

ANALYSIS OF LISTENING SKILLS IN ELEMENTARY SCHOOL: NARRATIVE LITERATURE REVIEW

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ABSTRACT

Listening skills are one of the four language skills, an internal activity in the human body through attentive listening. There are problems with listening comprehension in elementary school. This study aims to examine the issues in listening skills in elementary school with a Narrative Literature review research method and compare techniques. The stages of research are carried out by collecting, reducing, displaying articles, discussing, and drawing conclusions. Based on the results, there are 30 articles consisting of; 11 articles that discuss listening skills issues, 12 articles on the use of methods, models, and strategies in listening, and seven others discussing the use of instructional media as a solution to improve listening skills. The results showed that the problem of listening lies in the difficulty of students understanding the meaning of information presented orally, which is caused by the teacher's lack of ability to choose the right teaching tools and learning design.

Keywords: Narrative Literature Review, Problem, Listening Skills, Elementary School

A. INTRODUCTION

Language is a tool used by humans when communicating. Humans learn the language since they are still in the womb through stimulation given by the mother. Therefore, many believe that the mother's role is crucial for the baby's growth from the womb. Language helps express one's thoughts in oral or written form in everyday life (Kaltsum, 2016). Language is a much-needed skill for students to succeed in school,

illustrating that the student is ready for school (Chow et al., 2021). At the earliest levels, both low and high grades in elementary school learn language skills in Indonesian language learning. Language skills include; listening, reading, writing, and speaking. The four activities are a unity of language skills helpful in producing discourse or communication media in the community. The evidence of language learning success for elementary

school students is by fulfilling the requirements in conducting practical listening skills activities. However, listening activities in language skills in elementary school still get little attention and are studied in the research literature (Bourdeaud'Hui et al., 2021).

Listening skills are one of the first language skills mastered by humans. It is also a gift since the human was born. Listening is a natural human ability from infancy and early knowledge before mastering other language skills (Prihatin, 2017). According to the opinion of listening skills, it can say that listening skills are one of the first language skills mastered by humans. It is also the principal capital for someone to learn other language skills to communicate with their environment.

Listening is often equated with hearing, even though the two have differences. According to (Hijriyah, 2016), hearing is the activity of receiving sounds without regard to the meaning and message conveyed. While listening is hearing attentively to understand the importance and message conveyed. This word difference explains different purposes, so for listening carefully in the

teaching and learning process in the classroom, often use the term "listening." In today's modern era, listening skills as the center of language learning. The information needed to build knowledge using language starts from receptive skills, namely listening and reading (Djabbarova, 2020).

Listening is observing the message from the oral language's symbols with attention, understanding, appreciation, and interpretation (Tarigan, 1996; Doludea & Nuraeni, 2018). Based on this opinion, understanding information conveyed through oral attention is the definition of listening. The information obtained from this listening activity is processed through the mind and will be seen from speaking or writing, so listening skills are closely related to other skills. They must master listening skills before learning reading and writing skills. Listening will significantly facilitate understanding information from reading; listening is also an introduction for someone to get the information they will write.

Listening is an internal activity that occurs in the human body. Students who listen carefully need help understanding the essence of the

information they hear. When viewed from the outside, the teacher cannot distinguish which students are attending and which are not because the listening process occurs internally. The teacher must give further action to measure the students' listening power after providing information in stories and directions. For example, students answer questions about the information conveyed through speaking or writing activities. Listening could not be separated from understanding what variables are listened to by listeners (de Bree & Zee, 2021). Listening skills in elementary school are critical because of improving student communication in everyday life. For elementary school students, listening activities influenced their self-development. In this case, the development in question is the students' vocabulary, verbal memory, and personal self-confidence.

The purpose of listening is to acquire, analyze and evaluate new facts and ideas, as well as improve one's speech (Solchan et al., 2014). While the purpose of listening at the elementary school level is to form an attitude of mutual respect in students, discipline, critical thinking, critical reasoning, and improve speech.

Listening success in elementary school can improve other language skills such as speaking, reading, and writing. For this reason, listening skills must be considered at the primary school level to support the development of other language skills. The relationship between language skills is also expressed by Tompkins & Hoskisson (Solchan et al., 2014), whom that mastery of oral language skills (listening and speaking) will affect written language skills (reading and writing). It shows that each language skill has an interrelated function; in order for it not to affect other language skills, the problems that arise in one language skill must be addressed immediately.

This listening skill is essential for every student in elementary school because its role is vital. They considered that elementary school education teaches basic skills and knowledge, a provision for every student in preparing for life. However, many problems were encountered in listening learning in elementary school. Listening activities are not taken seriously, as seen in the absence of listening skills exams in schools and national exams. A series of teacher obstacles in the process of

conveying listening skills to students cause problems for students in understanding listening activities. Difficulties in listening skills usually come from linguistic and non-linguistic problems that accompany the teaching and learning process in listening activities (Hwaider, 2017).

It is in line with what was expressed by Prihatin in his research on the problem of listening skills in Indonesian language learning; the problem of listening in schools can be seen from various sides. In addition, it is explained that listening skills tend to receive less attention at all levels of Education. It can be seen that the lack of listening facilities and Learning media, the unavailability of tests to measure listening competence, and the lack of teacher competence in listening learning in the classroom are problems that are often found, thus causing students to understand the message conveyed by the teacher in learning (Prihatin, 2017). Other research on listening problems in schools shows that listening skills receive less attention in the process, even though listening is included in the most frequently used language skills. Thus, students need to be more familiar with and knowledgeable in

listening. These problems include needing more attention to the listening competency test, stuttering technology experienced by teachers, lack of adequate listening media, conventional learning, and listening learning strategies that still dwell on old patterns (Mu'is, 2019). In listening activities, the factors that influence students to improve listening comprehension are skills and strategies. In reality, the student needs an innate understanding of what he will do during the listening activity. Therefore, the way that students can do listening activities well is by teachers using effective learning models and creating a conducive environment to provide many opportunities for students to practice and actively engage during the process of listening learning activities. As for other specific problems in listening skills, they are phonological and mathematical problems, namely challenging vocabulary; semantic and syntactic problems, namely long speech; and discourse problems, namely implicit meaning, foreign topics, and organization in the context of ideas (Tran & Duong, 2020).

Problems with listening skills, especially in elementary school, are

more or less not much different from that revealed by the two studies above. For this reason, this study will examine listening skills in elementary school, reviewed from various research articles that discuss the same topic so that can be produced solutions to the problems of listening skills in elementary school.

B. RESEARCH METODHS

The research method used in this study is a method of Literature Review (LR) type Narrative Literature Review with compare technique, which is a research method that examines a problem by reviewing articles with similar topics. This study studied listening skills in elementary school. The subjects of this study were 30 articles searched using google scholar, with keywords "*Problematika Keterampilan Menyimak di Sekolah Dasar*", "*Keterampilan Menyimak di SD*", and "*Listening Comprehension Problems in Elementary School*." Here is the process of filtering articles from google scholar so that we get 30 articles that have similar topics:

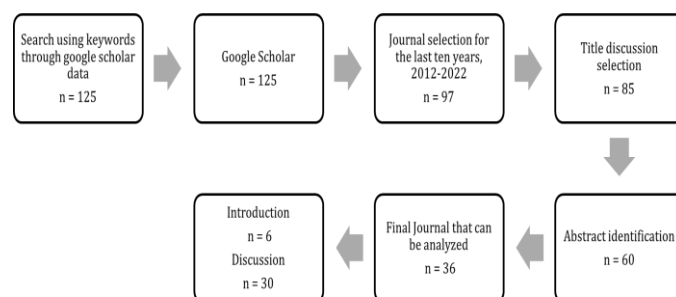


Figure 1. Article Screening Process

C. RESULT

The following is an analysis of 30 articles published from 2012-2022 on listening skills in elementary school found with the keywords "*Problematika Keterampilan Menyimak di Sekolah Dasar*", "*Keterampilan Menyimak di SD*", and "*Listening Comprehension Problems in Elementary School*".

Tabel 1. Table of Journal analysis of listening skills in elementary school

Research Title	Researchers	Year	Journal Name
Analisis Kesulitan Belajar Siswa pada Pembelajaran Bahasa Indonesia di Kelas V SDN 12 Singkawang (Nani & Hendriana, 2019)	Nani & Evinna Cinda Hendriana	2019	Journal of Educational Review and Research
Problematika Keterampilan Menyimak Dalam Pembelajaran Bahasa Indonesia (Prihatin, 2017)	Yulianah Prihatin	2017	Jurnal STKIP PGRI Jombang
Analisis Faktor yang Menyebabkan Rendahnya Keterampilan Menyimak (Massitoh, 2021)	Euis Intan Massitoh	2021	Prosiding Seminar Nasional Pendidikan
Pelaksanaan Pembelajaran Menyimak di SD Xaverius di Bawah Naungan Yayasan Xaverius Palembang (Triwidayati, 2018)	Katarina Retno Triwidayati	2018	Jurnal PGSD Musi

Analisis Permasalahan dalam Keterampilan Menyimak pada Kelompok Belajar Kelas IV di SD (Afifah et al., 2021)	L N H Afifah, Rukayah, & J Daryanto	2021	Didaktika Dwija Indria – Jurnal Univ Sebelas Maret	(Yulyani et al., 2022)			
Kesulitan Menyimak dalam Pembelajaran Bahasa Indonesia (Penelitian Studi Kasus Pada Siswa Kelas 3 Sekolah Dasar Inklusi X Bandung) (Bagus, 2017)	Rai Bagus Triadi & Tri Pujiati	2017	LITERASI - Jurnal Ilmiah Pend. Bahasa, Sastra Indonesia dan Daerah	Strategi Guru Dalam Penerapan Metode Bisik Berantai Untuk Keterampilan Menyimak Dalam Pembelajaran Bahasa Indonesia Di Kelas IV SDN 195 Pematang Kancil (Afsan et al., 2022)	M. Febri Afsan, Risma Anggreyni, Syafrida Dwi Hestiana, Syahrial, & Silvina Noviyanti	2022	ISLAMIKA - Jurnal Keislaman dan Ilmu Pendidikan
Upaya Meningkatkan Kualitas Pembelajaran Menyimak Bahasa Indonesia di Sekolah (Barus, 2013)	Sanggup Barus	2013	Jurnal UNIMED	Kemampuan Menyimak Anak Melalui Kegiatan Bercerita (Hasmawaty, 2020)	Hasmawaty	2020	Jurnal Ilmu Teknologi dan Pendidikan Agama Kristen
Pengajaran Keterampilan Menyimak di Sekolah Dasar (Jatiyasa, 2012)	I Wayan Jatiyasa	2012	Jurnal Lampuhyang	Penerapan Strategi Bercerita Untuk Meningkatkan Keterampilan Menyimak Siswa Kelas Iii Sd Muhammadiyah 6 Pekanbaru (Kurniawan & Huda, 2018)	Otang Kurniawan & Muhammad Nailul Huda	2018	Jurnal Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau
Analisis keterampilan menyimak tayangan belajar di TVRI pada peserta didik kelas V sekolah dasar (Faizah et al., 2021)	S N Faizah, Sukarno, & M I Sriyanto	2021	Jurnal Ilmiah Pendidikan: Didaktika Dwija Indira	Pengaruh Media Boneka Tangan Terhadap Keterampilan Menyimak Cerita Kelas Ii B Sd Negeri Margoyasan (Widowati, 2016)	Diah Ayu Widowati	2016	Jurnal PGSD UNY
Menumbuhkan Keterampilan Menyimak Peserta Didik Dalam Pembelajaran Bahasa Indonesia (Ernawati & Rasna, 2020)	NL Sri Ernawati & I Wayan Rasna	2020	Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia	Pengaruh Model Pembelajaran Paired Storytelling Terhadap Keterampilan Menyimak Cerita Siswa Kelas IV SD Al-Washliyah 43 Firdaus (Jannah & Darwis, 2021)	Miftahul Jannah & Umar Darwis	2022	EduGlobal: Jurnal Penelitian Pendidikan
Kajian Literatur Tentang Kemampuan Menyimak Siswa dengan Menggunakan Metode Cerita di Kelas Rendah (Lubis, 2022)	Reni Ramadhani Lubis	2022	Jurnal Sintaksis: Pendidikan Guru Sekolah Dasar, IPA, IPS dan Bahasa Inggris	Pengembangan Media Buku Pop-Up untuk Meningkatkan Kemampuan Menyimak Tema Menyayangi Tumbuhan dan Hewan di Sekitar (Putri et al., 2019)	Qori Kartika Putri, Pratjojo, & Arfilia Wijayanti	2019	Jurnal Pedagogi dan Pembelajaran Universitas Pendidikan Ganesha
Meningkatkan Kemampuan Menyimak Anak Usia 5-6 Tahun Melalui Media Flip Chart (Fatimah et al., 2020)	Atin Fatimah, Fifi Indrawati, & Tricahyani Endah Yuniarti	2020	Prosiding Seminar Nasional Pendidikan FKIP	Pengaruh Model Pembelajaran Kooperatif Tipe Paired Storytelling berbantuan Media Audio Visual Terhadap Keterampilan Menyimak Bahasa Indonesia Siswa Kelas V SD (Rosdiana et al., 2013)	Eva Rosdiana, Ni Nym. Kusmariyanti, & I Wyn. Widiana	2013	Mimbar PGSD UNDIKSHA Universitas Pendidikan Ganesha
Peningkatan Keterampilan Menyimak Melalui Film Animasi Bagi Peserta Didik Kelas III Sekolah Dasar (Yasmine et al., 2020)	Fikria Nurfadhilah Yasmine Ratna Trieka Agustina Titis Angga Rini	2020	Jurnal Sekolah Dasar: Kajian Teori dan Praktik Pendidikan	Peningkatan Kemampuan Menyimak Cerita Anak Melalui Penggunaan Media Film Animasi (Susanti, 2016)	Widi Susanti	2016	Jurnal PGSD UNY
Peningkatan Keterampilan Menyimak Cerita Menggunakan Media Audio Visual Kelas V SD (Istihanah, 2013)	Istihanah Rahayu	2013	Jurnal PGSD UNESA	Pengaruh Penggunaan Media Wayang Terhadap Keterampilan Menyimak Cerita Siswa Kelas V Di SD 1 Petir Piyungan Bantul (Mila & Anafiah, 2021)	Mila & Siti Anafiah	2021	Trihayu: Jurnal Pendidikan Ke-SD-an
Metode Bercerita Dalam Pembelajaran Menyimak Di Kelas V Sekolah Dasar (Kartini, 2012)	Sinsin Kartini	2012	Jurnal UPI				
Penerapan Metode Bercerita Dalam Upaya Meningkatkan Kemampuan Menyimak Cerita Rakyat Pada Siswa Kelas V SDN Panyingkiran 3 Kabupaten Sumedang (Omih, 2018)	Omih	2017	Jurnal UPI				
Penerapan Metode Bercerita Untuk Meningkatkan Aktivitas Dan Kemampuan Menyimak Siswa Pada Mata Pelajaran Bahasa Indonesia	Yeni Yulyani, Ece Sukmana, & Aulia Akbar	2022	Jurnal STKIP Sebelas April Sumedang				

Kontribusi Tindak Pembelajaran Guru Kelas I SD pada Keterampilan Menyimak Siswa (Lestari et al., 2020)	APIY Lestari, MGR Kristiantari, & NW Suniasih	2020	<i>Thinking Skills and Creativity Journal</i>
Pengaruh Media Audio Visual terhadap Kemampuan Menyimak Cerita Kelas VSD Negeri 68 Kota Bengkulu (Sari et al., 2019)	Melza Ayuni Sari, Daimun Hambali, & Resnani	2019	JURIDIKDA S - Jurnal Riset Pendidikan Dasar
Peningkatan Kualitas Pembelajaran Menyimak Cerpen Melalui Model Picture and Picture Berbantuan Media CD Cerita Pada Siswa Kelas V Sekolah Dasar (Hartani & Fathurohman, 2018)	Anisa Hartani & Irfai Fathurohman	2018	Jurnal Kredo
Improvement Of Listening Skill Through Directed Listening Thinking Activity (DLTA) Learning Strategy (Rahayu et al., 2018)	Susanti Fuji Rahayu, Sukarno & Sularmi	2018	1st National Seminar on Elementary Education

D. DISCUSSION

The results showed that of the 30 articles above, 11 of them discussed the problems of listening skills in learning. While 12 other articles discussed the use of methods, models, and strategies to improve listening skills, the remaining 7 discussed the use of media to optimize listening learning in the classroom.

Problems in learning Indonesian occur in all aspects of language skills, one of which is listening. As expressed by the 11 articles above, problems in listening skills in elementary school occur because students have difficulty understanding the information conveyed by teachers orally. The factors that cause low listening skills in

students are caused by factors from within and outside the students themselves. Factors in students include; psychological, attitude, physical, and even student objectivity towards the speaker, in this case, the teacher. While the external factors that influence our social environment, such as the language used, are not understood by students, students, as listeners, do not understand the information conveyed. In addition, the problems from the side of students are difficulty concentrating, lack of enthusiasm, difficulty finding keywords for speech, and the lack of extensive experience, which causes difficulty in understanding the information received.

Meanwhile, from the teacher's side, it was found that the lack of variety and ability in the development of teaching materials, even teachers did not show the ability to deliver the material well in terms of articulation and intonation. Overall, the problems in listening learning are the selection of talks that are not actual, the environment could be more conducive, and the lack of media to support learning. The ineffective listening learning is also caused by using conventional learning

techniques, less relevant teaching materials, and learning media that are less varied and need to carry out better evaluations. To overcome this, we can use relevant and varied teaching materials, techniques, and Learning media, manage the learning space, and conduct a good evaluation.

Soft listening skills can affect other language skills, so the role of teachers is vital to overcome this problem. If this needs to be addressed, it will affect self-confidence and motivation to learn and increase achievement. Completeness of adequate facilities and infrastructure for Indonesian language learning, such as using appropriate learning models and media, will improve students' language skills.

The use of methods, models, and strategies can also increase listening activity in students; this is proven in the 12 articles above, showing that student learning outcomes in listening skills increase when implemented using learning designs that attract students' attention. In addition, using media as a tool in listening learning can also be a solution. It is evident in the seven articles above that show increased

students' listening skills after using instructional media.

E. CONCLUSION

Based on the result, it can be concluded that learning Indonesian, especially in listening skills, has many obstacles and problems. This problem occurs due to two factors; teachers and students. Problems from the teacher's side are shown by the need for more variety in designing learning and choosing the right teaching tools that support the success of listening learning, thus causing difficulty for students to understand the meaning of what has been presented by the teacher through oral. In addition, environmental problems when listening are not conducive, and the unavailability of listening ability tests in schools are also problems in listening learning. For this reason, there is a need for improvement from the teacher to choose the right teaching tools and learning designs that can meet the learning needs of students so that listening learning achievements can be appropriately achieved. To solve this problem, various methods and media can attract students' attention to listening

to the messages and information conveyed in learning.

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