

# Development Of Listening Ability With Educational Radio Media In Group B Tk Kelurahan Sokanegara

Catur Menik Wijayanti

[\[wijyantimenik82@gmail.com\]](mailto:wijyantimenik82@gmail.com)

Universitas Islam Negeri (UIN) Prof. K.H. Saifudin Zuhri Purwokerto

**Abstract.** Humans use language as a tool to express their thoughts and feelings to one another. Children's ability to listen is considered not in accordance with their age development. This study aims to develop children's listening skills in group B Kindergarten Kelurahan Sokanegara, Purwokerto. This research uses a qualitative methodology, which allows us to quickly and effectively rework and restate our research. Data reduction, data presentation, data verification, and drawing conclusions are part of the data analysis in this study. In this study, data analysis included data reduction, data presentation, data verification, and drawing conclusions. In this study, it was found that children had not yet developed their listening skills, so by listening to educational radio from the Ministry of Education and Culture, their listening skills and language skills could develop properly.

**Keywords:** development, listening, radio.

## 1 Introduction

It's crucial for kids to have an education between the ages of 4 and 6 because this is a delicate time. Future events in a child's life will be influenced by the experiences they have today, including any stimulation from adults. Therefore, initiatives are required that can support kids in their period of growth and development through educational and learning activities according to their age, aptitudes, and interests. Humans use language as a tool to express their thoughts and feelings to one another. Humans may communicate and converse with one another through language. That humans utilize language as a tool for communication, whether it be orally, in writing, or through movement (sign language), with the goal of communicating the heart's wishes to the interlocutor [1].

Listening is the first language skill that humans have. Even though it is still done in very basic manner, this listening activity has been done since the moment he entered the world. In addition, when compared to the other three language skills, speaking, writing, and reading, listening is the one that humans use the most. This occurs because even when people are unable to communicate, they can still engage in listening activities. Given the significance of listening abilities in both communicating and engaging in learning activities, a teacher must be able to direct students in carrying out listening activities correctly. The teacher must have the skills and willingness to employ appropriate tactics, methods, or media in carrying out the learning process.

The most crucial form of human communication is language. Both distinctive and universal to humans is language. We also see in the reality of our daily actions that only humans

are able to employ verbal communication, and that they are also able to learn it. It is because of this that human behavior differs fundamentally from that of animals. The climate of sending and receiving serves as an example of this human activity. Listening ability is part of receiving language, and listening ability for young children is very less attention. Listening ability is very important for every individual, because every activity carried out in daily life is related to listening ability. Listening to other people's words is one of the ways children receive language which requires the ability to store various information and is related to thought processes. The ability to listen properly and correctly is an asset for them in developing knowledge that will be obtained later in the future [2].

There are five things you can do to get better at listening, starting with (1) Listen again. (2) List crucial terms. (3) Summing up. (4) Summarize; (5) Respond to inquiries [3]. The use of appropriate media in accordance with student characteristics and instructional materials can be employed as an alternative to the strategies already described for enhancing students' listening abilities. Students will find it simple to listen correctly and fully when given relevant material. The four learning media categories of audio, audio-visual, text, and multimedia can all be used for listening-based learning. In order to make the learning process more engaging for students, the usage of audio media is also anticipated to boost the creativity and skills of teachers in media selection and use [4].

Additionally, using audio media can improve how well pupils retain information. With the passing of time and technological advancements, instructors and researchers innovate in the classroom by incorporating audio media, particularly in the teaching of listening skills with the hopes of seeing a rise from the previous year. As a Technical Implementation Unit (UPT) of the Center for Information Technology and Communication in Education-Ministry of Education and Culture, the Yogyakarta Radio Education Media Development Center (BPMRP) has created Radio Education (RE), one of the learning resources or educational media (Pustekkom-Kemdikbud).

The RE serves as a venue for putting into practice the outcomes of the creation of educational audio/radio media programs made by BPMRP Yogyakarta. On October 1, 2007, Radio Education began operations in Yogyakarta and began broadcasting on the AM frequency of 1251kHz. In a variety of programming formats, RE broadcasts numerous educational resources that are presented in a courteous, perceptive, and amusing way. Educational audio media are part of the broadcast content that RE presents and broadcasts for formal, non-formal, and informal learning. Fairy Tales, Stories of Figures, Treatise of Prophets and Companions, RE Musicians, and RE Evening Walks are just a few of the audio resources available for non-formal education. An educational medium that can be used as a learning resource is audio/radio media. Initial observations at a kindergarten in the Sokanegara Village revealed issues with language development, including the children's poor listening skills. This indicates that the students are not paying attention because they are having more fun playing and conversing with their friends or shifting seats. Most students are unable to respond to the teacher's inquiries, and they are unable to recall the details of the story. Following early discussions with the class instructor, it was decided that using the educational radio approach is a good way to help kindergarten students with their listening abilities.

## **2 Theory and Method**

Children must actively think while engaging in listening activities since listening is an active activity in learning. Different learning activities both within and outside of the classroom involve listening. Since listening comprehension is the prerequisite for having speaking,

reading, and writing comprehension, it will serve as the foundation for the development of other language abilities.

The words hear, listen, and pay attention are frequently used while discussing language development. These three words all have a similar meaning. However, there are divergent views on how to interpret the meaning of each of these phrases separately. Some people equate listening and hearing. Both can be justified by the same definition. Another viewpoint contends that hearing and listening have different meaning. While hearing and listening can be done with any sound, listening activities can be done with the sound of language as the source. In contrast to hearing and listening, listening has a more defined connotation. The act of hearing involves paying close attention, understanding, appreciating, and interpreting linguistic symbols [5].

The intent of each person determines the reason they are listening. There are seven reasons to listen, including learning, problem-solving, evaluating, appreciating, communicating ideas, differentiating sounds, and persuading. In agreement with this viewpoint, Sabarti also proposed a number of listening goals, including listening to learn, entertaining oneself while listening, evaluating while listening, appreciating while listening, and solving issues while listening. A systematic strategy or approach to learning anything is called a method. A scientific methodology to gather data with a specific objective and use is defined as the research method.

This study is qualitative in nature. Since researchers "don't know what is unknown" in qualitative research, the produced study plan is always flexible to numerous alterations that may be required and open to the conditions that are present in the field of observation. The goal of this study is to improve group B children's listening abilities when they listen to educational radio content in TK Kelurahan Sokanegara, Purwokerto. In this study, observation, documentation, and interviews were used as data collection methods. Observations are made to gather data that can be applied broadly. In this study, the listening skills of the youngsters were observed. Passive observation is a technique used by researchers. The researcher attends the site of the activity but does not engage in it in passive participation observation [6].

To collect the required data, documentation is completed. All of the study project's documented data sources [7]. Researchers will use documentation data they have gathered to guide their research. In this study, data analysis techniques include data reduction, data presentation, data verification, and conclusion drafting. To provide useful data and make it simpler to draw conclusions, data reduction is used in conjunction with categorization. Data verification is used to guarantee that the data entered is accurate. Information in this study is supplied as narrative text (in the form of field notes). The data for this investigation were analyzed using non-parametric statistical approaches and quantitative techniques.

### **3 Findings and Discussion**

Researchers from group B of TK Sokanegara Village conducted the initial observation for this study. Children's listening abilities are still lacking, according to observations made when they explicitly study listening to stories that researchers are conveying to them. Most kids still couldn't hear what the teacher was saying when lessons were being taught. Another factor that was seen was that kids preferred to talk to friends sitting next to them than paying attention to the teacher. When the teacher queried the students about the class's content at the end of the lesson, the majority of the kids were unable to respond since they were unable to concentrate on the stories the teacher was telling. Few students are able to respond to the teacher's queries.

Then in the next observation it was decided to use educational radio media which contains interesting content for early childhood. Children who at the beginning of learning tend to pay less attention and are less interested, slowly begin to be interested in paying attention to learning

resources. The learning resource which is audio media certainly has its own challenges. Where the content contained must of course be adjusted to the target age, in this case early childhood. In group B TK Kelurahan Sokanegara in improving listening skills using educational radio media experienced a change. The content on the education radio of the Ministry of Education and Culture includes galleries, audio dramas, ABC, action, sun, cheers. The audio content is very interesting and very appropriate to be used as a medium for developing listening skills in early childhood.

Since the learning materials broadcast on educative radio are designed to meet the needs of their target listeners (students, teachers, and community observers of education), provide comprehensive learning directly and concretely to students, provide accurate and up-to-date information, help solve educational problems, and provide a variety of information that is broadcast around the world, educative radio can be used as a type of learning resource. After making several observations, the researcher found that after using educational radio media with content appropriate to children's needs, there was a change in children's listening ability. If at the beginning of the observation the children tended to be disinterested and did not pay attention to the teacher, after using educational radio media the children began to be interested, focused and able to retell what they had heard through educational radio. They can also answer the teacher's questions correctly.

#### 4 Conclusion

Referring to the research and discussion, it was found that the use of educational radio can improve listening skills in group B Kindergarten in Sokanegara Village. This can be seen from the children's interest in listening to the radio, focusing on listening to the radio, being able to retell what they have heard on the radio, and can retell things that have been heard, the children also no longer chat with their friends and don't move seats. So it can be concluded that educational radio can be used as a source of learning and also as a learning medium that is quite effective in improving listening skills in early childhood.

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