



Utilizing Book Creator as a Digital Module to Improve Student Listening Skills in Elementary School

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Abstract. Listening learning is one of the most important language skills of the three other aspects of language, i.e., speaking, reading, and writing. More than 40% of a person's daily activities are listening. This skill requires a factor of intentionality, seriousness, and understanding so that the information received can be appropriately interpreted. However, listening learning in elementary schools encounters obstacles. It can be seen from the final result that the score for language skills was not optimal. The problem was due to the lack of interactive media in learning, so the class tended to be passive. The curiosity of students also decreased. The effort that the researchers could make to overcome it is by using book creators as digital modules to improve listening skills. Moreover, today, technology sophistication must be utilized as well as possible. Thus, this study used experiments. The expected outcome is an increase in Indonesian language learning outcomes for elementary school students. This digital book creator media can also be used by teachers in any subject since it has creative and interactive elements between teachers and students so that classes will be more meaningful, and students will be happy during learning.

Keywords: Book creator · digital module · listening skills · Indonesian language

1 Introduction

Years, and many empirical articles using cross-country Listening skills are one of the skills with urgency, apart from the other three language skills, i.e., speaking, reading, and writing. Listening also has a more vital role than the other three aspects of language since it is very influential in language development [1]. A person cannot produce language without listening activities [2]. It indicates that listening is the key to mastering language skills. Moreover, listening activities have been carried out since childhood. Understanding listening activities is also deemed an active process because humans will form the meaning of the parts and connect the information they hear with their knowledge [3, 4]. Thus, it can be concluded that listening activities have a much more significant role than speaking, reading, and writing.

Further, listening skills have an intentional element that the listener must prepare. Many people think listening is the same as hearing, but the two things are vastly different. Listening activities are conducted intentionally and organized, and the listener aims to understand the message content from the speaker. The main element in listening is achieving understanding. It is not wrong if Rivers (1997) said that most adults need about 45% of their time to listen, 30% to speak, 15% to read, and 10% to write. With such a percentage, listening activities can be fostered and improved through a strategy so listeners can understand and interpret information well [5].

In this case, Indonesian is a subject in thematic learning in the 2013 Curriculum in elementary schools. Indonesian is also a means of developing reasoning abilities and skills so that the targeted language skills are achieved [6]. Nevertheless, in fact, students' reasoning abilities were still relatively low, so it impacted their language skills. In practice, learning Indonesian also used a text-based approach. The text can be in the form of written and spoken texts. A text is the result of someone's thinking in which there is context. Thus, learning Indonesian means learning to accept not only the subject matter but also understand the meaning and being able to think critically and solve problems. Learning is no longer emphasized on language knowledge but mastery of language skills given in an integrated manner.

Specifically, one language skill used as the basis for language learning is listening [7]. It includes listening to sounds, identifying sound symbols, evaluating the information received, and reacting to the meaning of the information understood. Listening skills taught to students in elementary school are necessary because they are to know the language development mastered. However, teachers in elementary schools often forget to instill the importance of listening skills in students [6]. In addition, there is inaccuracy in the selection of methods, no interesting material presented, and the lack of vocabulary owned by students so that the information obtained is simply passed.

Moreover, delivering material that still tends to lecture without using learning media does not support the learning process. Students become less interested in taking lessons and less involved, so learning seems to be mastered by the teacher (teacher-centered). Then, during the listening lesson, the teacher does not facilitate active student participation. The impact of such learning will produce students who do not care about what the teacher says. Students who are not active are also increasingly underdeveloped. In addition, the perceived impact of such a classroom situation is that students are reluctant to ask questions if there are difficult things related to listening activities. Also, the final assessment or learning evaluation relies more on working on questions, while skills assessment, a curriculum demand, has not been optimally carried out.

On the other hand, learning media can be used as one of the supporting elements for the success of learning Indonesian in elementary schools. Learning media utilized appropriately in the learning process will also become more effective and efficient supportive tools for achieving learning objectives. Besides, learning media will also increase student learning motivation. It aligns with the statement expressed by Sanaky that the benefits of learning media include: (a) by using instructional media, the learning process will be more attractive, thus creating student learning motivation; (b) can clarify the learning material so that students can easily understand the material and enable students to master the learning objectives; (c) by utilizing learning media, the learning process

becomes varied, and the material is not only delivered orally so that students do not get bored quickly and are more effective and efficient; (d) students listen to the material delivered by the teacher and do more learning activities, such as observing, doing, demonstrating, and others [8]. Learning media features can also promote experiential classrooms, thereby fostering student learning engagement.

Based on the benefits stated by Sudjana and Rivai, learning media needs to be utilized to overcome learning process limitations [8]. In this case, the current technology can be used as a learning medium to support the learning process. One of the uses of technology is to use a book creator as a digital module. Book creator is an application that can reinforce learning language skills. This book creator also gives students the freedom to create themselves according to their level of proficiency; for example, students can arrange content in the book creator according to their level of language proficiency and the results of their thoughts.

2 Research Method

The research method used was quantitative, i.e., a research method using a questionnaire to examine the population or sample. The quantitative method employed in this study was an experimental type. An experimental quantitative research method is a research method to determine whether there is a difference in the treatment effect carried out by the researchers. Also, researchers utilized questionnaires to determine whether there were differences in the impacts and changes due to the treatment given. In addition, the researchers used the book creator application in providing treatment to students. Moreover, a study was conducted by comparing the language skills of the experimental class and control class students after being given treatment.

2.1 Research Flow

Preliminary study: The researchers conducted a preliminary study of the schools.
Problem identification: Identifying schools' needs and problems.

- Creating content are:
- Creating a book creator
- Determining the content
- Doing trials
- Performing treatment are:
- Performing treatment on the sample schools
- Making assessments:
- Designing the assessment
- Doing instrument testing
- Validity and reliability testing

Hypothesis testing are:

- Normality test

- Homogeneity test
- Hypothesis testing

Conclusion and recommendations:

- Determining research results
- Making recommendations

2.2 Research Time and Place

The study was carried out in all public elementary schools in Meto. The schools that were the research targets were SD Negeri 1, SD Negeri 2, and SD Negeri 3 Metro. Then, two classes were selected from each school to serve as the experimental and control classes. The researchers then performed a homogeneity test to ensure that the two classes were from a homogeneous group. The researchers also gave treatment to the sample schools for eight meetings in each school. This research was conducted from April to June 2022.

3 Results and Discussion

This study's results revealed a significant relationship between using book creators as digital modules to improve students' listening skills in elementary schools. It is consistent with the benefits stated by Sudjana and Rivai that learning media need to be used to overcome the learning process limitations [8]. Currently, technology can be utilized as a learning medium to support the learning process. One of the uses of technology is to utilize a book creator as a digital module. Book creator is an application that can help learn language skills. Through this book creator, students are also free to create themselves according to their level of proficiency; for example, students can arrange content in the book creator according to their level of language proficiency and the results of their thoughts. Based on the description above, the researchers felt the need to research the utilization of book creators as digital modules to improve students' listening skills in elementary schools.

In addition, a digital book creator is a publication consisting of text, images, and sound and published in digital form, which can be read on computers or other electronic devices, such as Android, smartphones, or tablets [9]. This digital book creator does not reduce the content of printed books at all, but rather the material is shortened and packaged as attractively as possible. Book creators are also deemed to be in accordance with the ability to improve student's proficiency in speaking, writing, listening, and reading [10]. Thus, a teacher can adapt to situations that positively impact him and his students.

This digital book creator also aims to preserve book collections based on the assistance of technology to make it easier for readers to understand the material content and save time used since this digital book creator is effortless to carry [11]. Besides, this digital book creator is not only about the digital era development but also a contemporary style in finding accessible sources to add insight and knowledge someone possesses.

3.1 Advantages of Book Creator

- It is more practical and easier to carry [12]. As long as humans have electronic devices, such as smartphones, laptops, tablets, and others, they can read digital books creators that can be available in hundreds of them so that they can read anywhere and anytime.
- It is more environmentally friendly [13]. Printed books undoubtedly require trees as the primary material for making paper. Many trees were felled in vain in the end. Meanwhile, this book creator does not need trees because it is digital, so its use is environmentally friendly.
- It is easier to distribute [10]. The distribution of this book can use electronic media, such as the internet. The distribution is also faster; even in a matter of minutes or seconds, this digital book can be read instantly.

3.2 Disadvantages of Book Creator

- It requires a device [14]. It means that when individuals want to read digital books, they must certainly have a device, such as a computer, smartphone, or tablet. Thus, someone can access the digital book creator online and offline
- It requires electrical power [15]. It indicates that turning on the device certainly needs electricity consumption to be used to open the digital book. If the computer or cell phone dies, people can no longer continue reading the digital book creator.
- It affects eye health [16]. If people stare at the computer screen continuously, it will undoubtedly affect eye health, even if they use dark mode or features. Hence, people need to rest their eyes for a few minutes. Furthermore, people can reread digital book creators.

Listening is defined as a process, i.e., listening attentively to oral symbols, understanding appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication conveyed by the speaker through speech or spoken language [5].

In listening, the main activities can be plotted as follows. First, a listener must conduct the activity of listening to sounds attentively, processing and understanding the sounds, and then assessing the sound combinations into a meaningful message. To be a good listener, one needs various abilities. The abilities that need to be possessed by a listener are the ability to focus attention, catch sounds, remember, judge, linguistic ability, and non-linguistic ability.

Listening also means listening or paying close attention to what other people say. It is clear that the intentional factor in listening activities is quite significant, more prominent than in hearings because, in listening activities, there is an effort to understand what is being heard, while in hearings, the level of understanding has not been carried out. In addition, listening activities are conducted in stages. These stages significantly affect the listening results, the ultimate goal of whether the listener understands what has been conveyed.

3.3 The Stages in Listening Include

- The hearing stage is a process carried out in the conversation only at the hearing stage.
- Understanding stage: After the process of listening to the conversation delivered, the conversation content needs to be adequately understood. This stage is called the understanding stage.
- Interpreting stage: Good, careful, and thorough listeners are not satisfied if they only hear and understand the speaker's speech contents, but they desire to interpret the contents implied in the speech. This stage has reached the interpreting stage.
- The evaluation stage is the last stage of the listening activity. In this stage, the listener responds to the conversation content after receiving the speaker's ideas, thoughts, and opinions.

Based on the opinion of experts, it can be concluded that using the book creator as a digital module can improve the listening skills of students in elementary schools. In addition, seeing the advantages of book creators themselves, the researchers believe that book creators can support students' listening skills. From the calculation results and data analysis, it can also be denoted that there is a significant relationship in the utilization of book creators as digital modules to improve students' listening skills in elementary schools.

4 Conclusion

Based on the calculation results and data analysis, it can be concluded that there is a significant relationship between using book creators as digital modules to improve students' listening skills in elementary schools. It is evidenced by the value of the product-moment correlation calculation of 0.587. Viewed from the coefficient interval table, there is a moderate relationship between utilizing book creators as digital modules to improve students' listening skills in elementary schools, rejecting H_0 , and accepting H_a . In addition, the results of the significance of $t\text{-count} = 4.9172 > -t_{\text{tabel}} = 2.013$, meaning significant.

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