



ANALISIS KEMAMPUAN BERBICARA DAN MENDENGAR YANG RENDAH PADA SISWA KELAS 4 SEKOLAH DASAR DALAM PEMBELAJARAN BAHASA INGGRIS DI SD PAB 12 SAMPALI

ANALYSIS OF LOW SPEAKING AND LISTENING ABILITIES OF GRADE 4 ELEMENTARY SCHOOL STUDENTS IN ENGLISH LANGUAGE LEARNING AT SD PAB 12 SAMPALI

Eva Betty Simanjuntak¹, Dea Yuanita Nasution², Claudia Simorangkir³, Intan Arnianda⁴,
Khairunnisa⁵, Nadila Dirawan Tanjung⁶

¹Universitas Negeri Medan, Email: evabetty@unimed.ac.id

²Universitas Negeri Medan, Email: deanasution@unimed.ac.id

³Universitas Negeri Medan, Email: claudia.1243111076@mhs.unimed.ac.id

⁴Universitas Negeri Medan, Email: intan.1241111061@mhs.unimed.ac.id

⁵Universitas Negeri Medan, Email: khairunnisa.1243311101@mhs.unimed.ac.id

⁶Universitas Negeri Medan, Email: Nadila.1241111059@mhs.unimed.ac.id

*email koresponden: claudia.1243111076@mhs.unimed.ac.id

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Abstract

This study aims to analyze the low English speaking and listening skills of 4th grade elementary school students at SD PAB 12 Sampali. The research approach used is descriptive qualitative, with interview methods to obtain in-depth data from teachers and students regarding the obstacles they face during the English learning process. The results of the study indicate that the main factors influencing students' limited speaking and listening skills include lack of practice, minimal use of interesting learning media, and internal factors such as lack of self-confidence and less than optimal pronunciation. These findings provide an important overview of the need to develop more effective and innovative learning strategies to improve students' communication skills in English at the elementary level. It is hoped that the results of this study can be a reference for educators and educational institutions in improving the quality of English teaching in elementary schools.

Keywords : *Speaking ability, listening ability, English learning, 4th grade students, learning barriers, learning strategies, elementary school children, difficulty analysis, teaching methods, SD PAB 12 Sampali.*

Abstrak

Penelitian ini bertujuan untuk menganalisis rendahnya kemampuan berbicara dan mendengarkan bahasa Inggris pada siswa kelas 4 SD PAB 12 Sampali. Pendekatan penelitian yang digunakan adalah deskriptif kualitatif, dengan metode wawancara untuk memperoleh data mendalam dari guru dan siswa mengenai hambatan yang mereka hadapi selama proses pembelajaran bahasa Inggris. Hasil penelitian menunjukkan bahwa faktor utama yang mempengaruhi keterbatasan kemampuan berbicara dan mendengarkan siswa meliputi kurangnya latihan, penggunaan media pembelajaran yang menarik yang minim, serta faktor internal seperti kurangnya kepercayaan diri dan pelafalan yang kurang optimal. Temuan ini memberikan gambaran penting tentang kebutuhan untuk mengembangkan strategi pembelajaran yang lebih efektif dan inovatif guna meningkatkan kemampuan komunikasi siswa dalam bahasa Inggris pada tingkat sekolah dasar. Diharapkan hasil penelitian ini dapat menjadi acuan bagi pendidik dan lembaga pendidikan dalam meningkatkan kualitas pengajaran bahasa Inggris di sekolah dasar.



Kata Kunci : Kemampuan berbicara, kemampuan mendengarkan, pembelajaran bahasa Inggris, siswa kelas 4, hambatan belajar, strategi belajar, anak-anak sekolah dasar, analisis kesulitan, metode pengajaran, SD PAB 12 Sampali.

1. INTRODUCTION

English functions as a communication tool that serves as a medium to achieve specific purposes (Saadah et al., 2022). Along with the rapid development of the globalization era, English is no longer considered merely a school subject but also a necessity (Nugraha, 2023). Students are increasingly involved in activities that require the use of language for communication (Gurning et al., n.d.). The importance of English is evident in various aspects of life, including education. English is effectively taught from the elementary level because children aged 6–12 have the cognitive ability to understand and absorb information in English learning. Generally, to make English easier for young learners, the instruction must be designed according to their developmental level so that learning becomes meaningful and does not burden them (Meisani & Musthafa, 2019; 2010).

It can be said that the goal of English instruction in elementary school is to develop oral communicative competence by integrating key language components—vocabulary, grammar, and pronunciation. In every teaching and learning activity, whether in classwork or homework, teachers should encourage students to engage in using the language for communication (Gurning et al., n.d.). Students' English competence is measured through learning outcomes, which refer to behavioral changes as a result of learning and include cognitive, psychomotor, and affective aspects. Therefore, English teaching activities should be directed toward mastering the four language skills.

English facilitates smooth communication among individuals and educational institutions from diverse cultural backgrounds, thus supporting broader exchanges of ideas and culture in educational settings (Zou, Kong, & Lee, 2021). Consequently, English is not only the medium of instruction in international higher education but also a key to accessing global knowledge, enabling productive international collaboration, and opening the door to richer and more diverse educational experiences. English has become an essential tool for learning and personal growth in the era of globalization (Prihantoro, 2022).

Teaching English as a foreign language presents unique challenges. Teachers must have a strong understanding of approaches, methods, techniques, strategies, models, and classroom dynamics (Richards & Rodgers, 2001). Creativity and responsiveness are fundamental teacher qualities needed to create a dynamic classroom. Moreover, English teachers must understand the psychology of the first language and the second language used in the learning process. Understanding both language psychologies allows teachers to create a “knowledge bridge” between the source language and the target language. Therefore, teaching English requires not only mastery of linguistic components but also contextual aspects that support students' comprehension.

Language proficiency improves when students master the four skills—reading, writing, listening, and speaking. However, the learning process does not always run smoothly; problems or difficulties often arise. In this study, the researcher identified issues related to students' difficulties in speaking and listening in English classes. Speaking difficulties among elementary students are complex issues influenced by linguistic factors (vocabulary, pronunciation) and non-linguistic factors (self-confidence), which affect students' participation in class. A thorough understanding



of these difficulties and comprehensive solutions—including opportunities for interaction and supportive learning environments—is essential to improving the quality of English learning in elementary schools.

Limited opportunities to use the language interactively may slow down vocabulary internalization and fluency development. In addition, social environment, learning motivation, teacher support, and facilities also influence students' speaking abilities (Rofi'i, 2020). Likewise, listening is often the most challenging skill for beginners, even more than the other three skills. Listening can resemble reading in its interpretive nature, yet differs because reading allows for repeated processing of written text, whereas listening does not. Pronunciation fluency is strongly connected to speaking and listening skills because it forms the foundation of active communication. When students need to communicate, pronunciation becomes inevitable. Student participation is essential because it is through this personal learning process that pronunciation improves and speech becomes more fluent

2. RESEARCH METHODOLOGY

This research employs a descriptive qualitative approach (Nugraha, 2025). The qualitative method is used to analyze factual situations in which the researcher serves as the main instrument, and the data are collected through interviews (Muslimin et al., 2024). Through interviews, the researcher can explore specific aspects of the research subjects more deeply, including their views, experiences, and emotions that may not appear through observational methods (Nasution, 2023). Interviews also provide flexibility for the researcher to adjust questions or the flow of conversation according to the participants' responses. This allows the researcher to obtain more detailed and personal data.

According to Sugiyono (2019), the qualitative method is used to study objects in a natural setting, with the researcher acting as the primary instrument. The collected data will then be analyzed through in-depth insights to identify students' difficulties in speaking and listening to English at SD PAB 12 Sampali. In this context, the researcher is interested in understanding the factors encountered by teachers and students in speaking and listening to English during daily learning activities.

The research was conducted at SD PAB 12 Sampali by interviewing the English teacher, Mrs. Fani Afrilia Ritonga, S.Pd. This study aims to gain a perspective on the difficulties in understanding spoken English and the challenges students face in listening to English in Grade 4. The researcher obtained permission to conduct interviews from the school principal and the Grade 4 English teacher.

3. RESULT AND DISCUSSION

In the learning process, students inevitably experience challenges or obstacles, both in learning English and in other subjects. These limitations can lead to suboptimal learning outcomes. English instruction in elementary schools consists of four language skills—reading, listening, speaking, and writing—which are supported by other linguistic components such as vocabulary, pronunciation, and grammar. If one of these skills is not mastered, speaking skills cannot develop as expected, and students may even struggle to communicate in basic English.

The results of the interview conducted by the researcher revealed various issues in English learning among fourth-grade students at SD PAB 12 Sampali, especially in speaking and listening.



The low speaking ability of the students is evident from their limited vocabulary, lack of confidence, and minimal exposure to English in daily life. The teacher stated that English is a second language for the students, making it difficult for them to pronounce words and speak spontaneously. This aligns with the findings of Rahayu (2020), who noted that the main obstacles in elementary students' speaking skills are limited vocabulary and lack of courage to try speaking. Sari and Putra (2020) also emphasized that a learning environment that does not support natural English use hinders students from practicing communication, causing their speaking skills to develop more slowly.

Students' listening ability also faces challenges because teachers tend to use visual media such as pictures and origami letters, while audio media are not utilized optimally. In fact, listening instruction requires exposure to authentic English sounds through songs, dialogues, or videos. This condition is consistent with Rahmawati (2020), who found that the low listening skills of elementary students are influenced by the limited use of audiovisual media, which should help introduce rhythm, intonation, and correct English pronunciation. Lestari (2020) also stated that visual media alone are insufficient to develop listening skills.

To improve English proficiency, various English learning models or methods can be used as references (Sya et al., 2022). At the elementary school level, one of the expected competencies is good language proficiency as a foundation for communication and interaction. English language skills in elementary schools are inseparable from the four core skills—reading, speaking, listening, and writing—which generally require students to master vocabulary (Nurani et al., 2019). The difficulty in mastering English speaking skills can be found in many educational institutions, including elementary schools. English speaking instruction is hindered by several factors, such as students' limited vocabulary, incorrect grammar use, incorrect pronunciation, limited practice opportunities (Rahayu, 2013), and restricted allocated time.

These obstacles cause students to experience several difficulties, such as:

- a) Lack of confidence in speaking English due to insufficient practice.
- b) Limited active vocabulary, as students are more familiar with words through reading.
- c) Difficulty understanding spoken English in real-life or authentic situations because they are not accustomed to hearing natural English conversations, especially from native speakers.
- d) Limited ability to use English in real or contextual situations, such as discussions, presentations, and interviews.

A proposed solution for these problems is the use of Project-Based Learning (PBL), an approach that emphasizes learning through students' active involvement in completing realworld projects. In the context of English learning, projects can be designed to encourage functional and communicative use of the language. One applicable activity is group presentations in English, which help train students to construct arguments, speak in public, and answer questions.

The teacher's method of learning through play and singing is an effective solution because it creates a fun and relaxed learning atmosphere that increases student motivation. This approach stimulates not only linguistic aspects but also affective aspects, allowing students to learn English without excessive pressure. This aligns with language learning theories that highlight the importance of social interaction and positive learning environments in language acquisition. Teaching English to elementary students differs from teaching adolescents or adults, as young learners have unique characteristics that influence classroom atmosphere and the selection of teaching strategies.

One effective strategy for teaching young learners is using songs. Songs are an authentic source of language input. There is practically no limit to how often songs can be used in English



learning, as students can use songs as language input anytime they want, both inside and outside the classroom. They can sing the songs anywhere and at any time, which naturally exposes them to English and allows them to enjoy the learning process.

One of the principles proposed by Brown (2000) is automaticity. According to him, automaticity is hindered when learners overanalyze language, think too much about forms (grammar), and consciously attempt to recall language rules. Songs support automatic processing of language by allowing students to learn unconsciously while engaging in enjoyable activities. Songs are an excellent tool to support students' English learning. More specifically, songs are believed to motivate students during English lessons. Songs are also an essential part of English learning because they make students more sensitive to sounds and learning a language involves learning meaningful sounds. Songs also make the classroom more engaging and lively. When children enjoy the songs taught by the teacher, they will happily and enthusiastically participate. At that moment, they are indirectly learning something valuable.

4. CONCLUSION

The difficulties students face in speaking and listening to English are mainly caused by the fact that English is a second language for the students at SD PAB 12 Sampali. This condition results in students not having adequate mastery of the English language and often feeling less confident when they have to communicate in it. These challenges are clearly reflected in their still-low speaking and listening abilities.

To address this issue, the teacher implements various interactive and enjoyable learning strategies. Methods such as learning through games and singing are the main choices because they help students understand the material in a more relaxed and engaging way while also increasing their motivation to learn. In addition, the use of creative visual learning media, such as self-made origami letters, helps students recognize letters and vocabulary in a concrete and interesting manner, making the learning process more effective.

The teacher also applies different instructional approaches based on students' needs, using varied methods and media for those who require additional support. This highlights the importance of differentiated instruction to accommodate the diverse abilities within the classroom so that all students can participate in learning optimally.

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