In this case, cooperation is needed. Cooperation carried out by students does not mean that a student is not able to learn on their own but students are invited to be able to activate themselves to interact well. In addition, in this model students can have a wealth of language, it is very interesting so students want to try it.

The steps in the learning are: 1) The teacher explains the competencies to be achieved or the material is ± 45 minutes; 2) The teacher asks students to stand in pairs in front of the class; 3) A student is given a card measuring 10×10 cm which will be read to his partner. Another student is given a card measuring 5×2 cm whose contents cannot be read (folded) then affixed to the forehead or tucked in the ear; 4) If the answer is correct as written on the card, then the pair may sit down. If it is not correct, within the allotted time it is permissible to direct it in other words as long as it does not immediately give the answer. 5) And so on.

Method

The type of research used in this research is a descriptive quantitative research type. This study attempts to describe the students' ability to listen to fairy tales through the application of guessing strategies. The design in this study is a one group pretest-posttest design. In this design, before the treatment is given, the sample is given a pretest (initial test) and at the end of the study the sample is given a posttest (final test). Sugiyono (in Isma, 2016:16). This design is used to determine the ability to listen to fairy tales through the application of guessing strategies. The following is an image of the one group pretest-posttest research design. The location of this research is in SMP Negeri 3 Masamba, North Luwu Regency. This research was conducted in semesters.

This study uses two variables, namely the independent variable and the dependent variable. The use of guessing learning strategies is categorized as the independent variable (X), and the dependent variable (Y) in learning to listen to fairy

tales for seventh grade students of SMP Negeri 3 Masamba, North Luwu Regency, is categorized as the dependent variable. Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to study and draw conclusions. Thus, the population in this study were 18 students of SMP Negeri 3 Masamba class VII. The sample is part of the overall population studied and is considered to represent the population as a whole, so the sampling technique I use is a saturated sample because I use the existing population and if there is a study with too many populations, then the way to be taken is to take a sample as a representative. that of the defined population.

The technique used in collecting data in this study was carried out by observation and giving tests. Observations were made to determine the state of the research subjects, while the tests were carried out with a face-to-face process in class by giving tests to the sample. The test was conducted to collect information about the effect of the guessing learning strategy on listening to fairy tales. The time used is adjusted to the Indonesian language lessons at SMP Negeri 3 Masamba, North Luwu Regency. The data obtained in this study were analyzed using simple statistical techniques based on the enthusiasm of students in learning. The steps in analyzing the data are as follows: 1) Make a list of raw scores for each sample by giving a score of 30 if the answer is correct and given a score of 5-15 if the answer is less than perfect, and given a score of 0 if the answer is wrong or empty; 2) Creating distributions through raw scores. 3) Determine the average.

Results

1. Findings

The data obtained in the field are then processed and analyzed. To find out the results of student learning at SMP Negeri 3 Masamba, North Luwu Regency before and after using the guessing learning strategy. The presentation of the data consists of two categories, namely pretest and posttest as follows:

a. Pretest

The average value of the student's ability level, the next step is to qualify the assessment using the 2004 Ministry of National Education scale as follows:

Table 1: The result of Pretest

No.	Categories	Score Interval	Frequency	Percentage
1	Very Good	85-100	0	0%
2	Baik	75-84	2	11,1%
3	Average	55-74	14	77,8%
4	Poor	40-54	2	11,1%

5	Very Poor	0-39	0	0%
	Total		18	100

A score of 85-100 as a very good qualification was obtained by 0 students, a score of 75-84 as a good qualification was obtained by 2 students. A score of 55-74 as a qualification is sufficient for 14 students. A score of 40-54 as a very poor qualification is obtained by 0 students, based on the qualification table it can be said to be lacking. Value < 39 obtained 0 students. The following is the classification of completeness abilities that have been determined in accordance with the KKM for Indonesian subjects.

Table 2 : Classification of Prestest

No.	Categories	Score Interval	Frequency	Percentage
1	Able	≥75	2	11,12
2	Unable	<75	16	88,12%
	Total		18	100

Based on table 2, it can be seen that students who scored 75 were 2 students (11.12%) while students who scored <75 were 16 students (88.88%). Thus it can be said that the seventh grade students of SMP Negeri 3 Masamba, North Luwu Regency

2. Posttest

Based on data from grade VII students of SMP Negeri 3 Masamba, North Luwu Regency in listening to fairy tales using a guessing strategy. When viewed from the percentage of students in the classification value of the Ministry of National Education (2004) is as follows:

Table 3: The Result of Posttest

No.	Categories	Score Interval	Frequency	Percentage
1	Very Good	85-100	2	11,11%
2	Baik	75-84	12	66,67%
3	Average	55-74	4	22,12%
4	Poor	40-54	0	0%
5	Very Poor	0-39	0	0%

	Total			100

The score of 85-100 was obtained by 2 students, based on the qualification table above, it can be said to be very good. The score of 75-84 was obtained by 12 students, based on the qualification table, it can be said to be good. The score of 55-74 is obtained by 4 students, based on the qualification table it can be said to be sufficient. The value of 40-54 is obtained by 0 students, based on the qualification table it can be said to be lacking. Value < 39 obtained 0 students, based on the table qualifications can be said to be very lacking. This shows that the level of qualification of students' abilities in learning to listen to fairy tales using a guessing strategy for class VII students of SMP Negeri 3 Masamba, North Luwu Regency is categorized as good. The following is the classification of completeness abilities that have been determined in accordance with the KKM for Indonesian subjects.

Table 4 The Classification of Posttest

No.	Categories	Score Interval	Frequency	Percentage
1	Able	≥75	14	77,78%
2	Unable	<75	4	22,22%
	Total		18	100

Based on the table above, it can be seen that students who scored 75 were 14 students (77.78%) while students who scored <75 were 4 students (22.22%). Thus it can be said that the seventh grade students of SMP Negeri 3 Masamba, North Luwu Regency are able to listen to fairy tales through the application of guessing strategies. This is evidenced by the students who scored 75 of 77.78%. The value of 75 is (78%) and students who get a score of <75 are (22%). Therefore, students in listening to fairy tales through the application of guessing strategies can be said to be able or complete. Thus, based on the results of the application of the data that has been obtained in listening to fairy tales through the application of a guessing strategy for class VII students of SMP Negeri 3 Masamba, North Luwu Regency, it is concluded that they have been able and thoroughly listened to fairy tales through the application of guessing strategies.

Discussion

This is what is meant is the conclusions obtained through the data collected from the data analysis that has been carried out. The findings presented are the ability to listen to fairy tales before and after using guessing strategies. The ability of class VII students of SMP Negeri 3 Masamba, North Luwu Regency in listening to

the fairy tales of the Tandampalik daughter, is 100 as the highest value and the lowest value is 10. /pretest/final test.   The average value of the aspect of listening to fairy tales through the application of a guessing strategy for class VII students of SMP Negeri 3 Masamba, North Luwu Regency is 18.8%. To calculate the average score obtained by class VII students of SMP Negeri 3 Masamba, North Luwu Regency in listening to fairy tales through the application of guessing strategies, which category is included?. The average value is classified based on the classification of the value of the Ministry of National Education. Therefore this average (18.8%) is divided by the maximum score (300 then divided by (100). So the average is 62.6.

Based on the classification of the value of the Ministry of National Education, a score of 62.6 is included in the sufficient category. Thus, it can be concluded that the ability to listen to fairy tales through the application of guessing strategies is in the sufficient category.   The ability of class VII students of SMP Negeri 3 Masamba, North Luwu Regency in listening to fairy tales without a guessing strategy, has not yet reached the standards or criteria that have been determined. These results are based on the fact that from 18 samples, 2 samples or 11.12% got a score of 75 and 16 samples or 88.88% did not reach the standard and got a score of <75. In this study, seventh grade students of SMP Negeri 3 Masamba, North Luwu Regency, have not been able to listen to fairy tales.   The ability of class VII students of SMP Negeri 3 Masamba, North Luwu Regency in listening to the fairy tale of Putri Tandampalik after using a guessing strategy, namely 100 as the highest score and 10 as the lowest score. Based on table 3, after calculating the average value of students' abilities in listening to the Tandampalik princess fairy tales without using a guessing/posttest strategy.

The average score of the aspect of listening to fairy tales through the application of a guessing strategy for class VII students of SMP Negeri 3 Masamba is 23.7%. To calculate the average score obtained by class VII students of SMP Negeri 3 Masamba, North Luwu Regency in listening to fairy tales through the application of guessing strategies, which category is included?. The average value is classified based on the classification of the value of the Ministry of National Education. Therefore this average score (23.7%) is divided by the maximum score (30) then divided by (100). So the average value is 79%. Based on the classification of the value of the Ministry of National Education, a score of 79 is included in the good category. Thus, it can be concluded that the ability to listen to fairy tales through the application of guessing strategies is in the good category.

The ability of class VII students of SMP Negeri 3 Masamba, North Luwu Regency in listening to fairy tales through the application of guessing strategies, has reached the standards or criteria that have been determined. These results are based on the fact that of the 18 samples, 14 samples or 77.78% managed to achieve the standard 75 and as many as 4 samples or 22.22% got a score <75. In this study the seventh grade students of SMP Negeri 3 Masamba, North Luwu Regency had

able to listen to fairy tales using guessing strategies. Learning to listen to fairy tales using a guessing strategy is quite efficient because the guessing strategy is a cooperative type of learning model that can involve children learning and playing in groups. Learning to guess words is a model that uses paired puzzle cards with puzzle answer cards. This is what makes students' scores increase after giving the final test using a guessing strategy because students prefer non-watching learning that combines playing and learning.

Conclusion

Based on the results of the study after giving the test, data were obtained which were then described in findings. The results obtained through the data collected from the results of the analysis that has been carried out. It can be concluded that in the initial test before being given treatment/pretest/final test students or samples obtained a score of 75 as many as 1 student (6% and those who scored <75 were 17 students (94%. While in the final test after being given treatment/ posttest students or samples who obtained a standard score of 75 as many as 13 (72%0 students and who got a standard score of <75 as many as 3 students (28%), so it can be seen the difference before and after being given treatment which after being given treatment the student's mastery value increases So, the ability of class VII students of SMP Negeri 3 Masamba, North Luwu Regency in listening to fairy tales through the application of guessing strategies is categorized as able.

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