

Gender-based Students' Listening Ability of Auditory Learning Modality

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ABSTRACT

The ability to listen to fifth-grade students at SD Negeri Cigugur is still less than 68. This study aims to determine the characteristics of gender-based auditory learning modality, supporting aspects of listening ability, and gender-based listening abilities. This study used a qualitative approach with a case study design. The research subjects were the fifth-grade students of Cigugur State Elementary School. Data was collected through literature studies, observations, interviews, documentation, and field notes. The validity of the data is checked by data credibility and data dependability. Data is analyzed by data reduction, data presentation, and conclusion or verification. The results of the study showed 85% of students showed the characteristics of auditory learning modality, but there are 15% of students who have visual learning modalities. The characteristics of students' stereotypes are different, the characteristics of students' stereotypes tend to be independent, strong personalities, and ambitious. The characteristics of female students are more cheerful, spoiled, and obedient to teachers. Supporting aspects of listening ability are physical aspects, psychological aspects, aspects of students based on gender, and learning media. The ability to listen to female students in class V of SD Cigugur is superior. Male students are only able to summarize the contents of the conversation and only 20% can respond to the results of the conversation. Female students can respond to the results of the conversation, assess the results of the conversation, summarize the contents of the conversation, and respect the people who are talking in front of the class

Keywords: Listening ability, auditory, gender

INTRODUCTION

Teaching the Indonesian language to Indonesian is not as easy as it seems. It has several problems that cannot be solved quickly. The students think that learning Indonesian is an easy lesson (Arifin, 2012: 2). However, based on the results of the evaluation, the score of the Indonesian language obtained by students is still low, especially in listening. Listening must be done effectively following the goal determined so it can be absorbed properly by students. Listening in learning (Indonesian language) has not been fully directed, under the expected orientation. Another problem that arises in the fifth grade of Cigugur State Primary School is that the teacher treats listening to the same as they teach reading. The researcher assumes that "Listening" (listen carefully) is the same as listening skill. Therefore, the researcher uses the term listening is still used in the current curriculum, namely KTSP (Education Unit Level Curriculum). While in the following presentation of several theories, researchers still use the term listening. Another fact that was obtained from the early study in the fifth grade of Cigugur state primary school that the results of listening in Bahasa Indonesia of male and female students were still low compared to passing grade determined by the curriculum which is 68. The average of male students was 50 while female students were 68. Students' success will be achieved when the teacher provides good modalities. Therefore, based on the background described above, the researcher would like to focus on the analysis of gender-based listening abilities in terms of auditory learning modalities in the fifth grade of Cigugur State Primary School.

Research Statement

Not all listening material can be heard and produce a good score if the teacher has not paid attention to the learning modalities to effectively provide learning material. The success of students will be seen if the teacher provides good modalities. Therefore, based on the background described above, this study is focused on how is gender-based listening ability analysis in terms of auditory learning modalities in the fifth grade of Cigugur State Primary School and this study is focused on learning Indonesian and this research uses qualitative research.

Research Questions

Based on the research background above, the research problem that proposed are as follows :

1. How is the characteristic of learning modality of auditory gender-based in grade Fifth of Cigugur State primary School?
2. What aspects are supporting students' listening ability in grade Fifth of Cigugur State primary School?
3. How is the gender-based students' listening ability in grade Fifth of Cigugur State primary School?

Research Purposes

Based on the research questions above, this study has several purposes as follows:

1. To figure out the characteristic of gender-based learning modality of auditory in grade Fifth of Cigugur State primary School?
2. To figure out the aspects that supporting students' listening ability in grade Fifth of Cigugur State primary School?
3. To figure out the students' listening ability in grade Fifth of Cigugur State primary School?

METHOD

This study uses a qualitative approach where it is an approach that directs research on reality, symptoms, phenomena in the real condition of natural objects. In this study, the researcher used a case study method that includes a very thorough examination of people, topics, issues, or programs. In this study, the researcher as a participatory observer. The Researcher observes what people are doing, listen to what is said, and participate in their activities. The location took place in Cigugur state primary school in grade V. In connection with research data, the researcher took two data, primary and secondary. Primary data in this study were 20 students of fifth grade, three teachers, school principal, PAI teachers, and sports teachers. While secondary data in this study is taken from library sources related to this study. Data collection techniques used to obtain extensive and accurate data are through several efforts such as literature studies, observations, interviews, documentation, and field notes. The data analysis in this study uses a descriptive narrative technique. It is applied through three phases; data reduction, data presentation, and conclusion or data re-examination. For the testing validity data stage, the researcher used data credibility with triangulation techniques and extended observations. Besides, in the use of credibility data, the researcher also uses dependability data.

RESULT

The results of the study were obtained through unstructured interviews and observations of fifth-grade students of Cigugur State Primary School. The observation was carried out by the researchers for 2 months from March to April 2016. All informants interviewed by the researcher were Teachers of Cigugur State Primary School, a school Principal, PAI Teachers, and Sports Teacher. Whereas the observations involved in this study were all the fifth-grade students of Cigugur State Primary School.

1. The students' characteristic of auditory modality in Fifth Grade

Related to it, respondent 1 as a teacher of Class VA explained that the characteristics of students differed. It is due to each student having different nature and character, but students in the VA class tend to have characteristics of auditory learning modalities.

The interview results about the characteristics of gender-based auditory learning modalities carried out by respondent 2, which were carried out as follows:

“The characteristics of students in class V in Cigugur State Primary School are different from one another. Some like listening to music, some use pictures, some like reading aloud, quiet condition, focus, some prefer to see videos while learning, some prefer to do learning directly and many more.”

While on auditory learning modality, he added as follow:

“Characteristics of gender-based auditory learning modalities in fifth-grade students of Cigugur State Primary School include lack of attention, likes to read aloud, prefers listening, and to draw. The characteristics of the male are different from the female student. Male students tend to be unfocused, like to read aloud, and prefer to listen to music. Whereas female students tend to focus, prefer to draw and listen, and like to give their opinions”

Related to learning characteristic on auditory modality, respondent 3 as a teacher of VC explained as follows:

“The learning characteristics of the students are varied, there are students who focus on learning, like joking, quiet, slow in learning, even there are students who do not understand the learning material given. However, students in the VC class are more likely to have auditory learning modalities because students will more quickly understand learning through listening, for example when they are learning reading, students prefer to read aloud than to silent reading, and students prefer music than drawing.”

Following what respondent 2 has stated earlier, the school principal, respondent 4 gave her explanation as follows:

“A successful learning can be achieved when a teacher pays attention to the characteristics of the students. The first thing to do is to find out the background of students, the students' hobbies, and how a student is learning well. After knowing the characteristics, the teacher can provide the learning style according to the modalities of the students.”

The researcher asked the school principal on what kind of modalities in Cigugur State Primary School, she responded as follows:

"The modalities of the students are varied, some have visual, audio, and kinesthetic learning modalities. Visual learning modality is the learning style of students who tend to use images. For example, in the learning process students will have a better

understanding when the teacher uses a picture as media. Audio learning modality is a learning style that is owned by students using the sense of hearing. In the learning process, students will more quickly understand by listening to the explanations given by the teacher. So, in giving the material, the teacher must pay attention to the grammar, the rhythm of the sound, and the loudness of the volume. While kinesthetic learning modalities are the students' learning style using images and sounds. This means that in the learning process the teacher must use several images in providing material so students will understand the material provided by the teacher."

Another information was given by respondent 5 as PAI teacher on the learning characteristic that can be seen from the students as follows:

"The characteristics of the fifth-grade students of Cigugur State Primary School, which I know are very diverse, some are focused on learning, some are silent and do not understand, some are like to joke, and many more"

Further, he added:

"My way to find out the learning modalities of students, I try to understand the students' hobbies first and what habits they often do. For example, there is one student who likes to draw in any study. The student is less focused, but when instructed to draw, the student quickly executes the teacher's instructions. Thus, I conclude that the participants have a visual learning modalities. However, some students have auditory learning modalities because these students like music, prefer to read aloud, but their attention is less"

Meanwhile, respondent 6 as Sports teacher explained as follows :

"In my class, the characteristics that will be preferred are the characteristics of students who have auditory learning modalities because in sports students will prioritize the sense of hearing to follow the instructions that I give. However, there are still some students who are not responsive to carrying out the activities that I command. For that, I like to punish these students"

2. Supporting aspects of Students listening ability

The supporting aspects of gender-based listening skills in the fifth grade of the Cigugur Elementary School are divided into several sections including learning media, students' learning interests, students' initial attitudes, and teacher motivation that accommodates students in the learning process. Ibu Lala Laelasari, S.Pd explained that supporting aspects of gender-based listening ability is the readiness of the students in receiving the material from the teacher. While respondent 2 stated as follows:

"The first time we need to do as a teacher is how we provide fun and enjoy learning. To overcome this, we must prepare several supporting aspects to support listening ability. The use of learning media in teaching is very important. It will help the teacher in delivering the material. However, the problem faced by the teachers at this time is the lack of media makes it difficult especially for elder teachers. Furthermore, the other supporting aspect is the students' attention. The students will quickly understand the learning when they pay attention. For example, in delivering drama, the teacher must use kinesthetic learning modalities. The next supporting aspect is student concentration. It is very significant because it will be difficult for them to learn when the concentration is lacked. For example in class V, students are very difficult to concentrate because students still joking during the learning process. The last one is motivation and preparation. These are also very important which in this

case the teacher must encourage students' motivation to have enthusiasm in teaching listening if students already feel motivated automatically the initial preparation of students will feel comfortable and pleasant”

On the other sides, respondent 3 has his explanation on supporting aspect in students listening ability as follows:

"Supporting aspects of listening ability are things that must be considered by the teacher in the process of learning so that students can receive learning well. First physical aspects, this is very decisive in learning. This physical aspect is in the form of a balance of nutritional value, height, weight, readiness in learning, even body condition. Furthermore, the gender aspect, this aspect must be understood by the teacher, because the thinking power between male and female students is different. The last aspect of psychology, in providing a learning teacher must understand the psychologist aspects of students so that the teacher can provide good learning”

The school principal has also her opinion as follows:

“Media plays an important role in the learning process. The use of it has to be on the same level that can be adapted to students' knowledge. Besides that, the lesson plan is also important. The teacher is demanded as creatively as possible so that learning can be conveyed.”

3. The gender-based students' Listening Ability

The ability of students in Cigugur State Primary School is very different from one another, especially in class V. The students' listening ability between women and men is influenced by the students' learning modalities and other supporting aspects. The researcher tried to interview informants who could provide information about the ability of students in gender-based listening learning.

The first informant was respondent 2 who explained as follows:

"The ability of fifth-grade students between females and males is different according to their achievements. The listening ability of female students is on a good level because, in teaching listening, they pay attention to the learning and focus on the learning process. Whereas for male students, they are still lacking in teaching listening due to the students' concentration that is easily disrupted. So, female students' ability is better than male students.”

The school principal explained a different point of view as follows:

“In the learning process between male and female students must be different depending on the teacher in developing their abilities. For the V class students' ability, I don't know much, but it can be seen from the achievements that show female students are better than male students.”

Respondent 5 as PAI teacher explained:

"The ability of fifth-grade students in teaching listening is very different between men and women. In my opinion, female students' listening skills are better because they focus on learning and they understand the material. Meanwhile, male students are less responsive but they are more active when practicing in front of the class.”

In accordance to what respondent 5 has explained, respondent 6 as a sports teacher stated as follows:

“The listening ability of male students in sports learning is better. It can be seen when I order to do gymnastics, male students are faster to carry out my orders. Sometimes, they play around the command I gave. So, it can be concluded that the ability to listen, in my opinion, male learners is better than female students.”

DISCUSSION

Based on the result, the points that can be discussed regarding students' listening ability are as follows:

1. The Character of gender-based Auditory Learning Modality

In general, the Class V students of Cigugur State Primary School characteristics tend to have auditory learning modalities. However, some students have multiple modalities such as GSR, HH, and JHDA with visual learning modalities. When learning SBK, they were happy because the drawing skills possessed could be conveyed. Based on the different stereotypes of the students, the researcher can conclude that the character of the students in class V tends to be independent, strong with ambitious personalities. Whereas the characteristics of the female students are cheerful, spoiled, obedient towards the teacher.

2. The supporting aspects of Students' listening ability

The supporting aspects of listening skills in the fifth grade of Cigugur State Primary School consisted of 5 (five) aspects; they are physical aspects, psychological aspects, sex, and learning media.

3. Gender-based Students listening ability in Cigugur State Primary School

Based on the analysis of listening ability, the female students were better than the male students. Before the learning process begins, students are more likely to prepare physically and mentally well so the learning that will be delivered by the teacher can be understood quickly and the learning delivered by the teacher can be well received by students. Related to this, the female students can respond to the results of the conversation and can provide value to the results of the discussion. Besides, without an order from the teacher, the female students can summarize the contents of the conversation. When someone is speaking in front of the class, they always respect and listen objectively and selectively.

CONCLUSION

Based on the result of the study, it can be concluded into several points are as follows:

- 1. The characteristics of the gender-based auditory learning modalities in class V of Cigugur State Elementary School are varied. The characteristics of learning modalities in the fifth-grade students of Cigugur State Primary School are more likely auditory, with a percentage of 85%. Furthermore, 15% have visual learning modalities. Besides having the characteristics of auditory learning modalities, students in class V have different characteristics of stereotype between male and female students. The characteristics of the male are being as muscular, tend to be independent, strong, and ambitious personalities. While female students are more cheerful, spoiled, obedient to the teacher.**
- 2. The supporting aspects of students' listening skills in the fifth grade of Cigugur State Primary School consisted of 5 (five) aspects. These aspects are related to learning (Indonesian language) especially in supporting listening skills. These aspects are the physical aspect, psychological aspect, sex, and learning media.**
- 3. The ability of students in gender-based listening ability in the fifth grade of Cigugur State Primary School is different between male and female students. Women's listening ability**

is better than male students. The listening ability possessed by male students is still low because male students are only able to summarize the contents of the conversation. When learning Indonesian takes place, there are only 20% of male students who able to respond to the results of the conversation. Whereas female students can give responses to the results of the conversation, provide value to the results of the conversation, can summarize the contents of the conversation and they always respect those who are speaking in front of the class.

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