Kentrung as an Innovative Media for Integrative Language: Improving Writing, Speaking, and Listening Skills of Elementary Students

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Keywords	Abstract
integrative language, writing, speaking, listening, language skills, learning media, kentrung art	Indonesian plays an important role as the main language in daily communication. However, data shows that integrative language learning in primary schools is still less effective, and children often experience difficulties. Therefore, innovations in learning media that consider the psychological aspects of children are needed. This study aims to evaluate the effectiveness of applying kentrung art as an integrative language learning media in improving writing, speaking, and listening skills. The research method used in this research is quasi-experiment with the experimental model of one group pretest-posttest design. The subjects of this study were fifth grade students of SDN 1 Semampir. Data collection techniques were through pretest and posttest questionnaires and assessment rubrics, and analyzed using descriptive analysis and T-test statistical tests. The T-test showed a significant value = 0.001 <0.05, so it can be concluded that there is a significant difference in the results of the pretest and post-test on integrative language skills. The results of this research show that the application of kentrung art can improve integrative language skills, including writing, speaking, and listening skills, in grade V primary school students.

INTRODUCTION

Indonesian as the first or main language of everyday life is not fully understood. This is because there are still many problems and obstacles in the process of learning the Indonesian language (Hadi, 2020). Based on the results of an interview with the principal of SDN 1 Semampir in Blora Regency, it was found that the Indonesian language learning outcomes of grade 5 students in 2023 who were in grade 4 in the previous school year showed that the average score was still below the minimum proficiency criteria (KKM), namely 58.056 out of 68. This is in line with the results of the field observations of the students' worksheets. The results show that the students' writing skills tend to be low as they have difficulties in combining words into sentences in writing and in presenting their writing products in front of the class.

Sometimes students still experience internal barriers, which are related to low interest in literacy (Muttaqin, 2022), lack of intrinsic motivation (Subakti, 2022), and health and intelligence (Riksa, 2009; Kumaravadivelu, 2006) that affect language learning. In addition, it does not rule out the possibility that obstacles also come due to external factors, for example, the use of learning media that is still conventional and there is not much innovation, so it is boring (Anzar & Mardhatillah, 2017; Khoiruman, 2021; Rahmawati et al., 2014; Wahyuhastufi, 2016).

In accordance with these conditions, Piaget suggests that students at the age of 11 years (grade 5) are included in the concrete to formal operational stage. Ideally, mastery of vocabulary organization increases from an average of 14,000 at age 6 to an average of 40,000 words at age 11 (Santrock, 2012). Advances in vocabulary and grammar, along with the development of metalinguistic awareness, allow students to sort and select the language used, understand words, and even define them (Gleason, 2009; Santrock, 2012). In addition, students also show progress in terms of using language in culturally appropriate ways, or so-called pragmatic processes (Bryan, 2009; Santrock, 2012).

During the school-age period, cognitive processes will improve, allowing students to become more effective communicators. This means that there is not only one language skill that needs to be mastered by students, such as speaking skills, but requires other skills such as writing and listening, which is referred to as integrative language skills. Integrative language skills integrate all aspects of language skills such as listening, speaking, writing, and reading (Aydoğan & Akbarov, 2014). Therefore, a development in learning media is needed to improve integrative language skills (writing, speaking, and listening) in grade 5.

Several previous studies have proven that audio-visual-based learning media can improve students' ability to understand and practice the results of language learning that has been carried out (Ghazali, 2017; Windiatmoko, 2015). Hyde et al. (2009) found that music training for 15 months in pre-operational to concrete operational age children was able to improve auditory skills and neural structures, especially in the temporal, frontal, and parieto-occipital cortical areas. Music and song learning media are proven to improve language skills (Farhansyah, Mutmainah, & Anggraini, 2023; Maisarah, 2023; Paramitha, 2018; Paquette & Rieg, 2008; Rimta, 2013). In line with research by Habibi et al. (2018) found that children who received music training showed improvements in auditory skills and cognitive function. In addition, according to Oswaldo (2014), children who were given listening treatment through music media for 20 minutes three times a week revealed that their language development was better. Moreover, if the development of learning media is packed with local cultural elements (Anggraeni, 2018). This can potentially help students improve integrative language skills (Ghazali, 2017). In addition, audio-visual learning media can increase students' interest and motivation to learn (Pradilasari et al., 2019).

In this regard, researchers found a typical art of Blora Regency that has the potential to be used as a learning medium for elementary school students to increase student interest and motivation with more fun learning activities, an art called kentrung art. Kentrung art is a literature of speech using stories, rhymes, and tambourine musical instruments. The musical aspect can be seen from the presentation of stories and rhymes performed, as well as the playing of tambourine musical instruments that function as a visualization of the story and form rhythmic patterns. It is expected that the application of kentrung art as a medium for learning Indonesian will have a positive impact on improving students' integrative abilities. In line with the results of Susilo's research (2020), audio-visual learning media proved to be effective in significantly improving student learning outcomes in Indonesian language learning in grade V elementary school students. Elementary school students can basically focus more attention and stimulus in the form of interesting audiovisuals (Widyaningrum, 2016).

Through the application of Blora's native art in the form of kentrung art as a medium for learning Indonesian, it will participate in helping the preservation of culture, especially the culture of regional musical arts. According to research, the integration of traditional arts in the education curriculum not only helps in language teaching but also plays an important role in the preservation of local culture (Rogers, 2015; Smith, 2018). Kentrung, as one of Blora's traditional art forms, can be used as a tool to teach vocabulary, grammar, and speaking and listening skills in Indonesian. Considering these conditions, by bringing kentrung art into the field of education as one of the learning media for Indonesian, it is hoped that it can be used as a tool to teach vocabulary, grammar, as well as speaking and listening skills in Indonesian.

Based on the results of the background explanation above, the researcher also proposed the idea of utilizing the application of kentrung art as one of the innovations that can be applied to Indonesian language learning. Thus, this research was conducted to find out the application of kentrung art as an integrative language learning media in improving writing, speaking, and listening skills in elementary school students.

METHODS

The research uses an experimental method with a quasi-experimental design, which is implemented through a one-group pretest post-test design model. This design involves one experimental group that is given treatment after taking pretest score data. The existence of pretest scores allows researchers to compare changes that occur in post-test scores (Azwar, 2018).

The population of this study were all grade 5 students at SDN 1 Semampir. The sampling technique used was purposive sampling, with a sample consisting of 18 grade 5 students. This research was conducted for two weeks in August 2023 at SDN 1 Semampir.

Research variables include independent variables and dependent variables. The independent variable in this study was the application of kentrung art. While the dependent variable is integrative language skills, which include writing, speaking, and listening skills.

Techniques of collection in this study used test instruments, namely pretest and posttest. The instrument used a multiple-choice test that had been validated and tested to determine the level of validity, reliability, difficulty level, and discrimination of the questions. In addition, researchers also used teaching modules to guide teachers in providing learning using kentrung media.

The research instruments in the form of teaching modules and pretest-post-test were tested for feasibility through the expert judgement method involving two psychology lecturers and one elementary school teacher education lecturer from Semarang State University as expert validators, as well as three practitioners from the field of education. The teaching module was validated based on

material and media aspects, while the pretest and post-test instruments were validated based on integrative language skills indicators. Instrument validity was tested using Aiken's V theory to calculate the content-validity coefficient. The validity test results showed that the teaching module and test instruments, both pretest and post-test, were declared suitable for use without revision. Furthermore, the pretest and post-test test instruments were tested using the JASP 0.17.30 application, which resulted in validity, reliability, homogeneity, item difficulty, and item discrimination scores.

The research implementation process was conducted at SDN 1 Semampir in Blora district, followed by data analysis. Data collection was conducted offline through face-to-face learning in the classroom. The data collected from the pretest and post-test were then analyzed and interpreted by considering the theory used and the findings in the field. Data analysis was carried out quantitatively using JASP 0.17.30 software with raw data from pretest and post-test results processed in Excel format. The data analysis process includes classical assumption tests, such as normality tests and homogeneity tests, as a prerequisite for conducting T-Test, which are used to test the hypothesis. From the T-Test, it will be known the difference in integrative language skills before and after the treatment is given.

RESULT AND DISCUSSION

Research Results

This study aims to determine the differences in integrative language skills of grade 5 elementary school students after being given treatment in the form of kentrung art. Researchers compiled research instruments such as teaching modules to guide teachers in providing learning in the classroom along with pretest and post-test questions to find out the differences after being given treatment in the form of kentrung art. Previously, Aiken's V test will be carried out to test content validity. While the pretest and post-test questions will be tested first.

According to Aiken (1985), the content validity coefficient value of six (6) raters with five (5) answer categories is said to be good if a minimum validity coefficient of 0.79 is obtained. The calculation results show all content validity of each instrument item obtained more than 0.79, so that the research instrument has met the criteria. Overall, an average score of 0.833 was obtained for the material aspect and an average score of 0.875 for the media aspect. Thus, the research instrument in the form of a teaching module is feasible to use and has been tested for content validity.

Meanwhile, the results of the Aiken index analysis of the pretest and post-test instruments showed that all content validity of each instrument item was obtained more than 0.79 so that all test instrument items were declared to have met the criteria. Overall, an average score of 0.815 was obtained for the pretest instrument and an average score of 0.831 for the post-test instrument. Thus, the research instrument in the form of a test instrument is feasible to use and has been tested for content validity.

The pretest and post-test test items have been tested for reliability, item discrimination, and item difficulty. The pretest instrument has a reliability level of 0.796, while the post-test has a reliability level of 0.773, so both are in the high category. While the pretest and post-test instruments in the item discrimination test, each test item has an r-count higher than the r-table, so it can be concluded that each item has a good item discrimination.

During the research process, researchers have analyzed the final scores before treatment and after treatment based on the assessment rubric. The aspects of the assessment rubric are divided into three (3) assessments, namely attitude, skills, and evaluation (cognitive) assessments. The assessment is based on the assessment in the teaching module that has been made. The result is that the final score of each student has increased, and the number of students who pass the KKM has increased. The

following is a profile of the distribution of the results of the assessment rubric before treatment and after treatment.
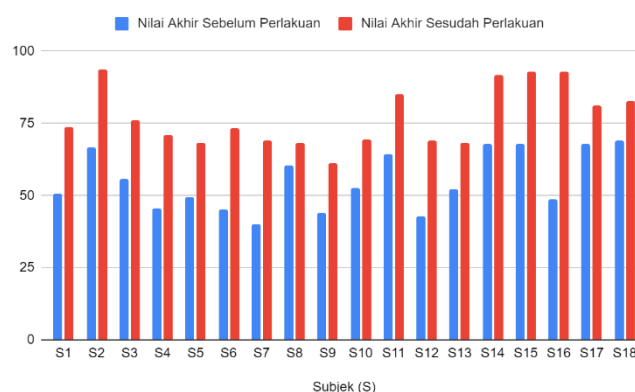

Figure 1: Results of the Assessment Rubric Before Treatment and After Treatment

The research instruments in the form of pretest and post-test questions each amounted to 20 questions representing 3 indicators on the integrative language skills variable. The indicators represented in the instrument include writing ability, speaking ability, and listening ability. Students' answers were categorized based on the correctness of the answers and students' confidence. The following is the profile of the pretest and post-test results.
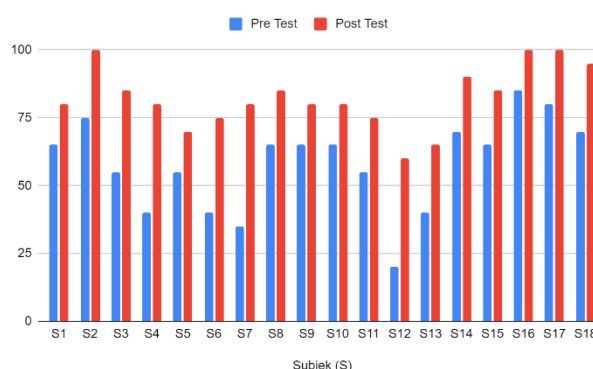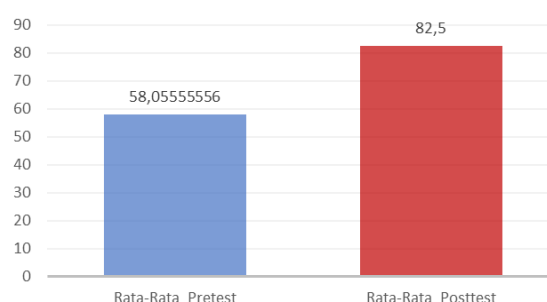

Figure 2: Pretest and Posttest Results

Figure 3: Average of Pretest and Posttest Results

Based on the distribution of pretest and post-test score profiles, each of which amounted to 20 questions, which represented 3 indicators on the integrative language skills variable. The indicators represented in the instrument include writing skills, speaking skills, and listening skills. Researchers conducted descriptive analysis to determine the data description and distribution of scores, obtained an average pretest score of 58.056 and a score of 82.50. Based on the distribution of pretest and post-test score profiles, each of which amounted to 20 questions, which represented 3 indicators on the

integrative language skills variable. The indicators represented in the instrument include writing skills, speaking skills, and listening skills. Researchers conducted descriptive analysis to determine the data description and distribution of scores and obtained an average pretest score of 58.056 and a score of 82.50. Based on the pretest score, the number of students who passed the KKM score was 5 students. While seen through the post-test scores, the number of students who passed the KKM was 17 students. This shows that there is an increase in the number of students who pass the KKM after being given treatment.

Furthermore, based on the pretest and post-test work, the classical assumption test is carried out as a prerequisite for conducting hypothesis testing. The results of the Shapiro-Wilk normality test show that the significance value for the pretest initial data is $0.321 > 0.05$. The following is the normality test table.

Table 1. Shapiro Wilk Normality Test Results

	Pre Test	Post Test
Valid	18	18
Missing	0	0
Mean	58.056	82.500
Std. Deviation	17.162	11.536
Shapiro Wilk	0.943	0.947
P-value of Shapiro Wilk	0.321	0.376
Minimum	20.000	60.000
Maximum	85.000	100.000

While the final post-test data is $0.376 > 0.05$. It can be concluded that the distribution of pretest and posttest data on integrative language skills is normally distributed. Levene's homogeneity test shows that the significance value for the distribution of pretest and posttest data is $0.087 > 0.05$. So it can be said that the variance of the data population groups is the same. The following is the homogeneity test table.

Table 2. Levene's Homogeneity Test Results

Test of equality of Variances

	F	Df1	Df2	P
Keterampilan bahasa integratif	3.102	1	34	0.087

Because the prerequisites of the classical assumption test have been met, the next process is the t-test. The T-test found that the significant value was $0.001 < 0.05$. So it can be concluded that there is a significant difference in the results of the pretest and post-test on integrative language skills. In other words, there are differences in writing, speaking, and listening skills in grade 5 students after integrative language learning using kentrung art is applied. The following is the T-test table.

Table 3. T-Test Results

Measure 1	Measure 2	Test	Statistic	z	df	p
Pre Test	Post-Test	Student	-10.709		17	< 0.001
		Wilcoxon	0.000	-3.724		< 0.001

The results of the study were also supported by oral storytelling by each grade 5 student. The stories presented were made based on the results of students' imaginations. Students were asked to explain the story twice, namely before the treatment and after the treatment. After being given the treatment in the form of kentrung art, there was an increase in the number of words in the story presented and an increase in the quality of the voice in the presentation of the story.

The Effect of Kentrung Art on Improving Language Skills

The findings of this research are in accordance with the research hypothesis while strengthening previous research that kentrung art can be used as an integrative language learning media to improve students' writing, speaking, and listening skills (Romadhon in Ghazali, 2017). The results of this study found that integrative language learning media are effective for improving skills in writing, speaking, and listening in grade 5 students. Based on the distribution of the results of the pre-treatment and post-treatment assessment rubrics as well as the pretest and post-test results, it was found that almost all subjects experienced an increase in grades and passed the Minimum Completeness Criteria (KKM).

Kentrung with the music produced is able to improve children's language development, as research from Dittinger et al. (2017) found that in learning new words, children with musical training more quickly increase brain response to words learned. Kentrung, with its audio and visuals, is also able to encourage students in learning integrative language and is easier to understand (Pradilasari et al., 2019). This is because elementary school students in cognitive development can focus more attention on stimulus in the form of interesting audiovisuals (Widyaningrum, 2016).

Based on Piaget's theory, grade 5 students are in the concrete operational phase. At this stage, there is a change in the way vocabulary is organized and an increase in the number of vocabulary words from an average of 14,000 at age 6 to an average of 40,000 words at age 11 (Santrock, 2012). One of the drivers of improving children's language skills is also influenced by the environment and culture. Children should be stimulated to become more effective communicators (Bryan, 2009).

Innovative or creative learning with local wisdom is indeed very helpful and can be a solution when faced with language problems in particular. This is reinforced by several previous studies. For example, research from Anggraeni (2018) shows that local wisdom-based teaching materials can improve description writing skills through jigsaw techniques. The results of Sutarna and Lutfi's research (2021) also state that there is an increase in description writing skills in students who use teaching materials based on local wisdom and culture compared to students who use conventional learning.

CONCLUSION

Based on the research that has been conducted by our team, there are several results. The first is the use of kentrung learning media needed by teachers and students in integrative language learning. Second, with kentrung learning media, integrative language skills (writing, speaking, and listening skills) in elementary school students have increased significantly. Third, this learning module has been expertly validated and is suitable for reuse as an alternative to language learning in schools or other educational institutions. Of course, this learning media innovation does not stop here; there needs to be further synergy from various stakeholders so that this research can bring more benefits. As a strategic effort to overcome the problems of Indonesian language learning in terms of integrative language in elementary school students and also preserve regional arts in Central Java, especially Blora, namely, kentrung art.

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