# REVIEWING STUDENTS' NEEDS TOWARD CONSTRUCTIVE LEARNING ENVIRONMENT MODEL IN LEARNING LISTENING SKILL

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| Info Artikel | Abstract |
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| | A learning process is perceived as meaningful if it is directly or indirectly related to the experience of the environment experienced by the students. Therefore, the constructive learning environment model is considered as suitable for developing the learning process, especially in learning listening skill. This study uses R & D as the research method for assessing the suitability of the of the students' perception witht the learning models that have already exist. As a result, this model can be used as a constructive learning environment model that is able to optimize the process of listening skill. Moreover, it can directly infuse moral values that exist in the listening process. Thus, the constructive learning environment model can address the needs of the students in learning listening skill. |

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**INTRODUCTION**

A learning process is perceived as meaningful if it is directly or indirectly related to the experience of the environment experienced by the students. Therefore, each lecturer should have a fairly extensive insight, so that they will easily give some illustrations, use learning resources and media that can stimulate the students to actively seek out and perform and find by themselves a link between the concept learned with its understanding (Rusman 2010: 194).

To create a desired learning process, it is needed an appropriate learning model. Joyce & Weil (2009: 30) said that for striking the learning objectives that have been designed, we need a learning model. A learning model is a description of the learning environment, which includes the behavior as a lecturer when the model is being applied. The learning model can be used as a pattern option, meaning that the teachers / lecturers may choose the most appropriate and efficient learning model to achieve the goals of education. The learning model is a plan or pattern that can be used to form a curriculum (a long-term lesson plan), design learning materials, and guide the learning process in the classroom.

The constructive learning environment model is carried out by the students themselves. They are given a freedom to construct their thoughts based on their interaction with the environment. In the development research, this constructive learning environment model carried out by the students need to be developed at a higher level (university level). The reason is based on a different thingking concept that is done by the students and the university students. In thinking, the university students tend to be more critical and purposeful. In addition, steps in the constructive learning environment model need to be developed into five stages; they are the questions / cases / issues, linking the case with the experience, collaborative learning, and information resources.

The problems in this field are still very wide to be used as a study. To that end, these problems need to be restricted to the make this research to be focused on a problem that can be solved in detail and depth. The problems of this study are limited to the constructive learning environment model containing local knowledge in learning listening skill. The constructive learning environment model examined is the students' perceptions toward the use of the constructive learning environment model in learning listening skill and how the principles of media development containing the constructive learning environment model.

Meskill (1996) conducted a research entitled "Listening Skills Development through Multimedia" in the Journal of Educational Multimedia and Hypermedia. This research discusses the development of foreign language skills that can be supported by multimedia technology. The purpose of this research is to use multimedia technology in the learning activities and application of visual role for the development of listening skill. The results from study suggest that the multimedia plays an imprtant role as a means or medium to enhance the development of listening skill in the second or foreign language.

The research conducted by Meskill is almost identical with this study. The difference is lying on the use of instructional design. Meskill used case studies design and the research subjects were the students, whereas this study uses research and development design and the subject is the university students.

Field (1998) conducted a research in form of an article entitled "Listening Skills and Strategies: Toward a New Methodology for Learning" in ELT Journal. The purpose of this study was to use subskills in listening exercise to ensure a better listening skill. The advantage of these subskills is they are able to detect in the students' weaknesses on each subskill taught, the teacher thus will be easy to determine the failure in the study and will immediately fix to acquire good skills. The design in this research was classroom action research at the University of Cambridge. The results of this study were (1) there was a a shifting in perspective that the listening skill took priority over the details of the

language contents, (2) there was a desire to connect with a classroom listening skill in real life, and (3) the awareness of the importance of providing motivation and focus to listen to the materials.)

The research conducted by Field is similar to this study, which uses listening skill variable. The difference lies in the design of the study used. Field used classroom action research while the author of this study uses research and development design.

Lefoe (1998) conducted a study entitled "Creating Constructivist Learning Environments on the Web: the Challenge in Higher Education" in ASCILITE journal. The purpose of the research was to determine the learning outcomes by creating a constructive learning environment on the web at the students in Australia. This research uses classroom action research design. The result is an increase in the students' learning outcomes in interacting through audio and links. Socio-cultural and sosiodialectology are two supporting aspects in this learning because the environment is not an important issue that could split between distance and time. Through the real world and the opportunity to collaborate, learning experiences could be designed to provide opportunities for the students to control their own learning.

The research conducted by Lefoe with the author is almost the same, which uses the constructive learning environment model. This difference lies on the competence variable. The author uses listening skill learning competencies as the research variable, but Lefoe used the web. The Lefoe's study has a shortcoming that is the less effective learning. The strategies used are too much including task-based learning strategi, problem-based strategy, cooperative-based learning, and discovery-based or inquiry-based learning. The strategy used by the author is quite effective for constructive use. Since the constructive strategy has a wider coverage in learning listening skill, so that the learning process is more focused.

According to Soekamto and Winaputra (1997: 78), in particular, the term "model" is defined as the conceptual framework used as a

guide in doing activities. Moving on from the term "model" as a conceptual framework, learning model is defined as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives, and serves as a guideline for the learning designers and teachers in planning and implementing the learning activities. Thus, the learning activities are indeed the aimed activities that are systematically arranged (Soekamto and Winaputra, 1997: 78-79).

Furthermore, Joyce et al (2000) suggested that each learning model has some elements: (1) syntagmatic, (2) social system, (3) principle of reaction, (4) support system, and (5) instructional and accompanist impacts. Syntagmatic are the stages of model activities. Social system is a situation, atmosphere, or norm in the model. Principle of the reaction is a pattern of activity that describes how a teacher should observe and treat the students, including how teachers should respond to them. Support system is all means, materials and tools necessary to implement the model. Instructional impact is a direct result of learning achieved by directing the students to the expected goals. Accompanist impact is another learning outcomes generated by the learning process, as a result of the creation of a learning atmosphere that is experienced directly by the students without any direct guidance from the teacher/lecturer.

The constructive environmental model emphasizes on the personal meaning so that the students can connect their ideas with existing experiences (Jonnasen 1999: 236). Personal meanings are achieved by looking for new ideas associated with existing experiences so that it can be used as a primary learning source.

Local wisdom or traditional wisdom or local knowledge system is typical of knowledge belonging to a particular community or culture that has evolved as a result of the process of mutual relations between the community and the environment (Marzali, cited by Permana 2010: 4). Thus, local knowledge system is rooted

from the knowledge system and local or traditional management.

The local wisdom has six dimensions, they local knowledge, local values, local skills, local resources, local decision making mechanism and local group solidarity (Ife cited by Permana 2010: 4-6). Local wisdom is a solution to overcome the dynamics of society with a high level of plurality by providing commendable characters, no promises, no selfish, providing exemplary, faith and piety of life that is based on the understanding, appreciation and practice of religious teachings espoused consistently and consequently, and the provision of comprehensive intellectual, emotional and spiritual intelligence (Ratmanto 2010: 860). Nevertheless, the leadership of which is based on local wisdom has to be clear and measurable so that the resulted imaging process is also based on the performance. Here, the role of government becomes very important.

Dananjaja (1983: 13) proposed some limitations of a good personal. A good personal overcomes every difficulty quickly without any fuss, and emotions in solving complex problems, and craves harmony circumstances. In interacting with others, he/she is able to face the problems occurred in a good manner. To be such a person, it is needed honesty, tolerance, friendship, and caring for the environment (*Badan Penelitian dan Pengembangan 2012*).

Listening is a process that can form human values through the information conveyed (Schultz 2003: xiii). Broughton, et al (2003: 65) more specifically defined that listening is a receptive skill involved in understanding the message. From some definitions above, it can be concluded that listening is the process of capturing the sound symbols to obtain particular information that is done intentionally with understanding, appreciation, and interpretation in capturing the contents and responding to the meaning contained in it.

In contrast to Tarigan, Sutari (1997: 22) argued that there were two aspects of listening objectives, they were the understanding and and respond of the listeners toward the speaker's message, and the message conveyed is in line with the speaker's mean. Based on those two aspects, it can be specified more about the listening objectives: (1) getting the facts, (2) analyzing the facts, (3) evaluating the facts, (4) gaining inspiration, (5) getting entertainment, (6) repairing ability to speak (Sutari 1997: 22).

The benefits of listening are to increase knowledge and experience for the listeners and facilitate verbal communication between the listeners and others. The more knowledge and experience possessed by the listeners, the more smoothly they communicate with others.

According to Field (2008: 69 -72) the listening category can be classified into two, they are extensive and intensive listening. Extensive listening is a more general and more freely listening activity against an utterance. The most basic use is to reveal or recall the learned or known materials in a new environment in a new way. Extensive listening gives opportunities and freedom for learners to hear and listen to grains of vocabulary and structures that are unfamiliar or new to them contained in the speech flow inside the range and capacity to be handled.

The constructive learning environment model containing local wisdom is a learning model that gives the students freedom in developing the concept of thinking knowledge through interaction with the environment in a way to solve the problems with a good and proper manner. According to Joyce et.al. (2009), each learning model has some building elements which include: (1) syntagmatic, (2) social system, (3) the principle of reaction, (4) support system, and (5) instructional and accompanist impacts.

**RESEARCH METHODS**

The research design used in this research was research and development (R & D) design. The research and development according to Borg and Gall (2007: 775-776) consist of ten stages. They are (1) research and data or information collection about the needs of product development; (2) planning the preparation of product development; (3) designing or draft (prototype) of the product

development; (4) initial trials (experts testing) to the prototype of product development; (5) early revision of the prototype of product development; (6) initial field testing of the prototype of product development; (7) revision of the result product of initial field test; (8) field or operational test; (9) revision of the final product; (10) dissemination and implementation.

There were four variables of this study; they were constructive learning environment model, local wisdom, learning listening skills, and listening skill learning media. There were two types of data of the students and lecturers' needs toward the constructive learning environment model containing local wisdom in learning listening skill. The first data was in the form of propensity score of each answer from each question from the students and the lecturer.

The second data was in form of descriptions of the answers selected by the students and the lecturer. The answer reasons data was grouped into two; they were the data for answer reasons of the students and the lecturers. The source of the research data was in accordance with the required data in this study, they were the needs of learning model data, expert assessment data, initial field test data and field implementation data.

The data collection instruments were questionnaires and tests. Anderson (in Arikunto 2006: 65) revealed that a test would be valid if the test was to measure what should be measured.

## RESULTS AND DISCUSSION

These principles will be explained rom the sides of learning media and learning media of listening skill containing local wisdom.

### Principles of Constructive Learning Environment Model Containing Local Wisdom in Learning Listening Skill

The principles in modeling a constructive learning environment containing local wisdom can be described based on syntagmatic, social systems, reaction systems, support systems,

instructional goals, and accompaniment impacts. The more detail exposure is explained as follows:

### Syntagmatic Dimension

The principles of constructive learning environment models containing local knowledge from the syntgmatic dimension consist of opening, core, and closing activities end. The opening activities begin with apperception by explaining the materials that will be delivered in learning listening skill. The activities are followed by interview session between the lecturer and the students.

The core activities consist of listening activity, looking for problems / cases, and seeking basic ideas. The listening activity should be conducted carefully and thoroughly in order to achive optimal result.

The opening activities cover confirmation, reflection, and assessment activities. The confirmation of the activities is carried out by concluding the contents of the material individually. If the learning activities are conducted in groups, the confirmation session is performed by writing the group work report.

Evaluation in learning listening skill is conducted through cognitive field using recitation / memorization test. The forms of affective and psychomotor assessment --when needed--can be done with a written test.

### Social System Dimension

The form of social dimension applied by the students in listening skill is in form of their interaction with their classmates. Before and after listening activity, each student can conduct some discussions with their friends. A good discussion attitude is to give an opportunity to the friends to resolve a problem in a good and proper way.

Before starting the lesson, the lecturer conducted an apperception with the students in form of questions and answers session related with the material to be delivered. After listening, the students had some discussions about the listening rsults. The listening activity with the of

constructive learning environment model was conducted by providing collaboration

## Reaction System Dimension

The principle of constructive learning environment models containing local wisdom is related with planning, implementation, and follow-up stages. The lecturer's tasks in planning the learning activities are determining competency standards, indicators, basic competence, learning materials, learning activities, assessment, and learning resources that will be made in accordance with the syllabus content created.

After finishing the syllabus, the lecturer should have a planning related to the listening topic according to the value of local wisdom that will be contained in the listening material.

The implementation phase is done with the constructive learning environment model. The lecturer acts as a facilitator in a series of learning activities. The lecturer's appreciation to the students can be done by giving extra score.

## Supporting System Dimension

The support system dimension in teaching listening skill using the constructive learning environment model is in form of learning media and learning resources. The prepared learning media is a media that can make listening activities take place effectively and efficiently. The learning media contains instructions for use, listening materials, and evaluation of the listening materials.

The material source as the students' guide comes from a book by written by at least 3 experts. This is to further strengthen the students' understanding about the listening materials.

## Instructional Objectives Dimension and Accpanist Impacts Dimension

The instructional objectives and accompanist impacts dimensions as the principles in modeling the constructive learning environment are explained as follows. The objective of the learning listening skill activities

is to understand the content of the listening material.

The accompanist impacts for the students are embedding the values of local wisdom on the students and their self-actualization in form of real actions. The listening materials taught are expected to change the students' behavior.

## Principles of Listening Skill Learning Media Containing Local Wisdom

The principles of the preparation of listening skills learning media containing local wisdom will be presented based on the dimensions of content, language, and presentation feasibility.

## Dimension of Content Feasibility

The principles of the preparation of listening skill learning media containing local wisdom pay attention to the material presented, the accuracy of the material, and supporting elements of material content in accordance with the needs of contemporary media. Main topics of listening learning media are systematically arranged as follows; (a) the nature of listening, (b) listening theories / approaches, (c) the process of listening, (d) examples of listening material, (e) listening models, and (f) types of listening.

The local wisdom values contained in the listening materials consist of tolerance, values of friendship, patriotism, honesty, and caring environment. Linguistic field can be used as a supporting repertoire of knowledge in supporting the students' listening comprehension.

The accuracy of the materials related to the theories and concepts presented preferably derives from a book written by at least 3 experts as the main source. This will affect the quality of the listening materials.

## Dimension of Language Feasibility

The principles of the preparation of listening skill learning media are reviewed in terms of *EYD* and communicativeness of the media. In writing learning media, we have to consider the use of *EYD* in accordance with the

rules of Indonesian language. The font used is Times New Roman with font size 12.

The use of language in instructional CDs, listening materials delivery, and evaluation are adapted to the the students' conditions. Therefore, the language used should be practical, lightweight, easy to understand, and remain scientific. The text is in form of running text with narrator. The contents of the materials consist of a voice accompanied by a video of local wisdom.

**Dimension of Presentation Feasibility**

The principles of the preparation of listening skill learning media in terms of the feasibility of the presentation can be seen from the presentation techniques, manner of presentation, and completeness. These principles will affect the listening skill learning media containing local wisdom. In addition, it is also important that every student should understand the purpose of this listening activity. For example, the presentation of listening material types consists of two parts, the intensive and extensive listening.

This will further facilitate the understanding of the listening content because every student will be able to construct between topics and values contained therein. For example, the value of honesty will be contained in the listening material about buying and selling something.

The presentation of listening learning media should also pay attention on writing typography and color variations. The number of colors in the CDs is three colors with each comination color. It is to make the colors to be varied yet harmonious. The content of front cover consists of the title of learning media, instructional unit level, semester, and supporting pictures. Such content should be easily readable, black-colored, and the letters should be only in one font. The pictures presented have to be adjusted with the listening materials existing in the media.

The title should be written in the middle of the cover with font size 12 and Times New Roman. The menu presentation of the instructional media should be in form of images and texts. Presenting in this way is expected to make the students easily understand the instructions. In the media there are also musical accompaniments, background of media display, and text settings adjusted to the contained values. The musical accompaniment presented is in the form of traditional songs in Indonesia with a media display background in form of local wisdom that will be the main listening materials. The contents of listening materials will be presented with a voiced story accompanied with a video of local wisdom. The application of this visual audio is done because the students will be able to combine between their audio and vision skills. The descriptions in visual forms are expected to assist the students in constructing the content played.

**CONCLUSIONS**

The research to measure the students' needs toward a constructive learning environment model in learning listening skill can be summed up as follows. The students' perception towards the constructive learning environment model in learning listening skills can be formulated in learning principles of listening skills consisting of: (1) Principles of modeling a constructive learning environment containing local wisdom including; syntagmatic, social system, reaction system, support system, instructional objectives and accompaniment impacts; (2) Principles of modeling a constructive learning environment containing local wisdom including; content, language, and presentation feasibility.

This research is expected to be a good reference for the lecturers in developing the listening skill learning process. Thus, it will be run smoothly according to the students' needs and more optimal.

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