

## IMPROVING THE ABILITY OF LISTENING TO SHORT STORIES USING RECORDING MEDIA IN ELEMENTARY SCHOOL STUDENTS

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### Abstract

Ability listening is one skills still Lots get constraints. as We know together that talk and listen said as required activities speaker and listener. because that is, skill listening is one Skills important language learned . Ability good listening is also very influential to success study, success Study can walk with Good if student capable catch message or information about teaching material delivered by the teacher or from material watch . One way to create fun learning is that the teacher must have effective methods, strategies and learning media so that the learning process can run optimally. By using this recording media, the teacher can create pleasant learning conditions for students, one of which is by using recording media. So it is expected that the ability to listen to short stories increases.

**Keywords:** Ability Listening , Stories Short , Recording Media

### Introduction

Listen as a learning process listen with full attention . But in fact ability listening especially listening story short done in elementary school show that part big ability listening story short Still low. This proven of 20 students only 20% or 4 students are capable listening with well, incompetence student in listening caused by several factor that is student not enough interested with activity listen to what the teacher says direct so that student only more Lots hear than understand what is conveyed by the teacher in story the . Besides That students too not enough in understand vocabulary conveyed by the teacher so that student only more Lots play moment learning taking place , and activities learning walk so just and no varied . In the learning process There is three media types , namely audio, visual, and audio visual media. But on research This using audio media. This audio media is very helpful in do research , because of this audio media Can emit sound . as According to Sadiman (Drusminto , 2011) Audio media is related media with sense hearing . Message to be be delivered poured in symbols , auditive , both verbal and nonverbal . Audio media used in study This namely Recording Media . use of recording media This by listening a number of story Then student the write return results listen and tell content story ahead class in a manner individual .

### Meaning of Listening

According to Tarigan (Omih, 2017: 62) listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker

through speech or spoken language. Subana and Sunarti (Weni, 2013: 3) argue that listening is an activity of listening with full understanding and attention, interpretation and appreciation to obtain information orally. Listening skills are the initial skills for students. According to Kamidjan (Istihanah, 2013: 2) listening is a process of symbols of spoken language in earnest, understanding, appreciative which can be accompanied by an understanding of the meaning of communication conveyed non-verbally. Meanwhile Solchan (Istihanah, 2013: 3) by having good listening skills students can understand science, technology, art and culture learned from all subjects accepted at school so as to be able to develop knowledge, insight, and skills to actualize themselves in life at school and in society. Based on some of the definitions above, it can be concluded that listening is an activity of listening, understanding what is conveyed verbally or non-verbally so that the meaning of a story can be captured.

### **Purpose of Listening**

The purpose of listening according to Tarigan (Weni, 2013:3) is as follows:

- a. Listening to learn, namely listening with the aim of gaining knowledge from the speaker's utterances.
- b. Listening to enjoy, namely listening by enjoying a material that is spoken, heard, or performed (especially in the arts).
- c. Listening to evaluate, namely listening with the aim of being able to judge the object being listened to.
- d. Listening to appreciate, namely listening with the aim of being able to enjoy and appreciate the object being listened to.
- e. Listening to communicate ideas, ideas and own feelings to others smoothly and precisely.
- f. Listening to distinguish the right sounds.
- g. Listening to creative problem solving and analysis.
- h. Listening to convince himself of a problem or opinion that has been doubtful.

In contrast to the opinion above, according to Djago Tarigan (Sefi Mardianti, 2015: 18) states that the purpose of listening is as follows:

- a. To get facts by listening to radio, television delivering papers, conversations and so on.
- b. To analyze facts that take place consistently during the listening process. What is the relationship between the elements of fact, cause and effect contained therein. Listening materials must be related to the knowledge and experience of listeners.
- c. To evaluate the facts conveyed by the speaker. Some talks need to be included in this activity; are the facts presented true, are the facts presented relevant, and are the facts presented accurate?
- d. To get inspiration from other people's speakers. In this case the listener wants to get encouragement, a useful spirit.
- e. To entertain themselves for people who are tired, tired and bored. They need physical and mental refreshment, for example listening to jokes, bayolan and so on.
- f. To improve speaking skills, in this case the listener pays attention to how to organize material, how to present material, how to use tools and how to simulate and end the conversation.

Based on the opinion above, the purpose of listening is basically not only to obtain information but has many goals, depending on each one's interpretation of the material he is listening to. In this study it only focuses on the objectives of improving short story listening skills, namely: listening to learn in acquiring

knowledge, understanding the contents of the story, and evaluating, inspiring and evaluating students through listening material that is heard through recorded media.

### **Listening Factors**

Some experts or experts put forward several types of factors that influence listening. According to Hunt (Tarigan, 2015: 104) there are five factors that influence listening, namely attitude, motivation, personality, life situation, role in society. Whereas Webb (Tarigan, 2015: 104) suggests five factors, namely experience, nature, attitude or stance, motivation, driving force, prayona, and gender differences. As for listening factors According to Tarigan (Weni, 2013:4), the factors that affect listening are as follows:

a. Physical factor

Excellent physical condition is the main capital for an individual to listen. The better a person's condition, the better his attention to listening material, and conversely, the worse a person's condition, the worse his attention to listening material will be.

b. Psychological factors

Positive psychological factors will have a good effect, whereas negative psychological factors will have a bad influence on listening activities. Psychological factors can be seen from the existence of psychological problems experienced by a person. These problems include prejudice and lack of sympathy for the listening material for various reasons, boredom with the subject matter, and attitudes that are inappropriate for the listening material.

c. experience factor

Having experience related to listening material will make it easier for someone to add new knowledge from the listening material, conversely the absence of experience related to listening material will make it difficult for someone to add new knowledge, for example someone who is listening to news about education will not understand well if someone do not understand the definition of education.

d. attitude factor

A listener will tend to listen to the points of discussion that he agrees with rather than the topics that he does not agree with, a listener tends to eliminate things that can make him unbalanced in understanding something or will actually make the person question the position he is currently in.

e. motivational factor

Someone who is motivated to listen to a reading material will get a useful message, and conversely someone who is not motivated (daydreaming, sleepy or sleeping) gets very little useful message.

f. Gender factor

Men and women have different concerns and different ways of concentrating on reading material. One of them is that men tend to be objective when listening, while women tend to be subjective.

g. Environmental factor

Environmental factors consist of the physical environment and social environment, an adequate physical environment (room and facilities) will make a person focus on the reading material, and conversely a bad physical environment (room and facilities) will make it difficult for someone to focus attention, while a poor social environment good (a place where someone feels valued) will make it easier for someone to be more ready to listen if someone has the opportunity to speak, and

conversely a bad social environment (a place where someone is less appreciated) will make someone not ready to listen.

h. Role factor in society

Someone who has a certain role (for example, an elementary school student) will make him/her interested in listening to something appropriate to that role (for example, cartoons), whereas someone who has a certain role will not be interested in listening to something that is not related to his/her role in society.

So, some of the opinions of the experts above who put forward several factors that influence listening can be concluded that listening can be caused by several factors, especially on attitude factors, one's attitude can influence factors in listening, because if someone doesn't listen well then things will appear can make him unbalanced or not paying attention to what is being done.

### **Listening Features**

According to Djago Tarigan (Andi Syahriël, 2013:10) ideal listening is as follows:

- 1) Concentrate
- 2) The listener must be motivated
- 3) The listener must listen thoroughly
- 4) The listener must respect the speaker
- 5) The listener must be serious
- 6) Listeners are not easily distracted
- 7) Listeners must quickly adapt
- 8) The listener must be in contact with the speaker.

### **Listening Stages**

From the observations made there were listening activities in elementary school students, according to Ruth G. Strikland (Tarigan, 2015: 31) concluded that there are nine stages of listening, starting from the irregular to the very serious. The nine stages are as follows:

- 1) Periodic listening, which occurs when the child feels direct involvement in talking about himself.
- 2) Listening with shallow attention, because they often get distracted by the distraction of attention to things outside the conversation.
- 3) Half listening because they are distracted by the activity waiting for the opportunity to express what is in the heart and say what is hidden in the child's heart.
- 4) Listening absorption, because the child enjoys absorbing or absorbing things that are less important, this is a true passive network.
- 5) Listen occasionally, save briefly what is listened to, carefully alternate attention with other preoccupations, only paying attention to the words of the speaker that interest him.
- 6) Associative listening, only remembering personal experiences constantly which results in the listener really not reacting to the message conveyed by the speaker.
- 7) Listening with regular reactions to the speaker by making comments or asking questions.
- 8) Listening carefully, seriously following the speaker's train of thought.
- 9) Listen actively to get and find the thoughts, opinions, and ideas of the speaker.

As for listening activities, there are stages in the listening process according to Henry Guntur Tarigan (Sefi Mardianti, 2015: 13) as follows:

- 1) The listening stage
- 2) Understanding stage
- 3) Interpretation stage
- 4) The stage of evaluating the content of the listening
- 5) The stage of responding to the listening material.

So some of the opinions above concluded that the stage in listening is if a child is able to listen and understand what is conveyed then he can be listened to properly and is able to respond to the listening material.

### **Aspects of Listening Skills**

The aspects that are considered in listening skills are: Listener, Speaker, Listening Material.

1. Good listeners are listeners who have extensive and extensive knowledge and experience. If the listener has extensive and extensive knowledge and experience, he or she can carry out listening activities well. In addition, a good listener is a listener who can carry out intensive listening activities. Listeners like that will get the speaker's message precisely. It will be more perfect if he is supported by his knowledge and experience. According to Suyono and Kamijan (Ariermawan, 2012) Good listeners are listeners who have the following three attitudes:
  - a. Be objective towards the listening material. Listeners should not be easily influenced by things outside of listening activities, such as speakers, space, atmosphere, facilities and infrastructure.
  - b. Being cooperative, the listener must be prepared to cooperate with the speaker for successful communication.
  - c. Reading materials must be communicative, in the form of clear concepts, ideas and information.
2. The speaker, the speaker who is meant by the speaker is the person who conveys the message in the form of information needed by the listener. In oral communication, the speaker is the source of the message, while the other person is the person receiving the message (listener).
3. Listening material, listening material is the most important element in oral communication, especially in listening. What is meant by listening material is the message conveyed by the speaker to the listeners. The reading material can be in the form of concepts, ideas, or information. If the speaker cannot convey the listening material properly, the message cannot be absorbed by the listener which results in a failure in communication.

In general, the aspects assessed in Listening learning are as follows:

- a. Linguistic aspect
  1. Understanding of content
  2. Logical interpretation
  3. Accuracy of content capture
  4. Concentration resistance
  5. Accuracy capture and ability to understand
- b. Non linguistic aspects
  1. Implementation and attitude
  2. Respect

3. Appreciate
4. Concentration or serious listening
5. Critical

### **Variety of Listening**

Based on the way of listening, there are two kinds of listening. First, extensive listening. Listeners only understand in outline. Second, intensive listening. These listeners do it with full attention, diligence and thoroughness so that they understand deeply and have extensive mastery of the listening material. According to (Tarigan, 2015: 37-53) included in intensive listening are as follows:

#### **a) Critical Listening**

Critical listening is a kind of listening activity in the form of searching for errors or mistakes, even good and true points from the speech of a speaker with strong reasons that can be accepted by common sense.

#### **b) Concentrative Listening**

Concentrative listening is often also called a study type listening or listening to a type of study. The activities included in this concentrative listening are following the instructions contained in the conversation, looking for and feeling relationships such as class.

#### **c) Creative Listening**

Creative listening is a kind of listening activity that can lead to the enjoyment of the listener's imaginative reconstruction of sounds, sights, movements and kinesthetic feelings suggested or stimulated by something he is listening to.

#### **d) Exploratory Listening**

Exploratory listening is a kind of intensive listening activity with the intent and purpose of investigating something more focused and narrower.

#### **e) Interrogative Listening**

Interrogative listening is a kind of intensive listening activity that requires more concentration and selection, focusing attention and choosing points from the speaker's speech because the listener will ask many questions.

#### **f) Selective Listening**

However effective passive listening, which we discussed earlier, is usually not considered a satisfying activity. The specific characteristics of activity or activism do not allow us to be content with using such passive techniques or methods, even though we have ideal conditions to do so.

Based on the opinion above, the researcher places more emphasis on intensive listening, because a listener does it more with full attention, diligence and thoroughness so that he really understands in depth and masters broadly the listening material. Therefore, intensive listening is used in this research.

### **Definition of Short Story**

Short stories can be interpreted as stories in the form of short prose. Short size here is relative. According to Edgar Allan Poe (Suyanto, 2012:46) short size here is finished reading in one sitting, which is approximately less than an hour. Meanwhile, according to Jakob Sumarjdo and saini KM (Suyanto, 2012:46) assessing this short size is based more on the limitations of the development of its elements. Short stories must have a single effect and not be complex. Sukirno (Sefi Mardianti, 2015: 30) suggests

that a short story is a story whose contents tell the events of the perpetrators of the story briefly and concisely but contain a deep impression. Based on the description above, it can be concluded that a short story is a story whose contents tell a short story of the characters which are brief, solid but contain an impression.

### **Short Story Elements**

Short stories usually have several building elements in the story, a short story (short story) has elements that are interconnected between one element and another. Sukirno (Sefi Mardianti, 2015: 33) reveals that the elements of the short story builder are as follows: (a) Actors of the plot, (b) Background, (c) Point of View, (d) Theme, (e) Mandate, (f) Transition words. In accordance with the opinion above, Point WS, et al (Sefi Mardianti, 2015: 33) explains that a short story has elements that bind each other and form togetherness in its presentation. These elements are as follows.

a. Theme

The theme is a story or problem that is shown or disclosed. This problem is the basis or core that will color the entire story from beginning to end. The theme is usually different from the idea or topic of the story. Themes are broader than ideas and topics and from this theme various ideas and topics can also be born.

b. Characters and Characterizations

Characters are actors or actors in a story called characters. Actors or main characters are called protagonists who play a very important role and become the center of attention in the story. Characters in a story can appear as humans, objects, animals, or nature and its environment. The number of characters in a story is usually adjusted to the story shown, namely according to the needs of a story.

c. Groove or plot

The plot or plot is the storyline from beginning to end. The plot is not just a storyline where this plot or plot can guide and invite the reader to follow a story. So the plot or plot is actually a series of stories.

d. Background or setting

Background or often referred to as the setting in a story is the space and time as well as the atmosphere of the environment where the story moves together with the plot characters or the theme. So the setting is the background of a story where and when and under what circumstances the story takes place. Usually a good setting is one that can bring the story to life as a whole.

e. Style language

Style or style is the author's way or technique of telling a story. This relates to language, and is closely related to the author's personality. Authors who have a high sense of humor, their writing style will seem humorous, funny, make readers laugh, be happy or amazed and can understand the contents of the story easily. But if an author presents a story in a boring or patronizing style, readers don't like stories with that style because they feel they are considered stupid so that readers don't understand the contents of the story.

Based on the opinion above, to understand the contents of a short story, students must know some of the elements in the short story. In this study, the elements studied in class IV SD include characters and characterizations, themes, plot, and messages conveyed. From these elements students will find it

easier to know the contents of the story that is heard through recorded media so that students can retell the contents of the story properly.

### **Definition of Learning Media**

The word media comes from the Latin *medius* which literally means middle, intermediary or introduction. Gerlach and Ely (Arsyad, 2008: 3) say that if the media is understood broadly, it is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. Learning media as a tool in the teaching and learning process is very important to use because the media can represent the teacher to convey teaching messages to students if in learning activities students experience unclear material conveyed by a teacher can be assisted by presenting the media as an intermediary tool.

### **Various kinds of learning media**

Learning media according to Syaiful Bahri Djamarah (Wedan, 2016) is divided into three types, namely:

a. Judging from the type

- 1) Auditive media, is media that only relies on voice capabilities, such as radio, cassette recorder, gramophone records.
- 2) Visual media, is media that only relies on the sense of sight.
- 3) Audiovisual media, is media that has sound elements and picture elements.

b. Judging from the coverage power

- 1) Media with a broad and simultaneous coverage style, the use of this media is not limited by place and space and can reach a large number of students at the same time. Examples of radio and television.
- 2) Media with limited coverage by space and place for this media to use it requires a special space and place such as films, sound slides, film sets, which must use closed and dark areas.
- 3) Media for individual teaching, this media is used only for one person. Included in this media are programmed modules and teaching via computer.

c. Judging from the material of manufacture

- 1) Simple media. The basic ingredients of this media are easy to obtain and the price is cheap, the way to make it is easy, and the use is not difficult.
- 2) Complex media. This media is media whose materials and tools for making and using it require adequate skills.

Based on the explanation above, the type of recorded learning media used to improve the ability to listen to short stories in class IV SDN 13 Kabila is a type of auditive media. This media makes it very easy when the learning process takes place, because this media makes sound so that students who listen to a story from the recording can listen to it properly.

### **Definition of Recording Media**

Recording comes from the basic word *record* which means in the Big Indonesian Dictionary (1990: 737) is the sound grooves (sounds) on gramophone records, and so on. Recording means something that is recorded can be in the form of sound, images or prints and so on this recording media can be in the form of music sounds, human voices, animal sounds or others that can be used as learning media. The



recorder has 3 pieces of nipple (head), namely; 1) recorder nipple for recording sound, 2) sound nipple for producing sound, and 3) eraser nipple for removing sound.

### **Advantages of Recording Media**

As learning media in general, learning media has weaknesses and strengths in general. According to Arif S. Sadiman, et al (Rain, 2014), some of the advantages are as follows:

- a. Recording media and equipment have become very commonplace in households, schools, cars, even pockets (walkam, mp3) because prices tend to be affordable by all strata of society, their availability is reliable.
- b. Recordings can be duplicated for individual use so that messages and learning content can be in several places at the same time.
- c. Recording learning events or content for later use, or recording student work yourself can be done with audio media.
- d. Recordings provide opportunities for students to listen to themselves as a diagnostic tool to help improve speaking, reading, recitation or speech skills.
- e. The operation of the recording media is relatively easy.

### **Lack of Recording Media**

The deficiencies or weaknesses of the recording media according to Arif S. Sadiman, et al (Rain, 2014) are as follows:

- a. In a recording, it is difficult to determine the location of a message or information that is in the middle of the tape, so it will take a long time to find it, especially if the radio tape does not have guiding numbers for the rotation of the tape.
- b. The varying recording speeds and track settings made it difficult to play back a recording recorded on a different recorder.

### **Recording media type**

Recording media equipment has developed in such a way from time to time. The stages of media development have at least gone through four phases, namely gramophone, tape recording, multitrack recording, and digital recording.

#### **a. Gramophone**

The gramophone is the only recording and playback device that is commonly used, but times are changing and more sophisticated equipment is starting to appear so that this tool is not suitable for use.

#### **b. Tape recordings**

Tape recording here replaces phonograph and optical recording because it is easier and the cost is more affordable. Tape became popular in the 1950s. The development of tape recording brought about rapid changes in making music, the editing process was made easy with tape recording, the patching and editing process was easier, various errors could be corrected easily.

c. Multitrack recording

In the 1940s, experiments started using multitrack recording which continued to grow to become more complicated until the 1960s. With multitrack recording, the technique of recording by separating the artist's group can also produce stereo sound effects.

### **The Use of Recorded Media in Listening to Short Stories in Elementary School**

The use of recorded media in teaching is limited only by the imagination of teachers and students. Recording media can be used in all phases of teaching starting from the introduction or opening when introducing the topic of discussion to evaluating student learning outcomes. The use of recorded media strongly supports the mastery learning system. Students who are slow learners can play back and repeat parts that they have not mastered. On the other hand, students who can learn quickly can progress according to the level of learning speed. Students can also practice re-acquaintance and practice pronouncing unfamiliar words.

The learning steps using recorded media are as follows: The teacher prepares himself, one way to prepare is to re-examine the material to be taught. Then the teacher greets before learning takes place, asks how students are doing, and before learning begins the teacher invites students to pray according to the beliefs of each student. After finishing praying the teacher takes absences, then after taking absences the teacher invites students to sing the National Anthem so that they can raise the enthusiasm of students to participate during the teaching and learning process. After singing the national anthem the teacher does an apperception regarding the theme to be taught to find out the students' memory regarding learning after that the teacher conveys the theme to be taught.

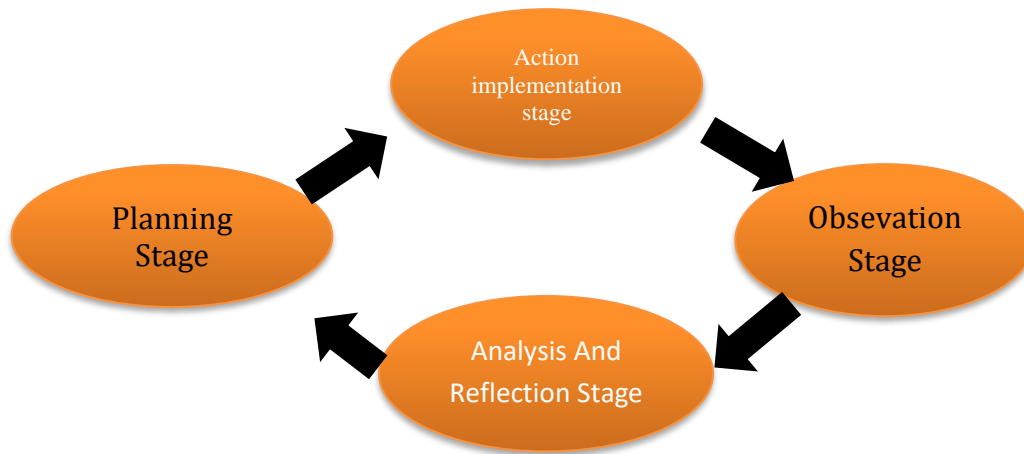
Before entering the material the teacher will listen to a recording of the story. Then the teacher asks the students if they want to hear a story? Then the teacher asked again, is it here where the parents listen to stories at bedtime? Now, my brothers and sisters, please listen to the story. Are there any among the younger siblings who find it difficult to write down the results of the listening earlier? About what? Try writing the story. After the younger siblings wrote down the results of the reading earlier, the mother would appoint one of the students to tell the results of the reading that had been written in their respective books, then they were read out in class. After that, the mother will distribute these Lkpd sheets containing questions that the younger siblings must complete, for students who listen well, they will definitely answer well, and for students who are just playing around, don't really listen well, they definitely won't. can answer. Then the teacher distributes worksheets, after a few minutes the students have answered the question or test that the mother gave the questions individually, now we will discuss the questions that the younger siblings worked on earlier. Students who have answered well will give good grades according to the results of their work.

Before the lesson ends the teacher appoints one of the students to come forward concluding the lesson that has been learned today. After that, the mother will assess the results of the work and before today's lesson ends, one of the students leads a prayer home, a prayer according to the beliefs of each student.

### **Method Study**

Study This use study action class (PTK). Study This aim For increase ability Study student as well as results Study related students with the learning process class , in particular in increase ability listening story short through recording media at SDN 13 Kabila. For expedite the process of implementation and

data collection in study this , researcher involving tutors fourth grade at school base the as a partner teacher in activity learning . Where is this class IV teacher can help all something to be be equipped in activity learning later . As for the procedure in study This that is , can seen in the picture following this .



### Research Results

Study This started with observation beginning to subject study as the initial data to be base he chose formula problem in study this. Activity This held For know condition beginning about ability listening next student will made base implementation action on each cycle . Observation results beginning show that only 4 students (20%) have ability in listening story short assigned by the teacher, while 16 students or (80%) students who have not capable listening with ok . Data obtained on activities observation show that lack of ability listening story short student class IV at SDN 13 Kabila. To increase ability listening story via recording media can presenting other colors in the process of activity learning . For know ability student in listening story short , done study with using recording media in listening story short . The aspects assessed that is concentration listen , write results listening, and telling content listened to story . learning listening in matter This listening story short using recording media . In study This carried out 2 cycles , each cycle 2 meetings . Based on results reflection such , then researcher must continue on the cycle next that is cycle II with emphasizing the aspects that have not been appear on students . While on monitoring teacher activities in the learning process appear of the 24 aspects observed , the aspect that achieves criteria good (B) as many as 18 aspects or 75% meanwhile criteria enough (C) as much as 6 aspects or 25%. and for reach completeness target indicators performance so researchers and observers take conclusion For get on with the action next or cycle II.

Based on results observation in action cycle II about ability listening story short class IV through recording media at SDN 13 Kabila already reach indicators that have determined by the researcher . Based on results research in cycle II, ability listening story short increase from cycle before , ability listening story short increase of 9 students or 45% increase to 18 students or 90%. So activity this second cycle rated has it works and it doesn't need do cycle next .

### Discussion

Study listening story short via recording media done on students class IV SDN 13 Kabila, Bone Bolango Regency . Study This aim For increase ability listening story short student class IV SDN 13 Kabila, Bone

Bolango Regency . Based on results research that has shown , got explained that recording media is one of the learning media that can support the activity process learning and improving ability listening story in elementary school ( SD). Recording media is very helpful student in the learning process listening story short , easy student in remember material already learn , and create student more active in learning .

Based on yield data observation Initial study was carried out on 20 students class IV SDN 13 Kabila who attended , it is known there are 4 people (20%) who are able listening story short , p This push researcher For do study action divided class in two cycles with Cycles I and II respectively consist from 2 meetings . Study This emphasize ability \_ listening story short via recording media .

Obtained data from implementation action cycle I and cycle II on the increase ability listen story short through recording media on activities student from the 3 aspects observed namely , 1) concentration in listening , 2) writing results listening , 3) telling content story . Following description results observations in cycle I: (1) Concentration listen , on the aspect concentration listen students who get qualification capable of 8 people (40%), total student with qualification not enough able 11 people (55%) and who got qualification No capable of 1 person (5%). (2) write down results attention , students who get qualification capable of 4 people (20%), total student with qualification not enough able 13 people (65%) and who got qualification No capable of 3 people (15%). (3) tell content story , on the aspect This students who get qualification capable of 3 people (15%), total student with qualification not enough able 12 people (60%) and who got qualification No capable of 5 people (25%). Based on results Observations on the first cycle of ability listening story short through recorded media, students who obtain values above 75 increase from 4 people (20%) to 9 people (45%).

Based on results monitoring teacher activities in the learning process of the 24 aspects that reach criteria good (B) as many as 18 aspects or 75% meanwhile criteria sufficient (C) as many as 6 aspects or 25%. For That in accordance with results reflection so action in study can continued in cycle II p This done For achieve the appropriate target with indicator performance that has set in research this and as refinement from cycle I From the results repair steps learning such , then has happen changes in cycle II, the following data results observation in action class cycle II: results ability listening story short through the recording media in cycle II , namely , (1) concentration listen , on the aspect This students who can afford 14 people (70%), total student with qualification not enough can afford 6 people (30%) and who gets qualification No capable of 0 people (0%). (2) write down results attention , students who get qualification capable of 11 people (55%), total student with qualification not enough able 9 people (45%) and who got qualification No capable of 0 people (0%). (3) tell content story , on the aspect This students who get qualification capable of 10 people (50%), total student with qualification not enough can afford 10 people (50%) and who gets qualification No capable of 0 people (0%). Based on data in cycle II, then can concluded that ability student listening story short through the recording media in cycle II has experience enhancement according to required performance indicators achieved in research , and students who have ability listening story short through the recording media obtained value above 75 has reached 18 people (90%).

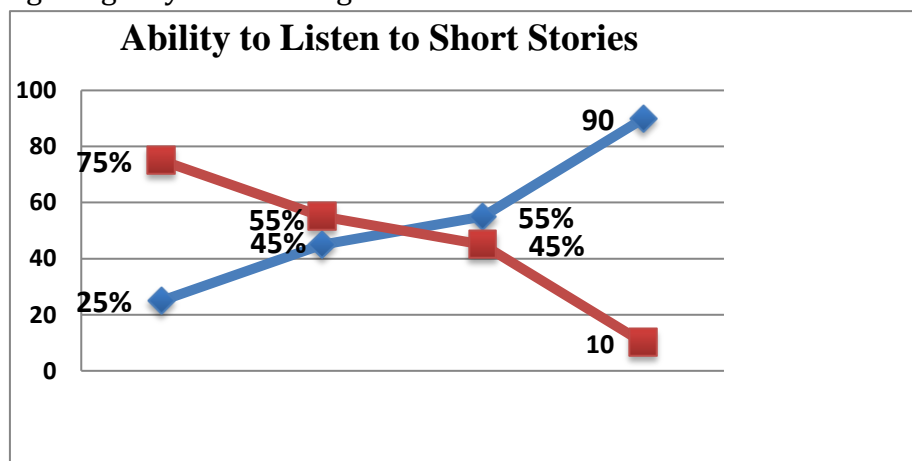
Based on results monitoring teacher activities in the learning process of the 24 aspects observed appear achieving aspect very good criteria (SB) as much as 7 specs or 29% meanwhile criteria good (B) as many as 16 aspects or 67% and criteria enough (C) as much as 1 aspect or 4%.

As for the explanation enhancement ability listening every student as following :

- a. AGRY . In the learning process in cycle I, in aspect concentration listen Still less , p This caused lack of attention to stories that are listened to and only just listening But not understood . In write results gathering student this too less able , because student This not enough concentrate to what do you see . Then in aspect tell content story student this too less capable tell content story ahead class Because lack of attention in listening . After compared to from cycle 1 and cycle II, in cycle II students This Already experience improvement , already capable in listening .
- b. AK . In the first cycle of students the capable concentrate in listen gathering story and also able in write results note , however not enough capable tell content the story you read . However after compared to from cycle I to cycle II, students This Already experience enhancement although in aspect tell content story ahead class use Language everyday .
- c. MFRA . In the learning process in cycle I, students the not enough capable write results gathering However He brave in tell content the story you read although with Language everyday . In cycle II already happen improvement , students Already capable write results gathering with clear .
- d. MFH . In a number of aspects , only 1 aspect is lacking capable ie aspect tell content story while the others able . After given different story in every cycle so student the Already brave in tell content story although use Language everyday .
- e. MFK . On learning cycle I, there are 2 aspects that are not capable that is write results listening and telling content the story that is listened to , meanwhile other aspects not enough able . However happen increase in cycle II, students Already capable concentration listening However Still not enough capable in write results listening and telling content story although use Language everyday .
- f. MRAI . Aspect concentration listen , write results listen , tell content story Still less . But in cycle II experienced enhancement in write results note , however student this is so brave in tell content story although Still something is missing .
- g. MRL . In 3 aspects student This No capable tell content story ahead class only often laughing in front and nervous moment story , however student This experience increase in cycle II, students This Already A little experience enhancement in tell content the story you read although Still less .
- h. MR R. In cycle I, students This not enough capable write results gathering but brave in tell content story ahead class , after done the action in cycle II is also still same .
- i. ka . In listening story student This No can be quiet, always bother her friend so that student This not enough capable in concentrate , write results listening and telling content story ahead class , however experience increase in cycle II ia Already capable concentrate and tell content story use Language daily although not enough in write results watch .
- j. li . On learning cycle I, students This not enough capable in concentrate in listen listening to recorded media so that student This No capable in write results listening and telling content story . In cycle II occurs enhancement in write results listening and telling content story although Still something is missing .
- k. LA . In listening story student This No focus so that No capable in write results that are seen and told content story . However in cycle II, students This Already capable in listen gathering but Still not enough in write results listening and telling content story still not enough clear .
- l. NPH . In cycle I, only 1 aspect was capable , the rest Still not enough including in tell content story student This still-shy For proceed to front . However experience increase in cycle II ie Already capable in third aspect the .

- m. NMT. Student This often play when learning going on then in cycle I in aspect concentration child This not enough capable so is deep write results gathering so that nope capable tell content story ahead class , after continued in cycle II apparently experience improvement , students This Already capable in concentrate and write results gathering although in tell content story Still not enough clear .
- n. NAA . On learning cycle I, students This not enough capable in 3 aspects the that is lack understanding student in listening story , write results listening and telling content stories that have been read although with use Language everyday , so that in cycle II still The same with cycle I before , because No There is changes that occur in students the .
- o. PWH . In the learning process student it's very quiet capable in concentrate , however moment write results listening and telling content story Still less . Moment Cycle II was carried out result Still same.
- p. hospital During the learning process teach student This not enough capable concentrate and write results see , however He capable tell content story although use Language every day , as well as in cycle II.
- q. high school Student This really pays attention to the teacher in the learning process , he capable concentrate and write results note , however not enough in tell content story although use Language every day , as well as in cycle II.
- r. SRT . Student This sometimes often playing inside class always invite Friend his seat tell stories , then to three aspect less . But experience increase in cycle II, ia Already capable write results gathering Then tell content story although Still not enough in concentrate .
- s. SKH . Student is very shy , in cycle I he capable concentrate listening story recording and capable write results gathering but not enough capable in tell content story . However experience increase in cycle II, aia Already capable tell content story although with use Language everyday .
- t. ZB . In the learning process in the first cycle of students This not enough concentrate , write results listening , and telling content story . Because students This No focus moment learning going on . However experience increase in cycle II, students This Already capable write results gathering Then tell content story , though concentration listen to it Still less .

Following is chart ability listening story short through the recording media on students class IV SDN 13 Kabila, Bone Bolango Regency as following :



**Graphic image Ability Listen Story Short Through Recording Media in cycle I meeting I, cycle I meeting II, cycle II meeting I, cycle II meeting II.**

View data from results observation cycle I and cycle II, can concluded that with using recording media can happen enhancement ability student in listening story short . this seen in cycle I, that amount student has own ability listening story short only reach 45%. After held reflection and improvement learning in cycle II, total students who have ability listening story short happen enhancement to 90%. With understanding cycle I to cycle II reached a 45% increase This can is known in the learning process How method explain material , about identify story short Where in A story there is characters and character traits in story , and most importantly How student tell return story ahead class . With notice student tell story ahead very easy class evaluate ability student in listen , and students are very enthusiastic in tell up front class . So deep use of recording media this is very interesting attention student in listening story short . Especially student Not yet Once listening story via recording media before , p This be one mark positive For researchers and teacher partners .

### Conclusion

Based on results study class conducted as many as 2 cycles , and each cycle 2 meetings can concluded that by using Recording media ability listening story short elementary school students increased . This shows that p exists cycle I meeting I there were 5 students or 25%, in cycle I meeting II there were 9 students or 45% increase , because in cycle I not yet reach indicator performance that has set so continued in cycle II meeting I increased to 11 students or 55% who are able , then continued in cycle II meeting II increased to 18 students or 90% capable . In cycle II this second meeting Already show that happen a significant increase of 45%, namely in the first cycle 45% increased to 90% in the second cycle . Implementation action class done up to II cycle with perfect things that are lacking in cycle I, then ability listening story short experience enhancement in accordance with indicator performance via recording media ability listening story short on students class IV SDN 13 increased .

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