

## DEVELOPING OF LISTENING SKILLS THROUGH DIGITAL LEARNING MEDIAS FOR ILFS STUDENTS

Mindo Uly Sinaga✉, Lee Yen, Kangga Ega Williyansen, Jamaluddin Nasution

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Prima Indonesia

Email: [mindoulys@gmail.com](mailto:mindoulys@gmail.com)

### ABSTRACT

*This study aims to determine the increase in listening skills through digital media for foreign speakers. The researcher formulates several problems, namely what digitalization media are used in improving listening skills for foreign speakers and what forms of improving listening skills through digitalization media for foreign speakers. The objectives of this study include describing digitalization media in improving listening skills for foreign speakers and describing forms of improving listening skills through digitalization media for foreign speakers. This research uses a descriptive qualitative method where this qualitative method is used with a direct learning model and describes the actual situation. Data collection techniques include listening (listen to speak), writing and literature. This study uses data analysis in the form of exploration. The data collection technique is in the form of students listening to audiovisuals, students are asked to focus on watching videos, students are asked to listen. In an effort to improve listening skills the researcher uses some of the lyrics of the national anthem. The aim is not only to teach BIPA (Indonesian Language for Foreign Speakers) students through a medium. However, the researcher also wants to introduce Indonesian national anthems to BIPA students. Song lyrics are used as teaching materials using listening and listening skills with the aim of provoking the comprehension of BIPA students in knowing a language. Based on the presentation of the data above, the authors conclude that by increasing efficient listening skills for BIPA students, improvements can be obtained through digitalization media such as audio, visual, audiovisual media and song lyrics. These media can be used to learn grammar, learn vocabulary, teach language skills, provide examples of models in learning materials, and provide real learning experiences.*

**Keywords:** *Listening Skills, Digitalization Media, Indonesian Language for Foreign Speakers (ILFS)*

### INTRODUCTION

In Indonesia, Indonesian language learning has been implemented for foreign speakers. This is intended to awaken the existence of Indonesian to be better known throughout the world. Indonesian for Foreign Speakers or often called BIPA in Indonesian Language (later it is named BIPA) is a student who studies Indonesian. BIPA students usually come from abroad who aim to be fluent in Indonesian, a form of love for the Indonesian nation, tourists who like to vacation in Indonesia and even requirements in the work environment.

Indonesian is currently widely studied in various countries in the world. Indonesia's role in the international world is increasingly productive, especially with the success of Indonesia's presidency at the G20 Bali in 2022. This is also explained in Nasution's research (2020) which states "The strategic position of Indonesia and natural resources as well as human resources makes Indonesia's role more strengthening internationally. The eagerness of some countries relating to Indonesia itself makes them learn Indonesian language." Strategic location and abundant natural resources are the main attraction for foreign nationals to want to learn Indonesian (Nasution, 2020).

And the development of Indonesian for foreign speakers (BIPA) is currently progressing on the international stage. BIPA is not only in demand in the ASEAN region, but also in Asia and Australia. One of the reasons for this is evidenced by the information about the increasing interest of Indonesian language students from various print and online media. Apart from the ASEAN, Asia and Australia regions, BIPA is also used as a subject at several universities in Europe (Nasution, 2019).

From this the researcher formulated several problems, namely; what are the digital media used in improving listening skills for foreign speakers and what forms of improving listening skills through digital media for foreign speakers. The objectives in this study include; Describe digitization media in improving listening skills for foreign speakers and describe forms of increasing listening skills through digital media for foreign speakers.

## **LITERATURE REVIEW**

Language is an arbitrary sound symbol system. Language has functions and benefits for its users. The function of language is as a communication tool that plays an important role in people's lives. In general, the notion of language is related to the culture and mindset of society. So that language can be connected with everyone's mindset through their own speech. In addition to functions, language also has important benefits in life. And one of the benefits itself is as an introduction to the world of education.

Andayani (2014) explains several objectives of teaching Indonesian: (1) broaden student experience through mass media and enjoy it, (2) help students to be able to communicate in Indonesian effectively according to their respective potentials, (3) introduce students to works valuable literature, so that they are interested and encouraged to read it, (4) assist and guide students to acquire skills in listening, speaking, reading and writing, (5) stimulate students' attention to the national language and foster good appreciation and a sense of responsibility thereby accelerating their skills in speaking Indonesian, (6) helping students regarding the rules of good Indonesian, and having a willingness to use it in language, both spoken and spoken, (7) guiding students to have the courage to express opinions, and have confidence in themselves, so it can run communicate properly and correctly in various situations and (8) be skilled at using good and correct Indonesian according to situations and conditions as well as the ability to appreciate good literature (Andayani, 2014).

Learning Indonesian can be paired with four (4) skills in language namely, Speaking, Listening (Listening), Reading and Writing (Setiawan & Sudigdo, 2019). These skills will encourage foreign speakers to quickly understand the structure of the Indonesian language being taught. Improvement of these language skills can also be through digital media. Digital media is a multi-media process. Digital media contains many media to assist learning, ranging from media images, audio-visual media, videos and song lyrics.

Listening skills are a teaching material through the Listening method or listening to a material provided. Listening means we can understand without having to make a sound. Listening is focused on understanding and listening to something. 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 the information conveyed by the speaker through speech or spoken language (Tarigan, 2008).

Sunday Taiwo (2009:62) explains that media is used to equip teachers by increasing their effectiveness in class and media is used to replace teachers through learning media systems (Taiwo, 2009). Media is a component of learning resources or physical vehicles that contain instructional materials in the learning environment that can stimulate them to learn (Sudana, Utama, & Paramarta, 2017). Media can be grouped based on size and complexity of tools and equipment into five groups,

namely media without two-dimensional projection, media without three-dimensional projection, audio media, projection media, television, video and computers. The selection of the type of learning media in the classroom, of course, must adjust to the objectives, material and abilities and characteristics of the learner, so that it can support the efficiency and effectiveness of the process and learning outcomes (Daryanto, 2013).

Through digital media, research will be carried out on improving listening skills for foreign speakers. The results of the research are in the form of digital media, namely through; (1) Audio Media, among others: Gramophone, Cassette, Compact Disc, Radio; (2) Visual Media, including: Over Head Projector, Powerpoint; (3) Audiovisual media, among others: film, video, television; (4) Song lyrics include: the song Indonesia Raya, Silent Cipta, Halo-Halo Bandung, etc. Development of BIPA learning through the use of song lyrics as teaching materials and materials is needed to expand vocabulary and improve foreign students' language skills in mastering good and correct Indonesian in accordance with applicable rules. In addition, efforts are still needed to develop BIPA learning that is in accordance with existing conditions and is also effective. This research was conducted at the Maitreyawira Educational Institute, Deli Serdang. The BIPA student level is Level B1.

## **RESEARCH METHOD**

This research uses a descriptive qualitative method where this qualitative method is used with a direct learning model and describes the actual situation. According to Moleong (2017: 6) qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically and by means of descriptions in the form of words and language, in a context (Moleong, 2017).

Data collection techniques in the form of Listening (listen capable) Writing and Library. This study uses data analysis in the form of exploration. Data exploration is important because this is the initial stage in understanding the data before conducting analysis (Fatimah, n.d.). Data collection techniques in this study are:

1. Students will listen to audiovisuals that will be broadcast based on Indonesian tourism.
2. Students are asked to focus on paying attention to the video being shown in order to be able to conclude and retell what they have heard about tourism in Indonesia.
3. Students are given instructions to listen, in order to be able to answer written tests and oral tests by concluding the information contained in the video.
4. Research conducted from 2022 First meeting: Self-introduction or interaction.

Next meeting: Start adapting between educators and BIPA students to establish cohesiveness or togetherness. Initial word recognition learning is carried out and continued with techniques and digital media or in the form of lyrics. Then make easy questions to find out students' initial abilities in listening to discourse before treatment.

## **RESULT AND DISCUSSION**

Digital media used in improving listening skills for foreign speakers include; Audio media is media that only involves the sense of hearing and is only able to manipulate the ability of sound alone. This is very helpful for students with an auditory learning style, namely learning by listening. Meanwhile Gramophone is a machine for producing sound and music recorded on gramophone records. Currently, the gramophone is also known as gramophone records. The advantage is having the ability to record audio with small frequencies up to large frequencies. The gramophone is suitable for music, drama, poetry, fairy tales, telling stories, and so on. The downside is having a black plate that functions to store

audio recordings has the property of being easily scratched. Next, there are Cassette tapes which are one of the most popular audio media. Apart from learning, people also use it a lot to listen to songs. The advantages of this media are that it has a relatively small size, the price is cheap, and it can delete information that is no longer needed if the cassette tape is still in good condition and the disadvantage is that it can record noise or noise when we are recording, which means, all kinds of sounds on outside the learning material will be recorded. This will certainly interfere with the quality of the audio delivered. Compact disk (CD) is a circle that is smaller than the size of a gramophone record. Compact disc is the result of mixing computer and laser technology. The advantages are that it has a relatively low noise level, is small in size, and can be set quickly to select a particular part of the audio you want to hear. The downside is that the selling price of CDs is more expensive than cassettes and they are also susceptible to scratches which can cause damage to the CD. Radio is the broadcast (delivery) of sound or sound through the air. In the world of education, until now radio is still widely used as a learning medium. The advantage, has a wide range and radio can improve audio communication capabilities. That is, when students listen to radio broadcasts individually, this will certainly hone their listening and speaking skills, especially when learning a foreign language. The drawback is that the nature of the communication is only one-way and centralized, that is, the broadcast is centralized so that it is difficult for the teacher at school to control the process of delivering the message. One-way communication means that students cannot provide feedback in the form of questions or repetition if there is material that is not clear.

Audio media is media that involves the sense of sight. The media include; Over Head Projector (OHP) is a projection visual media made on a transparent material, as software. In general, OHP is used to facilitate the presentation. The advantage is that it is easy to operate, material can be conveyed clearly and facilitates the process of interaction between the teacher and students. His ability to display good pictures will make students interested. The drawback, this media is quite expensive so it is quite difficult to reach. Provision of electricity and other equipment must be available when using the OHP. In addition, the repair costs are also quite expensive if the OHP is damaged. PowerPoint is one of the most used learning media today. Many people choose to use the media because it is easier to use. This media is an application that is part of Microsoft Office. The advantage, as a means of presentation can make presentation activities take place systematically and systemically. That is, the material displayed is presented sequentially and is interconnected. The order of the material is adjusted to the order of the slides, then connected with the teacher's explanation. PowerPoint media is flexible to be combined with other forms of display or media. Videos, documents in word format, animations, audio recordings, can be integrated into slides according to the teacher's creativity. The drawback is that the price of Microsoft Office is quite expensive, besides that you also have to use PowerPoint via a computer or laptop. Television is an electronic media that can broadcast broadcasts in the form of pictures or videos and sound to convey information to the public. This media acts as a live image and also as a radio that can be seen and heard simultaneously. The advantage is that it has a wide reach. Everyone can receive information that is broadcast on television. the information conveyed is brief, concise, and clear. Television can also show many things and various segments. The drawback, the nature of communication is one way. The nature of this kind of communication does not provide feedback to the audience. Things that are unclear cannot be asked directly.

In an effort to improve listening skills the researcher uses several national anthem lyrics. The goal is not only to teach BIPA students through a medium. However, the researcher also wants to introduce the Indonesian national anthem to BIPA students. The researcher used the song Indonesia Raya which was composed by WR Supratman. This song describes the national spirit that is sung during ceremonies on Mondays. Second, a song of silence by Truno Prawit. A song of silence was created to

commemorate the heroes who fought for independence. Apart from the national anthem that must be sung. The researcher also uses one more song in his lesson. The song is titled Halo-halo Bandung written by Ismail Marzuki. This song tells the spirit of the heroes' struggle in seizing the city of Bandung in the hands of the invaders.

### **Indonesia Raya**

**Ciptaan: WR Supratman**

Indonesia tanah airku  
 Tanah tumpah darahku  
 Disanalah aku berdiri  
 Jadi pandu ibuku  
 Indonesia kebangsaanku  
 Bangsa dan Tanah Airku  
 Marilah kita berseru  
 Indonesia bersatu  
 Hiduplah tanahku  
 Hiduplah negriku  
 Bangsaku Rakyatku semuanya  
 Bangunlah jiwanya  
 Bangunlah badannya  
 Untuk Indonesia Raya  
 Indonesia Raya  
 Merdeka Merdeka  
 Tanahku Negeriku yang kucinta  
 Indonesia Raya  
 Merdeka Merdeka  
 Hiduplah Indonesia Raya

### **Hening Cipta**

**Ciptaan: Truno Prowit**

Dengan seluruh angkasa raya memuji  
 Pahlawan negara  
 Nan gugur remaja diribaan bendera  
 Bela nusa bangsa  
 Kau kukenang  
 Wahai bunga putra bangsa  
 Harga.....  
 Jasa.....  
 Kau Cahya pelita  
 Bagi Indonesia merdeka

### **Halo-Halo Bandung**

**Ciptaan: Ismail Marzuki**

Halo-halo Bandung  
 Ibukota periangan  
 Halo-halo Bandung

Kota kenang-kenangan  
Sudah lama beta  
Tidak berjumpa dengan kau  
Sekarang telah menjadi lautan api  
Mari bung rebut kembali

The three songs above are in the category of the Indonesian national anthem. The lyrics of the song above are used as teaching materials using listening and listening skills with the aim of provoking the comprehension of BIPA students in knowing a language. The common songs are in the form of Indonesian language songs based on the theme, suitability of content, clarity of sound, and speed of rhythm which are adjusted to the level of ability of students, namely elementary and intermediate levels.

Each student was asked to listen to three national songs using recordings to listen to things/messages to absorb and understand the information contained in the material being heard. Can also be a moderator in the discussion, in conjunction with an interesting theme and have something in common with a song. So that listeners are able to capture the contents of the reading from more intensive listening and draw conclusions between song lyrics that are associated with listening issues. On the other hand, listening material needs to be checked again in terms of sound quality as its main supporting aspect. The quality of a good voice actor is able to be heard properly. Some specific things such as speed, accent, and the authenticity of the content recorded on the tape or the recorded material used by the teacher should also not be overlooked. BIPA students were asked to fill in the blanks when listening to the song. Apart from that, you can also use the translation method, namely using popular western songs and translating them into Indonesian and filling in the gaps. Song lyrics can also be used to sharpen the pronunciation sharpness of foreign students who have difficulty spelling.

## CONCLUSION

From the results of the research and discussion it can be concluded that increasing efficient listening skills for BIPA students, improvements can be obtained through digital media such as; audio, visual, audiovisual media and song lyrics. These media can be used to learn grammar, learn vocabulary, teach language skills, provide examples of models in learning materials, and provide real learning experiences.

Audio, visual and audiovisual media have different usage procedures. Therefore, teachers must be able to carefully choose the type of media that will be used and adapted to the topic to be taught. In general, the obstacles that will be found in using the media are technical problems, network connections, and limited resources (power outages).

Not only that, song lyrics can trigger continuity in improving language, BIPA students can recognize uncommon words, a meaning contained in each song verse and an understanding of words that have never been heard but are obtained from a song. So that the form of improvement obtained is in the form of students' proficiency in pronouncing Indonesian.

## REFERENCES

- Andayani. (2014). *Pembelajaran Terpadu di SD*. Universitas Terbuka.
- Daryanto, Drs. (2013). Media pembelajaran peranannya sangat penting dalam mencapai tujuan pembelajaran. *Gava Media*.
- Fatimah, Fatia. (n.d.). *Eksplorasi Data*.
- Moleong, L. J. (2017). *Metologi Penelitian Kualitatif (Pt. Remaja)*.
- Nasution, Jamaluddin. (2019). Analisis Kesulitan Bahasa Indonesia Bagi Pemelajar Di Samsifl

- Uzbekistan Pada Empat Keterampilan Berbahasa. *Medan Makna: Jurnal Ilmu Kebahasaan Dan Kesastraan*, 17(2), 111–120.
- Nasution, Jamaluddin. (2020). Analisis Kesulitan Pemelajar Bahasa Indonesia Bagi Penutur Asing (BIPA) Di Samarkand State Institute of Foreign Languages (SAMSIFL), Uzbekistan Pada 4 Keterampilan (Skills) Berbahasa. *Jurnal Ilmiah Aquinas*, 3(1), 27–40.
- Setiawan, Andika Aldi, & Sudigdo, Anang. (2019). Penguatan literasi siswa sekolah dasar melalui kunjungan perpustakaan. *Prosiding Seminar Nasional PGSD UST*, 1.
- Sudana, Putu Ayu Putu, Utama, I. Dewa Gede Budi, & Paramarta, I. Made Suta. (2017). Pengembangan Media Audio Visual untuk Pembelajaran BIPA (Bahasa Indonesia Bagi Penutur Asing) Tingkat Dasar. *Seminar Nasional Riset Inovatif*.
- Taiwo, Sunday. (2009). Teachers' Perception of the Role of Media in Classroom Teaching in Secondary Schools. *Online Submission*, 8(1).
- Tarigan, Henry Guntur. (2008). Menulis sebagai keterampilan berbahasa. *Bandung: Angkasa*.