

Listening Learning Conditions in Indonesian Language in Grade 3rd Elementary School

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Abstract. This article aims to describe the conditions of listening learning in Indonesian language learning in class III SD Negeri Lamtheun. This research uses descriptive qualitative method with data analysis method according to Miles and Hubberman which has three steps, namely data reduction, data presentation and conclusion drawing. Data collection techniques using observation, interviews and questionnaires. By paying attention to the findings and analysis of the data obtained, this research has revealed the conditions of listening learning in Indonesian language learning in elementary schools that are currently less creative. The conditions for the inaccuracy of the listening learning process include; a) listening learning conditions are only carried out for the question and answer method, b) listening learning is carried out like reading learning, and c) the teacher's ability to tell the contents of the listening that is not good. This condition is also exacerbated because the use of media in listening learning is still lacking and the availability of media is also still difficult to find. The theoretical analysis in this article provides information that teachers should pay more attention to listening learning because listening skills are related to other learning processes. teachers should design effective listening learning and use appropriate media in order to achieve listening learning objectives.

Keywords: Listening Learning, Learning Media.

How to Cite: Rahmat, I & Rahman. (2022). Listening Learning Conditions in Indonesian Language in Grade 3rd Elementary School. *Proceeding The 4th International Conference on Elementary Education*, 4(1), 575-585.

INTRODUCTION ~ Education is a conscious effort to prepare human resources who have the potential and ability to face the present and future realities. In the law on the education system number 2 of 2003 article 1 paragraphs (1) and (2). According to paragraph (1) education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, society and nation. Meanwhile, according to paragraph (2), national education is education based on Pancasila and the 1945 Constitution which is rooted in religious values, Indonesian national culture, and is responsive to the demands of changing times.

The state's hope for education is very large to create a generation of people who have the power and spiritual knowledge of religion, self-control, society and nation. So there needs to be changes and improvements in each learning process. Especially the ability to listen which is actually an ability that we often use in everyday life besides speaking. According to Saddhono and Slamet (2002:4) listening skills are the earliest activities carried out by humans when viewed from language acquisition, successively acquisition of language skills starting from listening, speaking, reading and writing.

Listening learning in elementary schools has not received serious attention from teachers and listening learning is still underestimated, namely as learning that

is less important to do and focus on. even when compared to other language skills such as reading and speaking which are skills that are of more concern to teachers. Generally, teachers consider listening skills unimportant on the pretext that all students are proficient in listening, this situation is exacerbated by the situation that children's ability to listen and children's difficulties in learning to listen are rarely assessed and rarely studied.

Alder (in Hermawan, 2012:30) states that 53% of activities in daily communication are dominated by listening, while writing 14%, speaking 16% and reading 17%. As we know that subconsciously listening is used twice as much as speaking, four times more than reading and five times more than writing. But in reality people's attention to listening skills is still very less. The majority of teachers also still think that listening is not a skill that needs to be developed so that the listening learning process becomes very passive.

According to Nunan (2002) that so far in the process, listening learning is not prioritized by teachers in language learning. Teaching methods that should emphasize more productive activities, and should be associated with receptive skills are poorly understood by educators, especially in elementary schools. Until recently, the nature of listening in a second language was often overlooked by first language experts and by the teachers themselves. It is often assumed that listening skills can develop by themselves and consider students' listening skills to be adequate. In fact, students have difficulty in listening seriously.

It is undeniable that today's learning still ignores the importance of listening skills,

besides listening can affect the acquisition of other learning, listening is an activity that we often do everyday. More than that, listening takes an important position in the language process, especially in the process of acquiring the first language, which is carried out by individuals unconsciously through listening activities. Factors like this make individual humans think that someone's listening ability is already qualified.

Abidin (2015: 98) suggests that the conditions of listening learning in elementary schools are still found to be many inaccuracies including (1) listening learning is only done to answer questions, (2) listening learning is carried out like reading learning, (3) listening ability measurements are still is biased because the teacher uses reading material that has been read by students first, and (4) listening learning has not been directed at developing student character.

The fact that the teacher targets listening learning only so that students are able to answer questions, the teacher reads the reading material then ends with students answering questions. In this condition, listening learning is passive and makes students' listening skills weak. The next condition is that listening learning is often carried out such as learning to read, the teacher provides reading material in students' books so that listening learning that should be obtained by students turns into reading learning. This situation will not improve students' listening skills and only make them fixated on reading skills.

Listening activities in Indonesian language learning classes tend to focus on listening outcomes. Learners are asked to read aloud or repeat the details they have heard. Listening is sometimes only done

to explain the meaning of the information they have heard. In short, many listening learning processes do more than test the extent to which students hear well. Because students are often required to be in a stressful situation where they are required to interpret how much they have understood from the reading material. then more often reveal what they do not understand. So this condition makes them feel anxious to listen. Other than that, Activities that continue to ask students to understand what is said or heard from the reading material and then have to respond in the right way will make students feel stressed and anxious in the learning process. Circumstances like this have made us aware that it is not wrong for the listener if there is information that is not obtained, it's just how much pressure is given to be able to listen carefully.

Students face many challenges in the classroom, such as not knowing how to listen effectively when they are assigned by the teacher to listen. In other words, they are not familiar with the process of learning to listen so they find it difficult. Although pre-listening activities are common in the learning process in some learning processes, these activities are often used primarily to provide students with the background knowledge they need to make the listening process easier.

This article seeks to reveal the conditions in the listening learning process in elementary schools, especially in grade III. With the explanation of the results of the findings in this article, solutions and strategies are also presented to enrich the knowledge and abilities of teachers in teaching listening learning. The solutions presented are in the form of literature review and research by experts both

domestically and abroad who are able to become reference materials in deepening knowledge of listening learning in the Indonesian language learning process.

METHOD

The research method is basically a scientific way to get data with certain goals and uses (Sugiyono, 2009). The method used in this research is descriptive qualitative research with data analysis method according to Miles and Hubberman which has three stages, namely data collection, data presentation and conclusion drawing.

The approach used in this study is a qualitative approach. Sugiyono (2009:15) suggests that qualitative research methods are research methods based on the philosophy of postpositivism, used to examine natural objects where the researcher is the key instrument. Furthermore, qualitative research methods need to include ways of collecting and analyzing words (both spoken and written) and human actions that can provide an overview of conclusions for researchers. Researchers also do not really need the calculation and qualification of qualitative data that has been obtained with the intention that researchers do not need to analyze numbers (Afrizal 2014:55)

This type of research is descriptive which aims to collect detailed, in-depth and actual data. Qualitative research has a research procedure that produces descriptive data in the form of written or spoken words according to the observed behavior.

The first step, the researcher made observations about the listening learning process in Indonesian language learning

in class III SD Negeri Lamtheun Aceh Besar. The researcher observes when the teacher teaches listening learning in KD (basic competence). The researcher is present in the learning process as an observer without being involved in the process.

In addition, the researcher also conducted interviews with the third grade homeroom teacher of SD Negeri Lamtheun Aceh Besar to describe the process, preparation and media used in listening learning. Researchers tried to explore the knowledge and ways of teachers teaching listening learning. In practice, the interview technique is carried out in an unstructured manner that is flexible, the interviewer is free to ask various questions to the participants but the researcher also has an agenda of questions that are broadly related to the research problems to be asked (Rachmawati, 2007).

The final step in obtaining data was carried out with a questionnaire distributed to teachers and third grade students. Questionnaire is a tool to collect data in the form of a list of questions submitted to respondents to be answered in writing (Hamdi, 2014). Questionnaires are used to determine student responses regarding learning.

There are three paths in conducting qualitative data analysis; data reduction, data presentation and conclusion drawing according to Miles and Hubberman (in Agusta, 2003: 10). Researchers analyzed the data from observations and interviews by presenting the data. Data were collected from observations and interviews and then summarized in such a way that conclusions can be drawn from the

results of research on the role of teachers in improving the listening skills of third grade students at SD Negeri Lamtheun Aceh Besar. In this research, the technique that will be used is the data analysis technique of Miles & Huberman. According to them analyzing data requires three steps; (1) data reduction, (2) data presentation and (3) drawing conclusions. These three stages must be carried out continuously until the research ends.

RESULTS

The findings in this study are the result of observations and interviews conducted in the listening learning process in Indonesian language learning as a result of research from data collection and data processing. All data that has been obtained is reduced to fit the research and the problem being sought. The results of the research that have been obtained are then sorted to take risks and discard data that are considered unnecessary and then described and analyzed and finally conclusions are drawn.

The results of the research conducted have revealed some information in the process of learning to listen to third grade students of SD Negeri Lamtheun Aceh Besar. The findings are presented as follows.

1. The learning method used by the teacher in listening learning in Indonesian language learning is lecture, question and answer and group discussion. In the lecture method, the teacher applies it with the aim of conveying an overview of the listening and explanation of the material. Questions and answers are applied to stimulate students' thinking about the material, train students to think and

express experiences that students experience also through question and answer. The discussion method is used for students to find the main idea from the results of the listening.

2. The reading material used by the teacher in listening learning is guided by student books and the teacher never looks for reference material from story books or the internet. In the process, the teacher reads a reading material in the form of a story or reading text, then followed by students answering oral questions or tests.

3. Listening learning is only done by the teacher to ask questions to students then students are asked to listen carefully and answer questions. Listening learning like this is very biased considering that listening skills are not only used to answer, but more than that, listening requires the listener to understand and criticize the listening.

4. Listening learning is carried out like reading learning, namely listening material that is already in front of students. Thus learning does not lead to listening but rather to reading. Without the need to listen, students can read the material themselves.

5. Continuing point number four can cause the listening learning assessment process to be arbitrary because the teacher will not be able to get the validity of the listening ability score because what is being done is learning to read.

6. In the process, the teacher has never used media, even simple media such as audio, on the grounds that media is very difficult to obtain and the ability of teachers to access media on the internet is still lacking.

The findings of this study further reveal that there is still little concern and skills of teachers in carrying out the listening learning process. So that students' listening skills do not develop and the process carried out is passive.

DISCUSSION

The description of the results of the study shows that the listening learning process in class III SD Negeri Lamtheun Aceh Besar is still found to have so many problems that the learning objectives of listening and listening skills of point participants do not increase. Based on the results of the researcher's analysis, it can be seen that the listening learning process should be carried out in several stages including the pre-listening stage, listening stage and finally the post-listening stage. Each stage has a different listening activity.

According to Abidin (2015: 109) the first listening activity is pre-simulation which is carried out as preliminary activities in the form of brainstorming activities, predicting stories, guessing stories, observing pictures, gathering wishes, guiding questions, compiling semantic maps, playing characters and dismantling schemata. Then the listening stage is a core activity where students begin to listen which is filled with activities of making concept maps, capturing main ideas, answering guiding questions, discussing main ideas, distinguishing facts and opinions, building story maps, compiling main ideas into essay outlines, testing predictions and This can be done by comparing the reading material with other discourses. The last stage, which is post-listening, is used as a stage to test the abilities and knowledge of students.

Activities that can be carried out are question and answer questions,

The results of the observations showed that the teacher did not carry out the listening process with these stages, namely with only limited learning, question and answer and limited discussion.

It is appropriate for teachers to improve students' listening learning outcomes by using listening stages, for example at the pre-study stage the teacher fills in with question and answer activities with students. Then at the listening stage the teacher asks a student to read the reading material and other students listen with a note that the reading material has never been heard or is not in front of the students. At the post-listening stage, the teacher gives written questions to students to test their listening skills or by assigning students to create their own version of stories, poems or short stories.

The three stages of listening, namely pre-listening, listening and post-listening, function as timers to practice the listening learning process. The three stages of setting listening time were also revealed by Hamid in his research entitled "Listening Learning Strategies" with the results that since 1960, practitioners have realized the importance of listening learning, especially in terms of managing time to practice skills. The following is the standard format for listening that is currently developing according to field (2008:1):

a) Pre-listening: Pre-teaching the vocabulary contained in the reading material.

b) Listening: extensive listening (followed by general content application questions) and intensive listening (followed by thorough and detailed questions).

c) Post-listening: the activity of analyzing the language of the text (why does the speaker use that language?) listening and repeating: the teacher stops the source listening then the students repeat the word.

Following the stages to obtain effective listening learning as described above must also be supported by various other factors such as the level of students' mastery of vocabulary, the ability of teachers to deliver listening materials and media that support the learning process.

The ability of students in mastering vocabulary greatly influences the acquisition of information and knowledge in listening. Listening which is an activity of capturing language sounds will result in good interaction if the listener can understand and master the vocabulary conveyed by the speaker. According to Nurgiyantoro (2010:166) that vocabulary mastery is the ability to understand (listener) and use (speaker) words to express ideas or thoughts both orally and in writing.

In addition to listeners, speakers who are sources of information or intermediaries of information to be conveyed are also expected to master the vocabulary of the reading material. According to Abidin (2015: 128) a good speaker is a speaker who correctly masters the entire order of language from phonemes to semantic-pragmatics to be able to convey information and ideas in the right meaning and in the right conditions.

Things that can support a good listening learning process is the use of media. The teachers of SD Negeri Lamtheun have never even used the media to support listening learning. Media such as recordings or videos should be used to attract students' interest in the listening process. Listening is sometimes a tedious activity, so it is necessary to use good media as stated by Azma (2015) in his research that the use of audio media in listening learning can improve students' listening skills. In addition to audio media, there are many other media that can be used, such as audio visuals, hand puppet media, picture story books and recorded conversations.

In the learning process, listening should consider the stages of each activity carried out. Because the learning process enriched by systematic stages will result in good learning. Because listening must produce students' understanding of the Indonesian language learning material, the stages that need to be considered are as stated by Iskandarwssid (2008: 235-236); The first is listening and then enriched by remembering the listening so that it can be connected with experience. The next stage is to pay close attention and form an imagination on the theme and main idea of the discussion. The next stage is to compare the reading material with experience, test the signs and get meaning in understanding the material.

Goh and Vandergrift (2012) have given several instructions in listening so that they become a consideration in the implementation of learning, especially language learning.

a) The first instruction is text-oriented with the view that listening is not only done for comprehension purposes, it is

also carried out with a great emphasis on speaking and imitation skills in the memorization of sound patterns and grammar. Usually, students have to distinguish words and answer initial understanding questions based on the results of their listening or students must take notes on the dictation of the important parts of what they hear. In such circumstances, students are required to show the extent to which they understand the reading. This is useful for revealing exactly how well they understand what they have heard. Instead of learning how to listen accurately, listening activities test the accuracy of their understanding. In text-oriented instructions, The focus of the discussion is on recognizing and understanding the various components of listening material. This includes the individual voice of the speaker, phonological features, keywords, word selection, phrases and summary information. Because long reading material with few conclusions will make the listener bored. An explanation for this emphasis is put forward in the discussion of early developmental theories of cognitive psychology. The meaning of information according to early theories of cognitive psychology is built gradually from individual voices then the next word to a string of words and finally form a complete and understandable text. Because long reading material with few conclusions will make listeners bored. An explanation for this emphasis is put forward in the discussion of early developmental theories of cognitive psychology. The meaning of information according to early theories of cognitive psychology is

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- b) The second instruction is communication-oriented in oral communication activities. listening and speaking are actively involved in the process. The focus of communication instructions is more on speaking. For example, in learning activities where students are assigned to provide information to their friends orally. In this condition the teacher tends to pay more attention to how the output of the information is conveyed and communicated orally. So that teachers pay less attention to more specific things such as how students should listen and what activities can be done to understand the information. So, activities carried out in classrooms where many oral activities take place very often make students choose to sleep if they are not guided by the right activities.
- c) Learner-oriented instruction. his view that some learning-oriented developments in the areas of general learning and language learning were heavily influenced by listening. In the process linguists suggest using a strategy-based approach to listening

with clear instructions. The model developed by linguists to classify learning strategies contains executive or metacognitive functions that are useful for direct learning, namely face-to-face learning. The socio-affective strategy has explained the influence of social and affective processes on listening learning, because in the process of listening, it needs support from motivational factors. either by explaining what students are listening to. Learner-oriented instruction is closest to teaching the learner how to listen. This approach was developed to overcome the problem of bias in student listening assessments. The student-oriented approach is further advanced by proposing a metacognitive approach to teaching listening as a whole so that it does not only look at one factor. This metacognitive approach is a process-based approach.

The perspective of the instructions that have been explained needs to be considered by the teacher in making a basis for listening. In general, we realize that the better students listen, the more conclusions can be drawn from the reading material. This acquisition is not only obtained by listening carefully, but further considerations in the use of vocabulary, voice, speed of speech, intonation and stress on rhythm in expressing materials and choosing words that are in accordance with the context being taught and the context of the development of students.

The teachers of SD Negeri Lamtheun do not really understand the richness of studies in listening learning which should be a reference in choosing, determining and carrying out listening lessons in

Indonesian language learning. especially when faced with students who use Indonesian as a second language, so that considerations in the learning process must increasingly be improved.

Students' difficulties need to be considered to find out why students are less skilled and active in listening. Renukadevi (2014) reveals several factors why students have difficulty in listening; namely the shells of the students' efforts to listen carefully, failure or laziness to build their vocabulary gradually and this is highly reflected in their listening and makes them low on enthusiasm in acquiring language skills. Students have problems with different pronunciations and rarely heard language because they focus on one particular articulation. The concentration power of students, enthusiasm and motivation in listening greatly affect their listening skills. However, it is not so important to pay attention to the mastery of other language skills (reading, speaking and writing) even when they are brought to listen for a longer period of time will make students bored. Disturbance by physical settings or the surrounding environment must also be considered where listening will be carried out in order to avoid disturbing noise. This becomes an additional challenge for the casual learner and a major challenge even for good listeners.

Considerations in understanding the difficulties and problems of students in listening must be the basis of the teacher so that they can use the strategies, approaches and media that have been described by linguists. Listening so far has almost become a more interesting study, despite the neglect of studies and research. Likewise, there are so many

media provision on the internet that can be used by teachers in supporting the success of listening learning and being able to improve the ability of students to listen.

CONCLUSION

Based on the research findings and discussion, the researcher can conclude that the listening learning process in class III Indonesian language learning at SD Negeri Lamtheun is still less effective and efficient due to the lack of quality educators in teaching plus the fact that limited media has become an obstacle to the continuity of good learning.

The conclusions of this study are as follows:

1. The listening learning process is divided into three stages, namely the pre-listening stage, the listening stage and the post-listening stage. listening at SD Negeri Lamtheun Aceh Besar using question and answer methods, discussions and tests.
2. Obstacles faced by teachers in the learning process are the lack of students understanding vocabulary, limited media, technological failure and inactivity of students.
3. Media commonly used by teachers in learning are media images and reading texts.

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