



The Use of The Heuristic Approach to Improve The Listening Ability of Middle School Students

Yunita¹, Wayan Satria Jaya², Abdullah³, Adenan Damiri⁴
STKIP PGRI Bandar Lampung¹²³⁴
yunitastkippgribl@gmail.com

Abstract: This study aims to increase learning activities by applying a heuristic approach to learning to improve listening ability and learning activities for Class VIII students at SMP Negeri 2 Trimurjo in the 2018/2019 academic year by applying a heuristic approach. This research method is Classroom Action Research (CAR). Data collection techniques in research are observation, documentation, and tests. The technique used in this research is a written test technique, which is to obtain data from the test results of each cycle. Based on the analysis of observational data. There is an improvement in listening ability through a heuristic approach in class VIII SMP Negeri 2 Trimurjo in the 2018/2019 academic year. Therefore, student activity has achieved an indicator of student activity success increasing at least well.

Keywords: action research, heuristics approach, listening skills

INTRODUCTION

The listening subject plays a vital role in language learning. Moreover, listening learning is taught implicitly in the Indonesian curriculum. Listening learning is conducted simultaneously following the essential competencies during language learning (Mattarima & Hamdan, 2011). According to Safari (2004), listening is an event of capturing sound stimuli by the five senses of hearing that occurs when we are aware of the existence of these stimuli, while listening is a listening activity that is carried out intentionally, paying attention to what is happening.

According to Amir (1981), there are some types of listening are: listening to ourselves is an activity that people do when they talk or read something to others, our sense of hearing is actively listening to sounds, and our brains actively understand information or messages that are being conveyed to others; others. The low level of students' listening skills in Indonesian is influenced by various factors, including the lack of students' knowledge of Indonesian, the low willingness of students to analyze the

discourse of people's speech, the lack of learning media for listening to stories, the low quality of student assignments, and the lack of precise techniques and approaches used by teachers. An inappropriate learning approach is the most dominant factor among the factors that cause students' low listening skills in Indonesian.

Teachers continuously use approaches already commonly used in the Indonesian language (Rahadi, 2003). The teachers without going through inappropriate contexts or situations are never balanced with methods widely used by Indonesian language subject teachers without through contexts or conditions that are not appropriate. Furthermore, these contexts are never balanced with a pleasant approach for students and the application of learning models that adapt to situations and environmental conditions following the development of science in listening practice.

The teacher always gives listening lessons with a traditional approach, namely by reading a simple text or several vocabularies monotonously (Tarigan, 1986). There is very little interaction between students and teachers. Therefore, the improvement of story listening skills in Indonesian is not optimal. The teachers must do some things include applying appropriate methods and trying to increase knowledge eventhough most teachers use conventional learning.

The teacher explains the material using the lecture method, and students listen and then take notes on things considered necessary (Rahmanisa, Suwandi, & Subiyantoro, 2018). The primary source of this process is the teacher's explanation. Students only passively listen to material descriptions and accept knowledge or information from the teacher. The results in the information obtained being less attached and imprinted on students. This feeling continues to grow, it will undoubtedly have a destructive impact on students, and they quickly feel bored. For example, students' interest in learning mathematics will decrease, and the following effect on student achievement will decrease.

The meaning of words according to the context and given the opportunity to practice, interact, analyze, and conclude a text or discourse in voice recordings from classmates or from the voices of people who have not introduced him to overcome this. It is necessary to use a learning model that is more communicative and contextual and can understand the meaning of teachings (Suparsa, Mantra, & Widiastuti, 2017). According to Chae et al. (2015), the heuristic approach is those who seek and process messages (subject matter) are students. The teacher acts as a supervisor for student learning activities. Furthermore, Vives, Aparici & Costa (2018) define the heuristic approach as material or subject matter processed by students. Students who are actively looking for and processing materials or subject

matter. The teacher is a facilitator to provides encouragement, direction, and guidance.

Manzo (1990) conveys that the heuristic approach is a learning model approach used by teachers to provide listening practice by demonstrating sound recordings. The implementation is by playing a "tape recorder," which contains sound recordings. The teacher guides the students to find and discuss the problems faced in understanding the material's content being listened to. Students are directed to hear, identify, analyze, and conclude the material being listened to.

Kartono and Gulo (2003: 203) explain that the heuristic approach is a teaching method using tools to encourage students to search for themselves and find them on their own. These tools can be in the form of a radio or a tape recorder, or an audio medium. Heuristics is the art and science that deals with an invention. Heuristics related to problem-solving show one's thinking in carrying out the solving process until the problem is successfully solved. This is often referred to as a heuristic approach, a learning model used by teachers in providing listening exercises by demonstrating sound recordings.

The learning approach is the path teachers and students will take to achieve instructional goals for a particular unit (Lestari et al., 2018). The teacher carries out the learning approach to explain the subject matter from one part to another, oriented to students' experiences to learn new concepts, principles, or theories about a field of science. This approach is very appropriate for students because, besides being entertained, they can also learn from the context. Students automatically learn to analyze and conclude the contents of the recording communicatively. It is hoped that with this approach, students will be more actively involved in the learning process to understand better the material presented by the teacher. The teaching-learning process in the classroom should already involve student activities in learning (Biggs, 1999).

The students are required to be active in listening, paying attention, and digesting the lessons given by the teacher. In addition, it is also possible for students to actively ask the teacher things that are not clear. The teacher infrequently gives questions that require student activity to answer. Every student has different creativity. Creativity is the individual's ability to create something new that did not exist before (Hastomo, 2016). Students with high creativity will be able to learn well because they always have creative ideas that can increase their motivation to learn (Ruscio & Amabile, 1999). They will also always try to find something new in their lives. Teachers at schools are responsible for stimulating and improving students' creative thinking, attitudes, and behavior by seeking a climate or atmosphere in the classroom that inspires activity and creativity by using a heuristic approach.

METHOD

Research Background

This research was conducted at SMP Negeri 2 Trimurjo, located on Jalan Ramayana 11B, Liman Benawi Village, Trimurjo District, Central Lampung Regency, Lampung Province. This place was chosen because, based on the evaluation results of Class VIII students at SMP Negeri 2 Trimurjo for the 2018/2019 academic year, it was identified that most of the students were not able to learn to listen to stories in Indonesian skillfully.

Research subject

The subjects of this study were all Class VIII students of SMP Negeri 2 Trimurjo for the 2018/2019 academic year. With the number of students as many as 136 people. The research objects are (1) student learning activities, (2) student learning outcomes, and (3) student responses to the learning model of listening to stories using heuristics through questionnaires.

Research procedure

The working procedure in this research is based on the concept of Classroom Action Research (CAR). According to Mettetal (2002), CAR can be interpreted as a heuristic study of learning problems in the classroom through self-reflection to solve these problems by carrying out various planned actions in real situations and analyzing any treatment effects. Classroom action research examines learning activities in the form of an action, which is intentionally raised and occurs in a class together (Arikunto & Jabar, 2014). Classroom action research is how a group of teachers can organize the conditions of their learning practice and learn from their own experiences (Wiriaatmadja, 2005:66).

Kemmis, McTaggart, & Nixon (2014) state the CAR steps that consist of the four components include: (1) planning, (2) action/action, (3) observation, and (4) reflection. It is followed by a re-planning which is carried out in the form of a separate cycle after a cycle has been implemented, especially after reflection.

RESULTS AND DISCUSSION

Results

After doing research in cycle three, the research data can be presented in the form of data recapitulation, teacher skills, student activities, student listening skills, and student learning outcomes as follows:

Table 1. The Recapitulation Data of Cycle Two and Cycle Three

No	Data		Cycle II	Cycle III
1	Teacher Competence	Score	20	23
		Category	Good	Very Good
2	Students' Activity	Score	17,2	18,5
		Category	Good	Good
3	Listening Ability	Score	7,9	8,5
		Category	Good	Good
4	Students' Outcome	Score	73,4	76,9
		Category	72,5%	80%

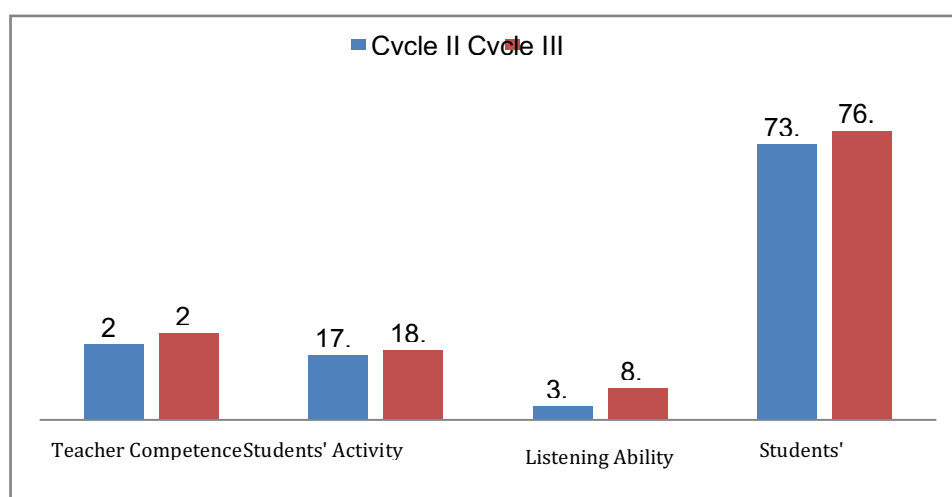


Figure 1. The Recapitulation Data of Cycle Two and Cycle Three

Based on the data in the table and chart recapitulation of cycles two and three above, the teacher's skills in cycle one obtained a score of 20 in a suitable category. In cycle three, a score of 23 is in an outstanding category. Student activity in the second cycle scored 17.2 in the good category and increased to 18.5 in the good category in the third cycle. Story listening skills in cycle two obtained a score of 7.9 with a good category. In cycle two, a score of 8.5 was obtained in a good category. Student learning outcomes in the second cycle of 72.5% classical completeness increased in the third cycle to 80%.

The student activities, listening skills, and learning outcomes in the initial data, cycle one, cycle two, and cycle three, are based on the recapitulation of teacher skills. It can be concluded that there was an increase in teaching skills, student activities, story listening skills, and learning outcomes. Teacher skills in cycle one average score reached 2.6 with good category, increased in cycle two to 2.9 with good category, increased in cycle three to 3.3 with very good category, Average student activity in cycle one is 15.3 in the good category, then increased in the second cycle to 17.2 in the good category, in the third cycle to 18.5 in the good category.

Moreover, listening skills and learning outcomes in the initial data,

cycle one, and cycle two showed an increase in each cycle based on the recapitulation of teacher skills and student activities. The average score for observing listening skills in cycle one is 6.8, with a good category. In the second cycle increased to 7.9 with the good category. Raised in the third cycle to 8.5 with a good category, the classical completeness of student learning outcomes in the initial data is 42.5%. Classical completeness increased to 62.5% in cycle one, then increased to 72.5% in cycles two, 80%, and three. Students who achieved completeness in cycle three were 32, and those who had not completed were eight students. So with cycle three, it has reached 80% completeness. So there is no need for the next cycle to be held.

DISCUSSION

This learning activity uses a heuristic approach with audio media. The detailed research presentation of each cycle is as follows: The results of observing the teacher's skills in learning to listen to stories through a heuristic approach with audio media from cycles one, two, and three have increased.

In the indicator of opening lessons, based on the data in the observation table of teacher skills and field notes, data obtained in cycle one, the score obtained is 2. In cycle two, the teacher's skills get a score of 3. While in cycles three and four, the score obtained is 4. Descriptors what appears in the first cycle is that the teacher has prepared the students psychologically and physically and performs apperception. In contrast, in the second cycle, the teacher has prepared the students psychologically and physically and explains the learning objectives. However, the descriptor providing motivation is yet to be seen. Meanwhile, in cycle three, all descriptors were visible. The indicator conveys questions to students. Based on data in the observation table of teacher skills and field notes in cycles one, two, and three, the score obtained is 2, and increasing in cycle four gets a score of 3. In cycle one, the teacher has not received a score of 4 because there are 2 Invisible descriptors; namely, the questions given are focused on one problem and given sufficient time to think. In the cycle, the three descriptors that were not visible were the questions focused on one issue, and the questions were given evenly. In contrast, the descriptors that were not visible were the teacher still not raising questions focused on one problem.

Indicators provide reinforcement based on data from the observation table of teacher skills and field notes obtained in cycles one, two, and three. The score obtained is 3. The descriptors that appear are reinforcement to specific individuals, group reinforcement, and the use of variations in reinforcement. At the same time, the descriptor has not occurred in the provision of immediate reinforcement. However, in general, the teacher has given good support to the teacher. So, a good teacher always provides

reinforcement both verbally and non-verbally. And psychologically, individuals need appreciation for all the efforts they have made.

The indicator explains the story material, based on the observations of teacher skills and field notes, the data obtained in cycles one and two the score obtained by the teacher is 3. The score got four continued in cycles three and four. In cycles one and two, the teacher has not been able to obtain the maximum score, namely 4. This is because the teacher still has not used feedback from students. But in general, the teacher explains the story material widely, using examples and applying pressure, and students understand what the teacher has presented. So, teachers must be able to integrate all abilities in providing logical and systematic explanations.

The indicator guides small groups and individuals through a heuristic approach with audio media, based on observations of teacher skills and field notes; data obtained in cycle one showed the score obtained by the teacher is 2. Continued in the second and third cycles, the score obtained by the teacher increases, namely 3. It increased again in cycle four with the acquisition of a score of four. In cycle one, the descriptor that has not been seen is holding a personal approach and focusing students' attention. Meanwhile, in cycles two and three, the descriptor that was not visible was to focus the students' attention.

The indicator for closing the lesson, based on observing the teacher's skills, obtained data in cycles one and two. The score obtained by the teacher was 2. Followed by cycle three with a score of 3. All descriptors had appeared. In cycles one and two, the teacher has not been able to get a maximum score of 4 because two descriptors are not visible, namely descriptors reflecting and giving feedback to students. But in general the teacher closed the lesson well.

CONCLUSIONS

Learning to listen to stories using a heuristic approach with audio media for class VIII students of SMP Negeri 2 Trimurjo can improve teaching skills. This statement is evidenced by the results of observations in cycle one, the number of scores of 18, which are classified into good categories. In implementing the second cycle of actions, the number of scores obtained is 20, which can be classified in the good category. The scores obtained are 23, organized in the very good category increasing in cycle three. The teacher's skills have reached the indicator of success that was made, which is at least good.

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