

The Effectiveness Of Learning To Listen To Youtube-Based Fairy Tales In Learning Sundanese Language And Culture

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Abstract. Sundanese fairy tales are part of the Indonesian oral tradition and literature, which are told by word of mouth and therefore have the advantage of being conveyed in everyday language so that listeners will better understand what is being conveyed to them. However, on the other hand, the quality of the storyteller's understanding of the content, meaning and interpretation of fairy tales can be reduced because of their oral nature. Listeners of fairy tales as an important part of oral tradition also experience changes in orientation due to technology and generational shifts, including in Sundanese families. So, if this condition is left unchecked, it is not impossible that fairy tale oral literature will lose its supporters and eventually perish. Information technology, especially cellular communication technology, is an inseparable part of the society that supports this fairy tale literature. This rapid technological development, including tablet computers, can be used as an opportunity to make efforts to revitalize fairy tale culture in the next generation of supporters. This research has a background of students' lack of knowledge in listening to fairy tales in the Sundanese Language and Culture Learning course. Therefore, this research aims to examine students' ability to listen to fairy tales effectively on YouTube media in the Sundanese Language and Culture Learning course. This study uses a quantitative approach. The method used is an experimental method with a pre-test and post-test design. The data sources in the research were students who taught the Sundanese Language and Culture Learning course, totaling 68 students. The Technology Readiness Level states that the relevant facts and basic arguments are ready to support the need for this research. The hypothesis, initial support, R&D design to be carried out have been explored, then the methodology, procedures and stages to be carried out have been explored. This research was designed with the adequacy and completeness of the data to be determined, with technical evaluation and prediction of results to be carried out. The results of the research can be concluded into several things: The ability to listen to PGSD students' stories before using YouTube media is not satisfactory. Because only 10.68% of the 68 students who had just understood the contents of the fairy tales had been listened to, therefore research was carried out using YouTube media in order to increase the value in learning to listen to fairy tales. After using YouTube media, students' ability to listen to fairy tales from 68 students who understood the contents of the fairy tales they had listened to was 44.82%. So the influence of YouTube media on the ability to listen to fairy tales of PGSD students on learning outcomes before and after using YouTube media can improve listening to fairy tales.

Keywords: Sundanese fairy tales; YouTube; Sundanese language and culture

I. INTRODUCTION

UNESCO defines oral traditions as "those traditions which have been transmitted in time and space by the word and act" (traditions which have been transmitted in time and space with speech and action [1], in other words, oral traditions are all kinds of discourse that are conveyed orally from generation to generation, thus producing a certain pattern. Oral literature is forms of literature or literary art that are transmitted orally. Oral literature only refers to oral texts that have literary value. Oral tradition can also be interpreted as everything that is transmitted through speech includes both literate and non-literate [2]. Oral traditions do not only consist of folklore, stories and the like, but also various matters relating to local knowledge systems, genealogical systems, history, law, the environment, the universe, customs, textiles, medicines. medicine, religion and belief, moral values, language, art, etc. Meanwhile, Karmila [3] believes that oral traditions have socio-cultural aspects in them. The social

aspect includes the actors involved, the goals of the actors' activities, and the system of administering oral traditions and how the rules and symbols are used [4].

Oral literature as part of oral tradition has the following basic characteristics: 1. Oral literature depends on the speaker, listener, space and time. 2. Between the speaker and listener there is physical contact, full of communication complete with paralinguistics and anonymous in nature [5], meanwhile the identifying characteristics of oral literature can be recognized from: 1. Its spread and inheritance is usually done verbally or accompanied by gestures and reminders; 2 is traditional, namely distributed in a relatively fixed form or in a standard form, distributed among certain collectives and over a long time (at least two generations); 3) exist in different versions and even variants; 4) is anonymous; 5) usually has a formulaic and patterned shape; 6) has usefulness in the life of a collective; 7) is pralogical, that is, it has its own logic outside of general logic; 8) being the common property of a particular

collective, every member of the collective concerned feels that they own it; and 9) generally plain in nature so that it appears rude and spontaneous [6].

Fairy tales are a type of oral literature that developed not only in the Sundanese setting but developed in almost the entire archipelago. In Sundanese oral literary discourse, fairy tales are often interpreted as an acronym for ngabobodo slave cengeng (fooling a whiny child). Fairy tales do contain stories about the past that are beyond logic. Humans can walk on water (Kean santang), can throw boats so they become mountains (Sang-Kuriang), animals can talk like humans (fable sometimes kuya jeung sometimes monkey, Lutung Kasarung. Behind the interesting story content, fairy tales have lessons and Valuable advice that parents can pass on to their offspring [7].

The teacher's ability in writing has an impact on the student's writing ability so that the teacher's ability to write produces students with good character and the ability to work. However, it is unfortunate that teachers' abilities in the field of writing have not met expectations [8]. The low use of the internet in the world of education is the background to the lack of education on the use of digital technology, resulting in misuse of digital technology such as cyberbullying, hoaxes, pornography and violence. Misuse is considered a digital society problem due to the low culture of technological literacy [9]. Several survey institutions stated the fact of low literacy culture in Indonesia. Research conducted by UNESCO in 2016 on 61 countries "The World's Most Literate Nations", showed that Indonesia was ranked 60th. The data stated that Indonesia's reading position was 0.001% of 1,000 people, only 1 person had an interest in reading. Central Connecticut State University research in 2016 recorded Indonesian literacy at the second lowest level out of 61 countries [10]. In 2019 the Ministry of Education and Culture compiled a Reading Literacy Activity Index (Alibaca)[11]. The Alibaca Index shows that nine provinces are in the medium category, 24 provinces are in the low category, one province is in the very low category. The average Alibaca index is at 37.32%, which is relatively low. Causes of low interest and reading habits include lack of access [12].

Therefore, teachers must be more innovative and must be aware of technology (the internet) which can be used as a way to provide knowledge to their students. One of them is by implementing learning through YouTube media, teachers can provide material for listening to fairy tales to their students, which students can easily access on their respective laptops or gadgets. From data from students taking the Sundanese Language and Culture Learning course as a result of learning to listen to fairy tales, there are still many students who do not understand the content of fairy tales. Of one class of 68, only 9.37% understood the contents of the fairy tale. This situation clearly illustrates the low learning outcomes of students in listening to fairy tales. The results of learning to listen to fairy tales have not met expectations because there are several problems, including the lack of students' ability to listen to fairy tales, the teacher's lack of skill in making conventional learning media, resulting in a monotonous learning atmosphere. Therefore, the importance of learning media in

listening to fairy tales, the author feels interested in conducting research on the problem of the ability to listen to fairy tales.

By designing technological learning media, it is hoped that the learning process will be innovative, interesting, more interactive, more effective, the quality of student learning can be improved, the teaching and learning process can be carried out anywhere and at any time, and students' attitudes and interest in learning can be improved. For the above, a roadmap of activities for using audio-visual based learning media can be created as an effort to improve students' understanding and creative thinking skills in science learning.

The formulation of the problem from the research is that students lack knowledge in listening to fairy tales in learning Sundanese language and culture. Lack of student interest in Sundanese fairy tales. The aim of the research is to examine students' ability to listen to fairy tales and how effective YouTube media is in learning Sundanese language and culture in improving their ability to listen to Sundanese fairy tales.

II. RESEARCH METHODS

This research uses quantitative research methods. Quantitative research methods according to Sugiyono [13], are research methods based on the philosophy of positivism, used to research certain populations or samples, data sampling techniques are generally random, data collection uses research instruments, quantitative/statistical data analysis with the aim of to test the established hypothesis. In this experimental research, a pretest and posttest control group design was used. This research was conducted in two equal classes, because the aim was to see whether the different treatments given to the two groups had different impacts. This research uses several data analysis techniques, including: The technique for determining the population and sample is using purposive sampling. The technique for collecting data uses tests carried out before and after using YouTube media. This data analysis technique uses normality tests, independent t-tests and hypothesis tests. The normality test is used to determine whether the data from the two groups of samples studied come from populations that have a normal distribution or not. Homogeneity test, is a statistical parameter for testing two data that have a definite distribution, random samples come from a population distribution in the form of a normal curve, the variance of both populations needs to be homogeneous or the same size. The Independent T-test is used to test comparative hypotheses between two samples. The T test was used to examine the post test control group design.

Research data collection is carried out by determining the data source, then the type of data, data collection techniques and instruments. To see the increase in mastery of concepts and science process skills, an analysis of the results of tests on mastery of concepts and science process skills was carried out before and after learning using learning media. Comparative analysis before and after implementing the learning model was carried out by the t test. To see the responses of lecturers and students to the learning model, an

analysis of questionnaires and interviews was carried out. Analysis of creative thinking skills to look at cognitive, affective and psychomotor aspects seen from the assessment format.

III. RESULTS AND DISCUSSION

The ability to listen to fairy tales of PGSD students who have not used YouTube media begins with a pre-test which aims to determine the initial ability to listen to fairy tales. The criteria determined is the extent to which students understand the content of the fairy tales they have listened to. PGSD student subjects were 68 students. Of that number, only 10.68% could understand the content of the fairy tales they listened to.

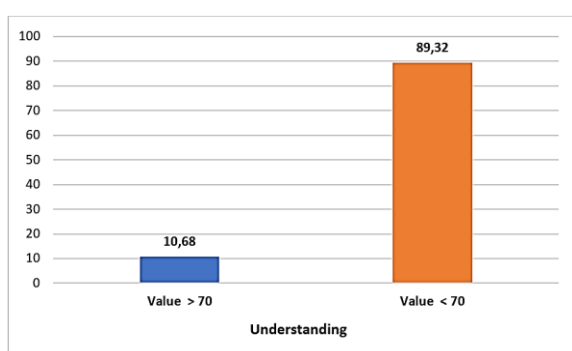


Figure 1. Ability results before using YouTube media

Next, learning was carried out using YouTube media and then a post test was carried out, which had the aim of finding out students' abilities after using YouTube media in learning to listen to fairy tales. Of the 68 students who could understand the content of the fairy tales they had listened to, 44.82%. Based on the calculation results, learning to listen to fairy tales before using YouTube media is smaller (10.68%) than those who have used YouTube media in learning to listen to fairy tales (44.82%). This means that students' learning outcomes in listening to fairy tales after using YouTube media are better than those of students before using YouTube media, so that it can be seen more clearly from the recapitulation table of pre-test and post-test results.

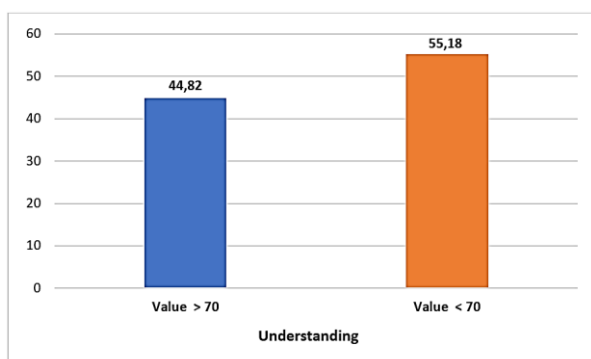


Figure 2. Ability results after using YouTube media

Based on the diagram, it can be seen from the value of learning results from listening to fairy tales before using YouTube media and after using YouTube media. From the post test scores on the results of learning to listen to fairy tales, students were good at listening to the contents of fairy tales, although there were still some students whose ability to listen to fairy tales did not meet expectations.

Table 1. Data Normality Test Results for Experimental & Control Class Pre-Test Values

		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	16.12385009
Most Extreme Differences	Absolute	.175
	Positive	.094
	Negative	-.175
Kolmogorov-Smirnov Z		.990
Asymp. Sig. (2-tailed)		.281

a. Test distribution is Normal.

b. Calculated from data.

From table 1. Test the normality of the pre-test score data for the experimental and control classes, using the SPSS application version 16.0.0.400. The results of the normality test data on the pre-test scores for the experimental and control classes showed that the results were normal. It can be seen from the number of significance values (Sig). 0.281 is greater than 0.05 so research is a normal distribution

Table 2. Independent T-Test Test Results Post Test Values for Experimental and Control Classes

	group	N	Mean	Std. Deviation	Std. Error Mean
learning outcomes	A	32	65.000	15.3979	2.7220
	B	36	55.278	12.5894	2.0982

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
learning outcomes	Equal variances assumed	1.949	.250	2.863	66	.006	9.7222	3.9963	2.8413	16.5031
	Equal variances not assumed			2.829	60.017	.006	9.7222	3.4598	2.8476	16.5989

Control Experiment Class Post Test Scores, using the SPSS application version 16.0.0.400. The results of the independent t-test post test scores for the experimental and control classes showed a Sig (2-tailed) value of 0.06, greater than 0.05. Therefore H0 is accepted and Ha is rejected.

Table 3. Independent T-Test Test Results Pre Test Values for Experimental and Control Classes

	group	N	Mean	Std. Deviation	Std. Error Mean
learning outcomes	A	32	53.594	16.1262	2.8507
	B	36	52.917	13.4894	2.2482

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
learning outcomes	Equal variances assumed	.454	.503	-.188	66	.851	-.6771	3.5925	-4.4955	7.8487
	Equal variances not assumed			-.188	60.742	.853	-.6771	3.5306	-4.5834	7.8375

From table 3. Results of the independent t-test pre-test scores for the experimental and control classes, using the SPSS version 16.0 application. The results of the independent t-test pre-test scores for the experimental and control classes show a Sig (2-tailed) value of 0.851 greater than 0.05. Therefore H_0 is accepted and H_a is rejected. From the research, using YouTube media has advantages, it is easier for students to understand the material, students can learn independently, students are more enthusiastic in learning to listen to fairy tales because it is not monotonous because of YouTube media. The drawback is that students must have an internet quota to access it. So this YouTube media can be used to improve students' ability to listen to fairy tales

IV. CONCLUSION

Based on the research results, several things can be concluded: The ability to listen to PGSD students' stories before using YouTube media is not satisfactory. Because only 10.68% of the 68 students who had just understood the contents of the fairy tales had been listened to, therefore research was carried out using YouTube media in order to increase the value in learning to listen to fairy tales. After using YouTube media, students' ability to listen to fairy tales from 68 students who understood the contents of the fairy tales they had listened to was 44.82%. So the influence of YouTube media on the ability to listen to fairy tales of PGSD students on learning outcomes before and after using YouTube media can improve listening to fairy tales.

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