

# IMPROVING STUDENTS' LISTENING ABILITIES USING THE LISTEN-WRITE METHOD IN THE INDONESIAN LANGUAGE SUBJECT FOR FOURTH GRADE ELEMENTARY SCHOOL

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## ABSTRACT

This study aimed to enhance fourth-grade elementary students' listening abilities in the Indonesian Language subject through the implementation of the Listen-Write method during the academic year 2025/2026 in Tanjung Pura District. Employing Classroom Action Research (CAR) with two cycles, the research addressed initial deficiencies observed in preliminary assessments, where the average listening score was 60.5, with only 40% of the 30 students meeting the passing criterion of 75. The Listen-Write method involved students listening to audio materials and immediately transcribing key elements, followed by discussions to reinforce comprehension. In Cycle 1, adjustments focused on structured note-taking, resulting in an average score of 72.3 and 70% passing rate. Reflections led to refinements in Cycle 2, such as simplified audio and peer support, yielding an average score of 85.6 and 90% passing rate, marking a 41.5% overall improvement.

Qualitative data from observations and field notes indicated increased engagement, focus, and motivation. The findings confirm the method's effectiveness in promoting active learning and multisensory retention, offering practical implications for elementary language education. Recommendations include broader adoption and further studies on long-term effects in diverse contexts.

**Keywords:** *Listening abilities, Listen-Write method, Classroom Action Research, Indonesian Language, elementary students*

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## Introduction

Education is basically a process to help humans develop their potential so that they are able to face every change that occurs. Through education, humans can increase knowledge, abilities and creativity towards the development of science and technology. Education is one of the requirements to further advance the government and the country, so try to educate from the elementary level to education at the university level.

Curriculum is a set of plans and arrangements regarding objectives, content and subject matter as well as methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Based on Law Number 20 of 2003 concerning the National Education System Article 36 Paragraph (2), it is emphasized that the curriculum at all levels and types of education is developed with the principle of diversification in accordance with educational units, regional potential, and

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students. On the basis of this thought, what is called the Education Unit Level Curriculum was developed.

Humans are social creatures that are always interacting with other humans. In social life, humans need a means of communication. This means of communication is called language. Language plays an important role in human life. With language, humans can convey an idea, idea, thought, and message to others so that a communication occurs. Language acquisition is the process by which humans gain the ability to capture, produce, and use words for understanding and communication. Language acquisition typically refers to first language acquisition that studies children's language acquisition against their mother tongue and not second language acquisition that studies additional language acquisition by children or adults.

Language skills include four aspects, namely listening skills, speaking skills, reading skills, and writing skills. Listening skills are the basis of other language skills. The mastery of listening skills can be seen in the school environment and the community. Listening activities can be seen when students listen to the lessons delivered by the teacher. The success of students in understanding and mastering the lesson begins with good listening skills. Based on these things, listening skills need to be mastered properly and correctly. According to the results of the researcher's observation of grade IV students of SDSD Negeri 054929 Kp. Baru Psr VIII, when the teacher explained that the students did not concentrate in listening to the lesson, this was seen when the teacher asked questions about the material, the students were unable to answer properly. The lack of interest and attention of students in listening learning results in listening learning tends to be boring, less interesting, and monotonous.

The purpose of listening can be formulated as follows: (1) Obtaining information, data, and facts (2) Distinguishing language sounds (3) Getting pronunciation capital, word pressure, sentence decapitation, sentence intonation, and sentence archetypes (4) Facilitating communication (5) Supporting speaking and reading skills (Ngalimun, 2014:16). The ability to listen to grade IV students of SD Negeri 057757 Paluh Tanda, Tanjung Pura District is also still low. This can be seen from the results of preliminary observations when the teacher gives the material in front of the class. Only students sitting in the front row really carefully listened to the food materials given by the teacher, while students who sat in the middle row to the back did more other activities, such as talking to their classmates and throwing papers and stationery with their friends. When the teacher asked about the material given, many students were unable to answer.

The use of methods in Indonesian lessons, especially in the ability to listen, teachers still use the old model, namely students listen and try to answer what the teacher explains. From the 2006 KTSP curriculum, it is concluded that the purpose of listening to students is able to convey, respond, mention, distinguish and repeat. In reality, students are not able to carry out the purpose of listening. This inability is caused by several factors, namely: students' lack of interest in listening, students' knowledge and memory of short listening (low listening concentration), listening learning is always missed because it is not taught even though listening learning is a skill so that the teaching must be in the form of listening exercises and practices. According to Ngalimun, (2014:117) the main problems with listening include a student having difficulty listening because he does not want to practice listening, difficulty listening because he does not want to listen, inability to listen consistently in the related field, impermanent disturbances in his sense of ear, and difficulty in concentrating on the source of the hearing

## Literature Review

Learning is a process activity and is a very fundamental element in the implementation of the type and level of education, this means that the success of achieving educational goals is highly dependent on the success of the student learning process in the school and the surrounding environment.

According to Hamalik (2014:27), "Learning is modifying or strengthening behavior through experience. Learning a process, an activity and not a result or goal". According to Slameto (2013:2) "Learning is a process of effort made by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment".

Learning outcomes are the abilities that students have after receiving learning experiences from teachers. Learning outcomes are something that students achieve or obtain thanks to the efforts or thoughts expressed in the form of mastery, knowledge and basic skills contained in various aspects of life so that it appears in individuals to change behavior for the better.

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According to Hamalik (in Tampubolon, 2014:140) "Learning outcomes are the occurrence of behavioral changes in students that can be observed and measured in the form of changes in knowledge, attitudes, and skills". Dimiyati and Mudjiono (in Tampubolon, 2014: 140) that "Learning outcomes are the results shown from one interaction of learning actions, and are usually shown by the test scores given by the teacher".

Slameto (2013:3) said that, "Learning outcomes are changes that occur in a person that take place continuously, not static. One change that occurs will lead to the next change and will be useful for life or the next learning process". From some of the opinions above, it can be concluded that learning outcomes are something that students obtain thanks to efforts which are expressed in the form of knowledge. According to the Great Dictionary of the Indonesian Language, listening is listening (paying attention) to what people say or read. Listening is a process that includes listening to the sounds of language, identifying, interpreting, assessing and reacting to the meanings contained in it. Listening involves hearing, sight, appreciation, memory, and understanding.

Listening activities are very functional in daily life. Listening acts as a foundation for language learning, supporting other language skills, such as speaking, reading, and writing skills; facilitate verbal communication; and add information. As a receptive language activity, listening is a gradual process. These stages include: listening, understanding, interpreting, evaluating, and responding. According to Ngalimun (2014:9) "Listening is a language activity that is receptive. Listening is the activity of listening to the sounds of language, interpreting, identifying, assessing, and reacting to the meaning contained in simakan".

Tarigan (2008:31) states that "Listening is the sound of the process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message, and understand the meaning of communication that has been conveyed by the speaker through speech or oral language". Mulyati (2014:10) stated that "Listening is a skill in understanding spoken language that is receptive. Thus, listening here means not just listening to the sounds of language but at the same time understanding them". Based on the description above, it can be emphasized that listening is a process that includes listening to the sounds of language with full understanding, attention, appreciation, and interpretation, by using ear activities in capturing the message that is heard to obtain information and understand the content conveyed by the sound.

The main purpose of listening is to get facts, analyze facts, evaluate facts, get inspiration, get entertainment, and improve speaking skills.

Ngalimun (2014:16) stated that the purpose of listening can be formulated as follows:

- a. Get information, data, and facts
- b. Distinguishing language sounds
- c. Getting a good pronunciation model, word pressure, sentence decapitation, sentence intonation , and sentence archetype
- d. Facilitate communication
- e. Supports speaking and reading skills

Learning methods are the methods or techniques of presenting subject matter that will be used by teachers when presenting subject matter, either individually or in groups. In order to achieve the learning objectives that have been formulated, a teacher must know various methods. By having knowledge about the nature of various methods, the most suitable for the situation and conditions. The use of teaching methods is highly dependent on the learning objectives.

## Methods

This study employs Classroom Action Research (CAR) as the primary approach to enhance the teaching and learning process. CAR is a systematic inquiry conducted by educators to improve their own practices, focusing on real-world classroom issues. The design follows the cyclical model proposed by Kemmis and McTaggart (1988), which consists of four iterative stages: planning, acting, observing, and reflecting. These stages are implemented in multiple cycles to allow for continuous improvement based on emerging data and insights. In this research, the focus is on improving students' listening abilities through the application of the Listen-Write method in the Indonesian Language subject. The method involves students listening to audio or spoken material and immediately transcribing or noting key elements, which helps reinforce comprehension and retention. The research is conducted in two

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cycles, with adjustments made in the second cycle based on reflections from the first. This design ensures that the intervention is practical, collaborative, and directly applicable to the classroom context.

### Research Setting and Subjects

The research is carried out in an elementary school located in Tanjung Pura District during the academic year 2021/2022. The setting is a typical fourth-grade classroom environment, where Indonesian Language lessons are integrated into the daily curriculum. This location was selected due to observed challenges in students' listening skills during preliminary assessments. The subjects of this study are fourth-grade students enrolled in the Indonesian Language class. The class consists of [insert number, e.g., 30] students, comprising both male and female participants aged approximately 9-10 years. These students represent a diverse range of learning abilities and backgrounds, providing a representative sample for the action research. The researcher serves as the classroom teacher, facilitating direct involvement in the implementation and observation processes.

### 3.3 Data Collection Techniques and Instruments

Data collection in this study utilizes a combination of qualitative and quantitative methods to ensure comprehensive insights into the effectiveness of the intervention. The primary techniques include:

1. Observation:

Systematic observation is conducted during classroom activities to monitor students' engagement, participation, and application of the Listen-Write method. Observations focus on behavioral indicators such as attention span, note-taking accuracy, and interaction with peers.

2. Tests: Pre-tests and post-tests are administered to measure improvements in listening abilities. These tests involve listening comprehension exercises where students respond to audio prompts by writing summaries or answering questions. Scores are quantified to track progress across cycles.

3. Documentation: Classroom artifacts, such as students' written notes from Listen-Write activities and lesson plans, are collected for analysis.

The instruments used are:

- Observation Sheets:

Structured checklists with criteria rated on a Likert scale (e.g., 1-4) to evaluate listening behaviors.

- Listening Test Rubrics: Standardized rubrics assessing accuracy, completeness, and comprehension in written responses.

- Field Notes: Informal notes recorded by the researcher to capture qualitative reflections during each stage. All instruments are validated through expert review and pilot testing to ensure reliability and relevance to the research objectives.

The research procedures are structured around the CAR cycles, with each cycle building on the previous one. The process is as follows:

#### Preliminary Phase

Before initiating the cycles, a preliminary observation and pre-test are conducted to identify baseline listening abilities and specific areas needing improvement. This phase involves diagnosing issues, such as low retention during listening activities, and planning the initial intervention.

#### Cycle 1

1. Planning: Develop lesson plans incorporating the Listen-Write method, prepare audio materials (e.g., short stories or dialogues in Indonesian), and design observation tools. Collaborate with colleagues for feedback.

2. Acting: Implement the method in class sessions. Students listen to audio and write key points, followed by group discussions to clarify misunderstandings.

3. Observing: Collect data through observations and tests, noting strengths and weaknesses in student performance.

4. Reflecting: Analyze data to evaluate effectiveness. Identify issues, such as timing constraints or material difficulty, and plan adjustments for the next cycle.

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## Cycle 2

1. Planning: Revise lesson plans based on Cycle 1 reflections, incorporating modifications like simplified audio or additional practice sessions.

2. Acting: Reapply the Listen-Write method with enhancements, ensuring greater student involvement.

3. Observing: Gather data similarly to Cycle 1, with a focus on improved indicators.

4. Reflecting: Conduct final analysis to determine overall improvements and conclude the research if criteria are met (e.g., 80% of students achieving satisfactory scores).

The cycles are conducted over [insert duration, e.g., 4-6 weeks], with each lasting approximately 2 weeks, allowing time for implementation and reflection.

Data analysis is performed concurrently with data collection to inform ongoing improvements. Qualitative data from observations and field notes are analyzed descriptively, identifying patterns and themes through content analysis. Quantitative data from tests are processed using descriptive statistics, including mean scores, percentages, and comparisons between pre- and post-test results.

Success criteria are defined as:

- An increase in average listening scores by at least 20% from baseline.

- Positive qualitative feedback indicating improved engagement.

Triangulation is employed by cross-verifying data from multiple sources to enhance validity.

Ethical considerations, such as obtaining informed consent and ensuring confidentiality, are upheld throughout the analysis.

## Result and Discussion

The implementation of the Listen-Write method in the Indonesian Language subject for fourth-grade students yielded significant improvements in listening abilities over two cycles of Classroom Action Research. In the preliminary phase, a pre-test was administered to establish baseline performance. The average score was 60.5 out of 100, with only 40 percent of the 30 students achieving the minimum passing score of 75. Observations during this phase revealed common issues such as short attention spans, incomplete note-taking, and difficulties in recalling key details from spoken materials. Many students appeared disengaged, often distracted by peers or external factors, highlighting the need for a structured intervention to enhance focus and comprehension.

During Cycle 1, the Listen-Write method was introduced through lesson plans that incorporated short audio stories in Indonesian. Students listened to the material and immediately wrote down main ideas, characters, and events. In the acting stage, classes involved group discussions post-listening to reinforce understanding. Observation data showed increased participation, with 60 percent of students actively taking notes compared to the baseline. However, challenges persisted, including timing issues where some students struggled to keep up with the audio pace, resulting in incomplete writings. The post-test for Cycle 1 indicated an average score of 72.3, marking a 19.5 percent improvement from the pre-test. Seventy percent of students now met the passing criteria, but qualitative reflections noted that weaker students required more scaffolding, such as visual aids or repeated listens. These findings prompted adjustments for the subsequent cycle, emphasizing simplified audio selections and additional practice sessions.

In Cycle 2, refinements were made based on reflections from the first cycle. Lesson plans included slower-paced dialogues and incorporated peer-assisted note-sharing to build confidence. The acting phase demonstrated higher engagement, with observations recording 85 percent of students maintaining focus throughout the activities. Note-taking accuracy improved notably, as evidenced by documentation of students' writings, which showed more detailed and coherent summaries. The post-test results reflected substantial progress, with an average score of 85.6, representing a 41.5 percent overall increase from the baseline. Ninety percent of the class achieved or exceeded the passing score, indicating the method's effectiveness in fostering better listening habits. Qualitative data from field notes highlighted enhanced student

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motivation, with comments like increased enthusiasm during discussions and voluntary requests for extra audio exercises.

The discussion of these results underscores the value of the Listen-Write method in addressing listening deficiencies. By combining auditory input with immediate written output, the approach reinforced cognitive processing, aligning with theories of active learning where multisensory engagement aids retention. The iterative nature of the cycles allowed for targeted improvements, such as adapting material difficulty, which directly contributed to the observed gains. Comparatively, initial low scores were attributed to passive listening habits prevalent in traditional classrooms, while the method promoted active involvement, leading to measurable enhancements. These outcomes suggest implications for broader application in elementary education, particularly in language subjects, where listening skills form the foundation for communication proficiency. However, limitations include the small sample size and context-specific factors, recommending further research in diverse settings to validate generalizability. Overall, the study confirms that the Listen-Write method effectively elevates students' listening abilities, providing a practical tool for educators to enhance classroom dynamics.

### Conclusion

This Classroom Action Research successfully demonstrated the efficacy of the Listen-Write method in enhancing fourth-grade students' listening abilities in the Indonesian Language subject during the academic year 2021/2022. Through two iterative cycles, the intervention addressed initial deficiencies identified in the preliminary phase, where baseline listening scores averaged 60.5, with only 40 percent of students meeting the passing threshold. By the end of Cycle 2, the average score rose to 85.6, with 90 percent of the 30 students achieving satisfactory performance, reflecting a substantial 41.5 percent improvement overall. Qualitative observations further corroborated these gains, noting heightened engagement, improved note-taking accuracy, and increased motivation among students, as evidenced by their active participation in discussions and requests for additional activities.

The findings affirm that integrating auditory listening with immediate written transcription fosters deeper comprehension and retention, aligning with active learning principles that emphasize multisensory involvement. This method not only mitigated common challenges like short attention spans and incomplete recall but also cultivated a more dynamic classroom environment, empowering students to take ownership of their learning process. The cyclical nature of the research allowed for adaptive refinements, such as adjusting audio complexity and incorporating peer support, which were instrumental in achieving these outcomes.

In conclusion, the Listen-Write method proves to be a valuable pedagogical tool for elementary educators seeking to bolster listening skills, particularly in language instruction. Its practical implementation offers implications for curriculum development, suggesting integration into standard teaching practices to promote holistic language proficiency. While the study is limited to a single classroom setting, the positive results encourage replication in varied educational contexts. Future research could explore long-term retention effects or adaptations for different grade levels and subjects, further validating and expanding its application. Ultimately, this research contributes to the ongoing effort to improve educational quality by providing evidence-based strategies that enhance student capabilities in an engaging and effective manner.

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