THE EFFECT OF AUDIO CASSETTE LEARNING MEDIA TOWARDS ENGLISH LISTENING SKILLS AT FIFTH GRADE STUDENTS OF SDN KUTA BARU 1 TANGERANG REGENCY

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Article Info	Abstract:
	This study aims to determine the effect of audio cassette learning media towards English listening skills at fifth grade elementary school students. This research uses a quantitative approach. This study used the Quasi-Experimental Design with the Nonequivalent Control Group Design. The study population was the entire fifth grade of elementary school students, with the fifth-grade sample divided into two groups, namely the experimental class and the control class. The sampling technique was done randomly. In the data collection technique, the researcher used tests. Data analysis technique was done using T-test. The results showed that the post-test results for the experimental class was 76.67 and the control class was 61.61 and a value of 4.0. This means that there is a significant difference between the post-test results of the experimental class using audio cassette learning media and the control class using the conventional teaching method. So that, it can be concluded that there is an effect of audio cassette learning media towards English listening skills at the fifth grade students of SDN Kuta Baru 1 Tangerang Regency. **Keywords:** Audio cassette learning media, English learning, listening skills

INTRODUCTION

As indicated by Law number 20 of 2003, education is a cognizant and arranged exertion to make a learning environment and learning measure with the goal that students effectively foster their capability to have strict profound strength, poise, character, knowledge, honorable character, and the important abilities needed by themselves, society, country, and state. From this agreement, it very well may be presumed that education is a deliberate and planned process,

along these instruction lines, to accomplish objectives appropriately. It is important to have a decent arrangement; both arranged learning readiness and fitting learning execution.

Education is inseparable from the communication process, and in the communication itself, it requires language to convey messages to the communicants. In acquiring language skills, usually through regular sequence phases, at first, children are learning to listen to the language, then speaking, after that, they continue learning to read and write. In the KTSP curriculum, English learning in elementary school is targeted so that students can reach the functional level, namely communicating orally and in writing to solve everyday problems. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken or written texts that are realized in four language skills consisting of listening, speaking, reading, and writing.

Listening is a skill that children first master when learning a language. Children learn to listen from their closest environment, namely their father, mother, and family. Children learn how to speak spoken language after listening to the language they hear repeatedly (Suyanto, 2015). Listening skill is one of a child's abilities to be able to appreciate the surrounding environment and hear the opinions of others with the sense of hearing. This ability is related to the child's ability to correctly perceive the contents of the message from others.

Based on the preliminary observation conducted at SDN Kuta Baru 1 Tangerang Regency, it was found that students could not listen clearly to the utterances given by the teacher during English lesson. They asked the teacher to repeat and repeat the words, phrases, or sentences more to make sure that they did not lose the meaning. For some difficult words, they asked the teacher to translate them into the Indonesian language. They did not get complete information from the materials that the teacher conveyed. The reason might be due to the teacher's unclear pronunciation or other factors.

There are several difficulties found in listening skill experienced by English learners, namely: (1) the listeners cannot control the speaking speed of the person delivering the message, and they feel the message conveyed has disappeared before they can understand the content of the message. The moment they can understand one message, another message is lost; (2) the listener does not have the opportunity to ask the speaker to repeat or clarify the message conveyed, for example when listening to the radio and watching TV, so the listener must be able to understand it as it is; (3) the limited vocabulary possessed by the listeners, makes them unable to understand the content of the text they hear and can even make them bored and frustrated; (4) the listener's failure to recognize and understand the signs sent by the speaker so that the listener misunderstands the message he receives; (5) errors in interpreting the message received so that the content of the message conveyed is received or interpreted differently by the listener; (6) the listeners are unable to concentrate due to various things, such as uninteresting topics, physical exhaustion, noisy environment and so on; (7) the concerns about the differences in the methods and materials taught by the teacher with materials heard through audio devices or native English speakers (Underwood, 1990). To overcome the problem of listening for children, the teacher needs to provide alternative solutions in learning, one of which is by using learning media.

Learning media are the tools, methods, and procedures that teachers and students use to interact during the educational and teaching process. Based on the given perspective, it can be concluded that the media is a tool that aids in the learning process so that the information to be conveyed is delivered effectively and accurately. The type of learning media that is considered effective in listening skill is the audio cassette. Audio cassette learning media is a tool whose content can be received through the sense of hearing only. It is a media with sounds or sounds related to learning material recorded using a voice recorder, then the results of the recording are played back to students using a player.

LITERATURE REVIEW
Audio Cassette Learning Media

Broadly speaking, learning materials and learning media include the knowledge, skills, and attitudes or values that students must learn. Indonesian language subject matter consists of components of language and literary skills which include aspects of listening, speaking, reading, and writing (Zulaeha & Rahman, 2009). For most learners who only have less contact with foreign languages in the classroom, audio media presents the only possibility for listening to authentic native speakers; it contains the most important contribution to audio media for lessons since students at least have contact through a medium with an original sound model. In this case, the audio cassette learning media is very important because it presents a recording of the voice model of the native speaker (Storch, 2008). To meet the purpose, the teacher must provide the audio cassette learning media to teach specifically if the materials need examples in the form of dialogue or conversation so that students can understand and at the same time recite it again.

This audio cassette recorder is the most popular among other media or devices in learning, yet it is still recognized as traditional audio media along with disk recordings and CDs (Suryani, 2018). The audio cassette recorder functions as a play back program in the form of a cassette or as a recorder. The length of the cassette (play time) has variations, depending on the type of cassette, namely: (1) C-30 precision play time for 15 minutes/side, (2) C-60 precision play time for 60 minutes/side, and (3) C-90 precision play time for 15 minutes/side (Munadi, 2013). Topics that are usually played through this audio cassette are dialogue or conversation about expression of happiness, sadness, greetings, vocabulary building, and others.

Listening Skills

There is a contribution of each language skill to other language skills. Listening skills will contribute to one's speaking, reading, and writing skills. One that is very important is that a person's productive language abilities/skills are obtained through the receptive language skills he has first (Arifin, 2014). The aspect of listening is a language skill that is mastered by children at the beginning of their development so that listening needs to be learned more attention, especially in the process of learning the English language.

According to Rahminah, listening can be interpreted as the coordination of various components of good skills to perceive, analyze, and synthesize. If someone's listening can integrate these components, it can be said to be successful in listening activities (Hijriyah, 2016). Listening is a process that includes listening to the sounds of language, identifying, interpreting, assessing, and reacting to the meanings contained in it. Listening involves sight, appreciation, memory, understanding; even the situation that accompanies the sound of the language being listened to must be taken into account in determining its meaning (Tarigan, 2013).

RESEARCH METHODS

The research method used in this study was quasi-experimental with a non-equivalent control group design. The quasi-experimental design has a control group, but cannot fully control the external variables that affect the implementation of the experiment. (Sugiyono, 2007). In quasi experimental design, the research is carried out in three steps, namely, pre-experimental measurement (measurement before treatment), treatment (experimental action), and post-experimental measurement (measurement after the experiment takes place) (Hadi, 2004). This research was conducted at SDN Kuta Baru 1 Tangerang Regency with the population was class V. The samples were 18 students consisting of 9 students from V-A and 9 students from V-B. The researcher conducted a validity and reliability test to show the

validity and reliability of the instrument. In determining the validity of the instrument, the *Product Moment Formula* was used with the help of SPSS 16 software for windows. Reliability refers to the level of reliability of something (instrument) reliable that means it can be trusted, so it can be relied upon (Arikunto, 2011).

A normality test was used to determine whether the samples used in this study came from a population that was normally distributed or not. This normality test used One-sample Kolmogorov-Smirnov on SPSS 16 software for windows. The data is said to be normally distributed if the output of Kolmogorov-Smirnov, the Asymptotic Sig coefficient value is > from the specified alpha value, which is 5% (0.05). On the other hand, if the coefficient of Asymptotic Sig < 0.05, then the data is declared not normally distributed. A homogeneity test was used to determine whether the sample used in this study had the same variance (homogeneous) or not. This homogeneity test used Levene's test on SPSS 16 software for windows. The data is said to be homogeneous if the Levene test output > table value, or the Sig coefficient value > from the specified alpha value, which is 5% (0.05). On the other hand, if the result of Levene test < table value, or Sig. coefficient value < 0.05, then the data is declared to be inhomogeneous. Hypothesis testing conducted in this study used a T-test (T-test) with the following conditions: Significance Level (a) = 0.05 or 5%.

RESULTS AND DISCUSSION

The result of this research is drawn into two phases; they are pre-test data and post-test data. The following table shows the calculation:

Table 1. Result of Pre-test Data

Class	Average	Lowest	Highest	T-Count	T-Table	Conclusion
Control	61.11	50	70	5.534	2.119	H$_1$ Accepted
Experiment	55.56	55	85			

Based on the pre-test data for the control class, an average value of 61.11% was obtained. The highest score was 70 and the lowest score was 50. There were 6 students who obtained the complete criteria and 3 students who did not complete the criteria. On the other hand, the data from the experimental class pre-test results obtained an average score of 55.56%. The highest score was 85 and the lowest score was 55. The number of students who obtained the complete criteria was 4 and the number of students who did not complete the criteria was 5.

Table 2. Result of Post-test Data

Class	Average	Lowest	Highest	T-Count	T-Table	Conclusion
Control	61.11	50	70	4.00	2.119	H$_1$ Accepted
Experiment	76.67	70	90			

Based on the data from the post-test results of the experimental class, an average score of 76.67% was obtained. The highest score was 90 and the lowest score was 70. There were 9 students who obtained the complete criteria and 0 students who did not complete the criteria. Based on the data from the post-test results for the control class, an average score of 61.11 was obtained. The highest score was 70 and the lowest score was 50. The number of students who obtained complete criteria was 7 and the number of students who did not complete the criteria was 2.

After doing the research, the data was obtained from the research results. The results of the average pre-test score of the experimental class and control class were relatively the same, namely the experimental class was 55.56 and the control class was 57.78. After testing the prerequisites for normality and homogeneity, the two samples were declared to have a large distribution and have the same initial ability or homogeneity so that research could be carried out on both samples.

This research was conducted for four meetings for each group. The learning process in the experimental class was carried out using audio cassette learning media with *the day after tomorrow* material. The audio contains conversations that occur in class. After learning using the audio cassette media in the experimental class, the students obtained the average score of post-test result of 76.67 which was higher than the average score of the control class which was 61.11.

Pre-test T-test results of the experimental class and control class students with a T-value $5.534 > 2.119$ and a sig (2-tailed) value of $0.00 < 0.05$. So that, it could be concluded that H_0 was rejected and H_1 was accepted, which meant that there was a significant difference between the results of the students' listening skills in the experimental class and the control class. Post-test results of the experimental class obtained an average score of 76.67 with the highest score was 90 and the lowest score was 60. Post-test results of the experimental class and the control class also showed that the T value $4.00 > 2.119$ and a sig (2-tailed) value of $0.01 < 0.05$. So that, it could be concluded that H_0 was rejected and H_1 was accepted, which meant that there was a significant difference between the post-test results of the experimental class and the control class, This proves the effect of using audio cassette learning media on students' listening skills. This reinforces that the use of the audio cassette leaning media has a higher effect on learning English, especially in listening skill. From the results of the above discussion, it could be said that there is a significant different effect of audio cassette learning media towards students' listening skills at the fifth grade students of SDN Kuta Baru 1, Tangerang Regency.

CONCLUSION

Referring to the results of research and discussion above, it can be concluded that there is an effect of using audio cassette learning media towards English listening skills at fifth grade students of SDN Kuta Baru 1, Tangerang Regency. This is shown in the difference in the average post-test score in the experimental class, which is 76.67. It is higher than the average score of the control class, which is 61.61 and the value of T-count pre-test $5.534 >$ T-table 2.119 and T-count post-test $4.00 >$ T-table 2.119. So that, it could be concluded that H_0 is rejected and H_1 is accepted, which means that there is a significant difference between the pre-test and post-test results of the experimental class and control class on students' listening skills.

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