Problems and Strategies in Strengthening Skills Listening in Indonesian Language Learning

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Abstract

Background – Study This is motivated by the importance of the role of teachers in managing effective learning, especially at the elementary school level, which often faces various constraints in implementation. Focus study This identifies and analyzes teacher problems in implementation learning at SD Negeri 1 Pondok.

Research Urgency – Listening is a key skill in language development yet often underemphasized in early elementary education. Given students' limited attention and comprehension at this stage, this study is crucial to identify teacher challenges and offer practical strategies to enhance listening skills, supporting more effective early-grade language learning and policy.

Research Objectives – The purpose of the study is to describe problem skills in listening to learning Language Indonesia and describe the strategies for strengthening skills listening.

Research Method – Type of research This uses qualitative used is a case study. Data collection techniques in this study use interviews, observations, and documentation. Interviews with teachers in grades 1, 2, and 3. Observations are carried out directly during classroom learning. Documentation is by collecting documents relevant to the study. The data analysis technique used in this study is the Miles and Huberman model, namely: data collection, data reduction, data presentation, and drawing conclusions.

Research Findings – Based on the results of research conducted by SD Negeri Pondok 01, show that the problems of listening skills in learning Indonesian in lower grades include low student concentration, minimal learning motivation, and a less supportive learning environment. These three factors hinder students from understanding and processing oral information optimally. To overcome these problems, teachers apply reinforcement strategies in the form of using interesting learning media (such as pictures and videos), fun learning methods (such as questions and answers and role-playing), and light and fun evaluations.

Conclution - This strategy has been proven to help gradually increase students' interest, participation, and listening skills.

Research Novelty/Contribution – The novelty of this study lies in the emphasis on the integration of solutions based on the real needs of teachers in the field, which can be concrete input for elementary education policymakers in formulating strategies to improve the quality of learning.

Keywords: Problems, Strengthening Strategy, Skills Listening, Learning Indonesian

INTRODUCTION

Indonesian is a required subject taught in elementary schools. This subject plays a crucial role in helping students learn to communicate effectively, both orally and in writing. In addition to studying the rules of the language, learning Indonesian aims to develop students' speaking skills so they can understand and convey information clearly and effectively. There are four main skills that students need to master when learning Indonesian: listening, speaking, reading, and writing (Magdalena et al., 2021). Listening skills help students comprehend information from what they hear. Speaking skills enable them to express ideas and opinions clearly. Reading skills assist in understanding various types of texts, while writing skills teach methods for conveying thoughts in written form.

Mastering this skill enables students to communicate effectively and think more critically and creatively. Listening skills form the foundation for other speaking activities, making it challenging for students to apply these skills during the learning process (Ernawati & Rasna, 2020). According to Widyantara & Rasna (2020), listening skills involve actively engaging with oral symbols to achieve a full understanding and gather information. Listening is a process of receiving messages, ideas, thoughts, or feelings, and providing appropriate responses to them. This statement is supported by research from Subakti (2023), which defines listening skills as the ability to understand and capture information from oral explanations often provided by educators during lessons.

Listening skills are an essential active process that involves receiving, understanding, and responding to oral information. It requires full attention to the message being conveyed and is particularly important in learning, especially when a teacher is delivering material. In Indonesian language learning at the elementary school level, several problems arise. These issues are linked to multiple factors, such as the teaching materials not being suitable for the students' developmental stages, the learning outcomes not aligning with the language development levels of the students, and the learning models used not being appropriate for the student's characteristics (Gianistika & Firmansyah, 2023). One significant issue identified by teachers is the lack of listening skills among students.

Many educators report that students demonstrate low listening proficiency in Indonesian language learning. This leads to delays in understanding, a lack of motivation to engage with the subject, and difficulty maintaining focus during lessons. For instance, at Pondok 01 State Elementary School, several students in grades 1 to 3 struggle with listening skills, which adversely affects their overall learning process. The involvement of teachers and school administrators is crucial in monitoring and supporting the developmental progress of students. Currently, many students find it difficult to concentrate and show little motivation in learning Indonesian. Addressing these issues is essential for enhancing the effectiveness of the learning process.

That needs to be discussed more carry-on as well as the factors that influence. Therefore, to increase skills by listening to the participant's education on a school basis, internal teacher strategies are needed to strengthen skills listening to participant educate. Teacher strategy is very important in learning Language Indonesia to increase ability skills listen to participants educate. The role of parents and the environment in schools can also influence participants' education in developing the ability to listen. Then the problem that will be solved in the study is whether the problems occur in skills listening, what just factors influence participants' education in skills listening, and how the strategy is carried out for strengthening skills listening to learning Language Indonesia at Pondok 01 State Elementary School.

A number of studies have been conducted on issues related to listening skills in Indonesian language learning at both elementary and intermediate schools. Research by Prihatin & Sari (2017); Afifah et al. (2021); Mustikawati & Rakhmawati (2023); and Massitoh (2021) has identified that problems with listening skills are influenced by two main groups of factors: internal and external factors

related to students. In accordance with this, research by Subakti (2023) on elementary schools in Samarinda revealed that the listening skills of lower-grade students are affected by the teaching methods employed by teachers and classroom interactions, which in turn influence student focus and participation. This finding is supported by the study conducted by Murni & Sunarti (2018), which found that the application of the audiolingual method significantly improved the listening skills of third-grade elementary school students, emphasizing the importance of selecting appropriate teaching methods to address listening difficulties. Furthermore, a study by Ubaidillah et al. (2025) concluded that low listening skills can be attributed to a lack of variation in teaching methods, minimal use of interactive media, and insufficient listening habits in the home environment.

The purpose of this study is to address the frequent problems related to listening skills observed in classrooms with lower proficiency students. It is essential not only to identify these problems but also to implement effective strategies to enhance listening skills. Therefore, the goals of this study include describing the listening skills issues encountered while learning the Indonesian language and outlining strategies to strengthen these listening skills at State Elementary School Cottage 01. Given the background mentioned above, further research is crucial to explore the challenges related to listening skills and the strategies needed to improve them among lower-grade students learning Indonesian.

Listening is a fundamental language skill that plays a vital role in the communication and learning process. This skill enables students to accurately gather information, comprehend subject matter, and develop other language abilities, such as speaking, reading, and writing. Numerous studies have indicated that elementary school students face several challenges in developing their listening skills. These challenges include low concentration, lack of motivation, monotonous teaching methods, and limited use of supportive learning media.

As a result, students' listening abilities are suboptimal, which negatively impacts their overall understanding of the material. In the context of the Independent Curriculum, enhancing listening skills is a key competency emphasized for its role in improving concentration, material comprehension, and students' analytical and communication skills. Therefore, there is a pressing need for the development of effective learning strategies. Research has shown that implementing suitable teaching methods, such as audiolingual techniques and interactive approaches, can significantly enhance students' listening skills.

Additionally, since each school has its unique characteristics and circumstances, contextual studies focusing on the challenges and strategies for improving listening skills at SD Negeri Pondok 01 are necessary to produce relevant and practical solutions. This research aims to make a meaningful contribution to the advancement of Indonesian language learning, particularly in enhancing the listening abilities of lower grade students. It is also intended to serve as a valuable reference for teachers and schools in designing more effective and engaging teaching methods and resources, ultimately making the learning process more effective and meaningful for students.

METHODS

Types of research used in the form of qualitative study with use approach studies case study is an effort systematic and detailed in analyze a program, event, or activity with careful aiming for get deep understanding about matter said, good That occurs in individuals, groups, institutions, or organization. Study studies case directed of collecting data, taking meaning, to obtain understanding from A case study. The research was conducted at SD Negeri Pondok 01, located in Dusun Bodehan Rt.1/Rw.6, Pondok Village, Nguter District, Sukoharjo Regency, Central Java Province. Participants in the study. This participant educated classes low that is Class I to Class III of Pondok 01 State Elementary School, totaling 30 participants education consisting of which 17 were women and 13 were men.

research will explore problems skills to listen to in learning the Indonesian language and strategies for strengthen skills to listen to learning the Indonesian language at Pondok 01 State Elementary School. Data collection techniques in this research this, using method interviews, observations, and documentation. Procedures study this is where the researchers use interviews conducted in a deep way with teachers of grades 1, 2, and 3 to explore how far the problem participants are educated in skills and strategies for strengthening skills in listening to learning the Indonesian language at Pondok 01 State Elementary School. The types of interviews used are interviews, non-structured interviews, where the researcher does not use structured guidelines or systematic interviews, so that they can develop in a deeper way after listen answer from the Respondent (Sugiyono, 2019). Data in the form of interviews with teachers of grades 1, 2, and 3 were taken on April 17, 2025. Observations were conducted by directly observing learning in grades 1, 2, and 3 at Pondok 01 State Elementary School. Documentation, namely by collecting documents relevant to the research.

The data analysis technique used in this study is the Miles and Huberman model. The stages in the Miles and Huberman data analysis model are: data collection, data reduction, data presentation, and drawing conclusions (Nurbani & Lathifah, 2024). Data collection is done by recording the results of interviews, observations, and documentation. Researchers collect data related to Problems and Strategies in Strengthening Skills in listening in Indonesian Language Learning at SD Negeri Pondok 01. At the data reduction stage, researchers select the results of data collection by setting aside data that is considered unimportant in the study. Data presentation aims to help describe the data obtained in a clearer and more easily understood form, allowing researchers to draw more accurate conclusions. Drawing conclusions is the result of research on the focus of the study based on the data that has been analyzed. The conclusions are presented in the form of descriptive objects, where the research is guided by the research study.
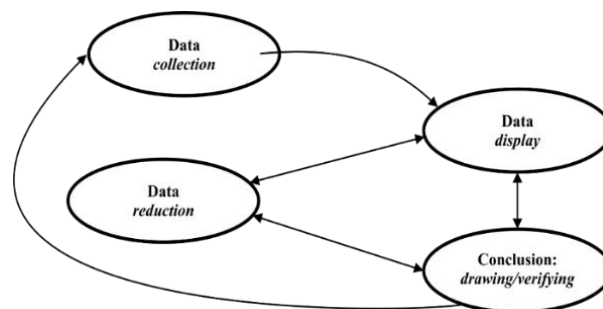

Figure 1. Components in data analysis (interactive model)
Source: Miles & Huberman (1984) in Sugiyono

Data validity is intended to ensure that information or data is obtained truthfully and can be accounted for in a scientific way. Data is considered legitimate If No There is difference exists between the results reported in the study with condition real from the real object of research (Sudrajat & Mujadidi, 2023) Validity of data in the study This obtained through the triangulation method. The triangulation method is a technique of data collection carried out by verifying data from the same source using various different techniques, such as observation, interviews, and documentation (Nadiroh et al., 2023).

RESULTS AND DISCUSSION

Based on the results of research conducted at Pondok 01 State Elementary School through the stages of observation, interviews, and documentation. At the interview stage, which has been conducted with low-grade teachers, namely 1,2, and 3, and observations that have been carried out by observing teachers in teaching Indonesian language subjects with a number of students as many as 30 children.

Discussion on the study. This focuses on the problems and strategies in strengthening skills in listening to and learning the Indonesian language in Indonesia.

Problems in strengthening listening skills

This section presents the findings of the study on the problems faced by students in listening skills, as well as an in-depth discussion of the factors that influence these abilities. Based on the data that has been collected and analyzed, it was found that students' listening skills are influenced by three main factors, namely concentration, motivation, and environmental conditions.

Concentration

Concentration is one of the crucial aspects in listening skills that is often the main obstacle for students. In the listening process, the ability to focus fully on the material being delivered determines the extent to which information can be received, understood, and remembered well. There are obstacles for students, one of which is that some students seem easily distracted when the teacher tells a story, especially without supporting the media. This is supported by the results of interviews conducted in class 3, where there were obstacles in listening to the material. SW said that " Children quickly lost focus, especially if the material was too long or not accompanied by visual media. They're more like what's there, the picture, or delivered like a story."

In addition, there are other obstacles, such as some students forgetting quickly and not repeating the information that has just been delivered. There are a number of one of which is student play myself. This is in line with interviews conducted with the 1st grade teacher, AS said "The main cause is that students joke around, play by themselves during learning, so students are diverted to collaborative learning, such as questions and answers by the teacher."

When students were asked to tell the material back, only a few were able to retell the story correctly; the rest forgot or mixed up the contents of the story. This is supported by the results of an interview with a class 2 teacher, FM said that "Most students lack focus. They only remember the beginning of the story, and are often confused when asked to retell it. Their concentration is easily diverted."

From the description above, it can be concluded that concentration is an important factor in listening skills, but it is often an obstacle for students. Many students are easily distracted, especially when learning does not involve visual media or when the delivery of material is too long. Lack of focus also causes students to quickly forget and have difficulty recalling information that has been delivered. Distractions such as playing alone or joking during learning also exacerbate the lack of concentration. As a result, only a few students are able to retell the material correctly, while most others have difficulty because the information is not stored properly in memory. Therefore, an interesting and collaborative learning approach is needed to help improve student concentration. This statement is reinforced by Juniartini & Rasna (2020) By using interesting media such as Google Meet in learning, students do not get bored, and learning becomes more effective and interesting.

Motivation

Learning motivation plays an important role in encouraging students to be actively involved in the learning process, including in listening skills. Students who have high motivation tend to be more enthusiastic, focused, and try to understand the information they hear, while students with low motivation tend to be passive and less responsive to the material presented. One of the causes of children being less motivated is that children are less enthusiastic when the material is presented verbally without variation or aids. This is supported by the results of interviews with grade 1 teachers.

AS said, that "The obstacles in motivating participants are the lack of learning media and less interesting materials, so that children are not interested, and the environment is less conducive."

In addition, when students are asked to remember or memorize the material taught, they experience difficulties. Due to the lack of teacher variation in delivering learning, students are easily bored & less conducive, so students find it difficult to receive the material. This is supported by the results of interviews with class 2 teachers; FM said that "The factor that causes low student achievement is the lack of variation in delivering learning, so that students easily get bored & less conducive so that students make it difficult to receive the material".

One of the impacts of a lack of motivation is that when students are asked to retell, many students are still embarrassed or afraid of making mistakes when asked to retell information. This is supported by the results of an interview with a grade 3 teacher, SW said that "The challenges faced are that students feel embarrassed or afraid to speak in front of the class, because they are afraid of making mistakes and being laughed at and teachers must motivate students and train students to be brave in retelling the information they have learned & give rewards and applause, or add value to those who are active and who dare to come forward."

Based on the description, it can be concluded that learning motivation plays an important role in the success of students' listening skills. Lack of student motivation is caused by monotonous delivery of material without interesting learning media, as well as a lack of variation in teaching methods. This results in students getting bored easily, lacking focus, having difficulty understanding and remembering material, and being reluctant to speak or retell information because of fear and shame. Therefore, teacher strategies are needed to increase student motivation, such as the use of varied media, the delivery of interesting materials, and the giving of appreciation to active and brave students. This statement is in line with (Nurhasanah et al., 2022) the use of interactive media can improve students' listening skills, which makes them more enthusiastic and motivated in learning.

Environmental conditions

The learning environment is an external factor that can significantly affect students' listening skills. A conducive environment, such as a calm classroom atmosphere, good lighting, and minimal distractions, will support students in focusing and understanding the material presented. Conversely, a noisy, unorganized, or uncomfortable environment can disrupt students' focus and reduce the effectiveness of the listening process. This is supported by the results of an interview with a grade 3 teacher, SW said that "The physical and social conditions of the learning environment greatly influence this because an uncomfortable environment will make it difficult for children to concentrate and absorb information in lessons, and students will not be focused."

A noisy environment or too many visual distractions in the classroom can distract them, so that the information they hear is not retained for long. This is supported by the results of an interview with a grade 1 teacher, AS said that "The environmental obstacles that most hinder students' memory are noisy environments and uncomfortable classrooms that will distract children's attention so that teaching and learning activities do not run smoothly."

If children feel unsafe or the classroom atmosphere is not supportive when asked by the teacher to retell, they become afraid to speak. There are also those who feel less heard by friends or teachers, so they do not want to share. This is supported by the results of an interview with a class 2 teacher, FM said that "Environmental conditions that often hinder students are noisy atmospheres, and students are often noisy, which will hinder learning practices."

From the description above, it can be concluded that the condition of the learning environment is an external factor that greatly influences students' listening skills. An unconducive environment, such as a noisy, unorganized, or uncomfortable classroom, can disrupt students' concentration, hinder

understanding of the material, and reduce memory. A noisy classroom atmosphere also makes students feel insecure or less confident to speak, even reluctant to share, because they feel unheard. Therefore, it is important for teachers and schools to create a comfortable, calm, and supportive learning environment so that the listening process runs effectively and students can participate optimally.

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The condition of the learning environment is an external factor that greatly influences students' listening skills. An unconducive environment, such as a noisy, unorganized, or uncomfortable classroom, can disrupt students' concentration, hinder understanding of the material, and reduce memory. A noisy classroom atmosphere also makes students feel unsafe or less confident to speak, even reluctant to share because they feel unheard. Therefore, it is important for teachers and schools to create a comfortable, calm, and supportive learning environment so that the listening process runs effectively and students can participate optimally. This statement is reinforced by Arianti (2017) said that a conducive learning atmosphere is comfortable, pleasant, free from distractions, supported by facilities, and harmonious relationships support learning, and teachers play an important role in managing the class, understanding student character, and arranging the space to encourage interaction and active participation.

It can be concluded that students' concentration and listening skills are influenced by learning methods, motivation, and learning environment. Monotonous learning without interesting media makes students easily distracted, forget quickly, and reluctant to participate. On the contrary, an interesting, collaborative approach and a comfortable and organized learning environment can increase students' focus, interest in learning, and courage to express their opinions.

Strategies in listening

Listening skills are an important foundation in the language acquisition process, especially for lower grade students who are in the early stages of language development. To strengthen this skill, appropriate and continuous strategies are needed. The three main approaches that can be used are through the use of interesting learning media, the application of learning methods that are appropriate

to the characteristics of early age students, and the implementation of evaluations or assessments that are supportive and constructive.

Instructional Media

Learning media has an important role in supporting the process of developing listening skills, especially for lower grade students who are still in the early stages of language ability formation. The characteristics of students at this level, who tend to be active, easily distracted, and like visual and auditory things, make learning media an effective tool to attract attention and improve their understanding of the material presented orally.

In helping students identify information, there are learning media that are commonly used, such as pictures, short videos, and children's songs. With pictures and videos, children can more easily grasp important points because they see the context directly. This is supported by the results of interviews with class 2 teachers, FM said that "I am used to using images, short videos from YouTube, and songs for children. Because with the pictures and videos, children "easily" catch what we convey, because they can see it directly. So, no, we explain within the form of sentences."

After identifying information. Using learning media, of course, there is a strategy to make it easier to remember information. Use songs or repeated picture stories. Songs are very helpful because children tend to memorize lyrics quickly and can remember the contents of the story through singing. This is supported by the results of an interview with a grade 1 teacher, AS said that "Usually, I use songs or picture stories repeatedly because with children's songs, they like them more and memorize them faster."

After the information is remembered by the students. Then the students also have to retell it. Of course, there are several media used by students, namely the use of picture story. Because children age early more interested in colorful visuals, so they focus more easily and remember. This is supported by the results of an interview with a grade 3 teacher, SW said that "I often use animated videos and story pictures because elementary school children are attracted to colorful, moving pictures, they like them, and they remember them easily."

From the following statements, it can be concluded that visual and audio learning media such as images, short videos, children's songs, and picture stories are very effective in helping elementary school students identify, remember, and retell information. Images and videos allow children to see the learning context directly, so that it is easier to capture important points, while repeated songs and picture stories help children quickly memorize and understand the contents of the material. Interesting visuals, such as animations and colorful images, also make children more focused, interested, and able to remember information better.

Learning methods

Choosing the right learning method is the main key to improving the listening skills of lower grade students. At this age stage, students are still in the process of learning to understand information as a whole, so the approach used must be adjusted to their needs, interests, and developmental abilities. Interactive, fun methods that involve concrete activities will be more effective in fostering students' attention and interest in listening activities.

Teachers ' choice of methods must be based on needs. From observations conducted in grades 1, 2, and 3, the appropriate method is the question-and-answer method, and matching pictures are used to explore children's understanding. This is supported by the results of interviews with grade 2 teachers, FM said that "I often use the question-and-answer method after telling a story, as well as having students match pictures with sentences that help them think about what story they heard."

When students are asked to memorize or recall, there is a key to success, namely, repetition from the teacher. This repetition can be done in different ways, such as through songs, small dramas, or group discussions. This is supported by the results of interviews with class 3 teachers, SW said that "So, I usually repeat, I repeat with stories in different ways, like with lahu, small dramas, and group discussions." When students are asked to retell the story, it is done in the following manner: in a way take turns or through a picture order story. Sometimes I give a doll a hand or a tool to help be more believe in self-telling stories. This is supported by the results of an interview with a grade 1 teacher, AS said that "I ask them to retell what they heard through a sequence of story pictures in turns, sometimes I also provide approaches or tools to help them be confident when telling stories in front of their friends."

It can be concluded that in choosing a learning method, teachers need to consider the needs and characteristics of students. The question and answer method and matching pictures with sentences are effectively used to explore students' understanding of the story being told. Success in memorizing or recalling information is influenced by repetition from the teacher, which can be done in various ways, such as songs, small dramas, or group discussions. In addition, in retelling activities, students are encouraged to take turns telling stories using pictures of the story sequence and are given aids such as hand puppets to increase their confidence when performing in front of their friends.

Evaluation

Evaluation is an integral part of the learning process, particularly in efforts to improve the listening skills of lower grade students. Beyond functioning as a tool to measure learning outcomes, assessment serves as a way to understand the overall developmental progress of children. At the early stage of education, assessment should be holistic, formative, and provide constructive feedback to support both cognitive and affective aspects of learning.

Teachers at SD Negeri Pondok 01 apply various forms of assessment to evaluate listening skills. One method involves asking short oral questions that focus on the main points of a story, such as identifying characters and recalling the sequence of events. This technique helps assess students' concentration and comprehension, as noted by a grade 2 teacher who observed students' ability to answer questions aligned with story content. In grade 3, teachers asked students to draw or write based on the story they listened to, which served as an indicator of how well the information was retained and understood.

Another important aspect assessed is students' courage and ability to retell stories in their own words. In grade 1, teachers evaluated how confidently students could express story content, even if they were still hesitant. This assessment not only reflects listening comprehension but also helps build speaking skills and narrative sequencing. Such evaluation strategies prove effective in identifying students' progress and in guiding teachers to develop more responsive listening-based learning methods.

CONCLUSION

Based on research results conducted at SDN Pondok 01 on student class low through observation, interviews, and documentation, found that skills listen to students still face various problems that originate from three main factors, namely concentration, motivation, and conditions environment learning. Low concentration students are affected by internal and external disturbances, such as a lack of use of visual media, the material presented too long, and the behavior of students who do not focus during learning. Motivation Study low students caused by the method of monotonous teaching, less

interesting, and a lack of variations in learning media, so that students become passive and reluctant convey return information that has been listened to. While that, a condition environment under - learning conducive, such as a noisy class, no order, and an atmosphere that does not support, becomes a significant obstacle in the process of listening. Overcoming problems. In this case, the teacher applies strategies that focus on three main aspects, namely utilization of learning media, implementation method appropriate learning, and implementation supportive evaluation development students. Visual and audio learning media such as pictures, short videos, songs children, as well as story illustrated proven effective in increase Power absorb information, power remember, and courage student in convey return information. Learning methods like ask answer, match picture with sentence, repetition through song or a small drama, and use tool help like doll hand, proven increase participation and trust self-students. Evaluation done in a way formative through question oral, assignment draw or write return Contents story, and evaluation to courage student in convey return story in a way oral. With Thus, the increase in skills listening to students' class low need a holistic and adaptive approach, which does not only notice cognitive aspects, but also emotional and social participant educate. Interesting, inclusive, and contextual learning strategies become key in build ability effective and sustainable listening.

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