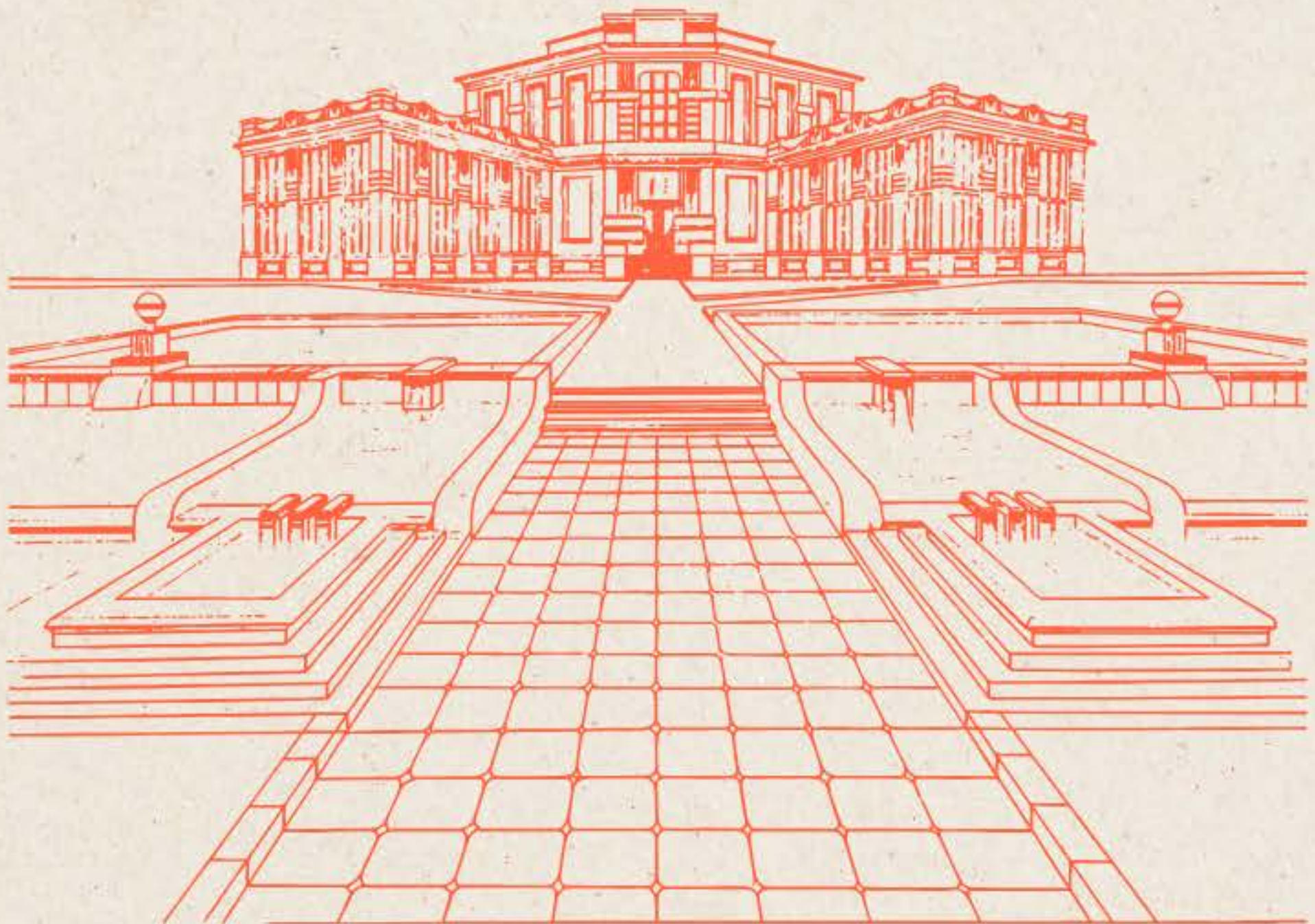




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EXPLORING THE IMPACT OF VARIOUS FORMS OF BULLYING ON LEARNING MOTIVATION

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Abstract

Bullying in the school environment is one of the factors that can hinder students' academic and psychological development. This study aims to explore the impact of various forms of bullying—physical, verbal, social, and cyber—on students' learning motivation. Using both quantitative and qualitative approaches, this research analyzes how bullying experiences affect students' self-confidence, engagement in learning, and academic achievement. The findings reveal that students who experience bullying tend to suffer from stress, anxiety, and a lack of security, leading to a decline in learning motivation. Furthermore, cyberbullying has a broader impact compared to other forms of bullying, as it can persist outside the school environment, worsening victims' psychological conditions. The study also finds that support from teachers, family, and peers plays a crucial role in mitigating the negative effects of bullying on students' learning motivation. Therefore, effective prevention and intervention policies are needed to create a safe and inclusive learning environment. In conclusion, understanding the impact of different forms of bullying on learning motivation can help educational institutions develop better strategies to protect students and enhance the quality of their learning experience.

Keywords

Bullying, learning motivation, Physical bullying, Various of Bullying

Introduction

Background of the Study: Exploring the Impact of Various Forms of Bullying on Learning Motivation Bullying is a prevalent issue in educational institutions worldwide, affecting students of all ages, backgrounds, and abilities. It manifests in various forms, including physical, verbal, social, and cyberbullying. The repercussions of bullying extend beyond immediate harm, influencing students' psychological well-being, social relationships, and academic success (Gerlinger & Wo, 2016). While the physical and emotional effects of

bullying are well vdocumented, the impact on students' learning motivation has become an area of increasing concern. Understanding how bullying affects students' drive to learn is crucial, as motivation is a key predictor of academic achievement and long-term educational outcomes.

Learning motivation, the internal drive or desire to engage in academic activities, is fundamental to student success. This motivation determines how well students engage with their studies, persevere through challenges, and achieve their academic goals. When students face bullying, their learning motivation may be compromised, as bullying can lead to feelings of insecurity, self-doubt, and decreased self-esteem (Milosevic et al., 2022). Furthermore, exposure to bullying often results in increased levels of stress and anxiety, which can hinder students' ability to concentrate, participate in class, and complete assignments. Understanding the specific ways in which bullying impacts learning motivation is essential for educators, parents, and policymakers to provide effective support for affected students.

Each form of bullying physical, verbal, social, and cyber has unique characteristics and effects on students. Physical bullying includes hitting, pushing, or other acts of physical aggression, and it can lead to visible injuries and emotional trauma. Verbal bullying, such as teasing, name-calling, or threats, can erode a student's self-worth and foster a fear of social interactions. Social bullying involves actions meant to damage a student's reputation or friendships, leading to feelings of isolation and exclusion. Cyberbullying, which occurs through digital platforms, often extends beyond the school environment, invading students' personal lives and creating a sense of inescapable distress. Each of these forms can disrupt students' motivation to learn in different ways (Borualogo & Casas, 2022).

Physical bullying often results in a fear of attending school, as students may dread encountering aggressors or facing humiliation in front of their peers. The anxiety and anticipation of potential harm can significantly reduce students' concentration and engagement in learning. Physical bullying is particularly damaging as it affects students' sense of safety, which is a fundamental need for effective learning (Luca, 2019). When students feel unsafe, they tend to disengage from school activities, develop negative attitudes towards education, and, in severe cases, even drop out of school to avoid further harm. Verbal bullying can have profound effects on learning motivation, especially when it targets a student's appearance, intelligence, or abilities. Negative remarks or constant ridicule can damage a student's self-esteem and make them doubt their capabilities. This can lead to a cycle of self-criticism, where the student begins to internalize the bully's comments and perceive

themselves as inadequate. Low self-esteem reduces students' willingness to participate in class, take academic risks, or set challenging goals, all of which are essential components of learning motivation. Verbal bullying may also discourage students from seeking help from teachers or peers, further isolating them from sources of support (Craig et al., 2020).

Social bullying, characterized by spreading rumors or excluding individuals from groups, can be just as harmful as physical and verbal bullying. This form of bullying often targets students' social identities and relationships, leading to feelings of loneliness and rejection. A lack of social support is associated with lower levels of motivation, as students who feel isolated are less likely to engage positively in group activities or discussions. Moreover, social bullying can create an environment of mistrust and insecurity, as students worry about betrayal or further humiliation. These concerns can overshadow academic pursuits, causing students to prioritize social survival over educational engagement (George & Strom, 2017).

Cyberbullying is an increasingly prevalent issue in the digital age, affecting students both inside and outside of school. The pervasive nature of online harassment can make students feel that they have no safe space, as they may receive hurtful messages or be subjected to public humiliation on social media. The constant availability of digital platforms means that cyberbullying can occur at any time, leading to heightened anxiety and stress. This can disrupt students' sleep, reduce their focus in class, and diminish their motivation to participate in school-related activities. The anonymity of cyberbullying can make it difficult for students to confront or seek help, further exacerbating its negative impact on learning motivation.

Bullying in its various forms has a significant impact on students' learning motivation by creating an environment of fear, isolation, and self-doubt. Each form of bullying affects students differently, but all can lead to a decrease in motivation to learn. Recognizing and addressing the ways in which bullying affects learning motivation is essential to creating a supportive and inclusive educational environment. Educators and administrators must develop strategies to prevent bullying and provide adequate support for affected students, ensuring that all students have the opportunity to learn in a safe and motivating environment.

Methods

This research uses a qualitative approach to find out more about the impact of various forms of bullying on student learning motivation. Qualitative research was chosen because it allows researchers to collect detailed and in-depth data regarding the experiences, perceptions and feelings of students who are victims of bullying, and teachers. The design of this research

is descriptive, aiming to describe the various forms of bullying that occur, the causes of bullying behavior, and its impact on learning motivation.

Discussion

Correlation between Bullying Frequency and Learning Motivation

The analysis shows a strong negative correlation between bullying frequency and learning motivation. This result confirms the hypothesis that bullying has a negative impact on students' learning motivation. Bullying is known to cause emotional distress, anxiety, and low self-esteem, which, in turn, affect students' ability to focus and perform well academically. Students who experience frequent bullying are less likely to feel motivated to learn and may have difficulty engaging in classroom activities.

Significant Impact of Bullying on Learning Motivation

The t-test results indicate that the relationship between bullying frequency and learning motivation is statistically significant. The t-value of -4.57, which is smaller than the critical value of ± 2.306 , allows us to reject the null hypothesis (H_0). This means that there is a significant relationship between the two variables, and the data strongly support the idea that bullying negatively affects students' learning motivation.

This finding aligns with previous research, which suggests that bullying can lead to psychological harm that affects students' academic performance. When students feel unsafe or unsupported, their motivation to learn and perform well in school declines. The results of this study have important implications for educators and school administrators. The negative impact of bullying on learning motivation suggests that schools must take proactive steps to address bullying behaviors and create a safe learning environment. Anti-bullying programs, teacher training, and peer support systems are essential to reduce bullying and provide the necessary support for students who are victims of bullying.

Schools should also implement counseling services to help students cope with the emotional consequences of bullying and restore their self-esteem and motivation to learn. Teachers can play a crucial role in recognizing signs of bullying and offering support to affected students. Providing a positive and inclusive school culture is key to fostering an environment where students feel safe and motivated to engage in learning.

Conclusion

Based on the data analysis and discussion in Chapter 4, the following conclusions can be drawn:

A. Significant Negative Relationship Between Bullying and Learning Motivation:

The study found a strong negative correlation between bullying frequency and learning motivation among students. This means that as bullying frequency increases, students' motivation to learn tends to decrease. The Pearson correlation coefficient ($r = -0.85$) and the t-test results ($t = -4.57$) indicate that this relationship is statistically significant.

B. Impact of Bullying on Students' Academic Engagement:

Bullying affects students not only socially and emotionally but also academically. Students who experience frequent bullying tend to have lower levels of motivation to engage in learning activities. This emotional distress, often caused by bullying, results in decreased concentration, poor academic performance, and a lack of enthusiasm for schoolwork.

C. Importance of Preventing Bullying in Schools:

The findings underscore the necessity for schools to address bullying as a serious issue that can hinder students' academic success. Schools must create safe, inclusive environments where students can feel supported and motivated to learn. Bullying prevention programs and interventions are crucial for maintaining a positive atmosphere conducive to learning. Summarize the main findings and their significance.

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PERCEPTION OF GRADE VIII STUDENTS AT JUNIOR HIGH SCHOOL BRIGJEN KATAMSO SUNGGAL REGARDING THE USE OF ENGLISH PODCAST IN SPEAKING SKILL

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Abstract

This study investigates how Grade VIII students at Junior High School Brigjen Katamso Sunggal view the use of English podcasts to improve their speaking skills. Data were gathered from 15 respondents using a questionnaire consisting of 10 affirmative statements on a 5-point Likert scale. The results show that most students have a positive perception of podcasts, particularly regarding engagement and learning effectiveness, although confidence and comprehension received lower scores, indicating areas needing improvement. The findings imply that strategic integration of podcasts can bolster speaking skills, and further research with a larger sample size is advisable.

Keywords

English podcast, speaking skills, student perception, language learning

Introduction

Present the background, rationale, and objectives of the study. The ability to speak English is one of the important skills that students must master in this era of globalization. *According to Bilbrough (2007), speaking is an ability with the aim of expressing recognized intentions and later the interlocutor will process the speaker's statement with the aim of recognizing those intentions. According to Ramlannarie (2011:88), speaking is a process of thinking and reasoning so that someone's speech can be received and understood well by other people or listeners.* With English language skills, students can not only access information from various sources, but also communicate with people from various cultures . However , there are still students who have difficulty speaking English, one of which is caused by lack of practice and lack of confidence when speaking English in public. One of the biggest challenges of successful teaching is student boredom (Nguyen & Nguyen, 2020). From this theory it can be concluded that boredom is one of the things that must be

overcome by teachers in teaching. Because boredom will always be faced by teachers if they choose the wrong method and media that they will use in teaching.

In this fast-paced digital era, the development of information technology has had a significant impact on various aspects of life, including the world of education. One innovation that has attracted quite a bit of attention is podcasts. Podcast is an audio platform that allows users to listen to various topics and content flexibly, anytime and anywhere (Korompot & Jabu, 2019). This makes it a potential learning medium to improve English language skills, especially among students.

In recent years, digital technology has transformed language learning, providing students with more accessible and engaging tools to improve their skills. One such tool is the podcast, which has gained popularity as an alternative medium for language acquisition. Podcasts offer authentic listening experiences, exposing learners to natural pronunciation, intonation, and conversational structures (Zhang, 2021). As speaking skills are crucial in mastering a language, utilizing English podcasts in education has become an innovative approach to enhance students' oral communication abilities.

At Junior High School Brigjen Katamso Sunggal, students often face challenges in developing their speaking skills, including limited exposure to native speakers, lack of confidence, and difficulties in pronunciation and fluency (Wahyuningsih & Afandi, 2020). Traditional teaching methods may not always provide sufficient practice opportunities, leading to the need for alternative strategies to support speaking proficiency. With their varied content and ease of access, podcasts offer a promising answer to these difficulties. Nonetheless, the impact of podcasts on enhancing students' speaking skills is significantly influenced by how they perceive this learning medium and their readiness to involve themselves with it.

Methods

This research is a qualitative research. Qualitative research is a research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, and others by describing it in the form of words and language, in a particular context that is natural by utilizing various scientific methods.

Based on the focused sample strategy, I also selected three requirements for research participation, which are :

1. The Participants were student of class VIII SMP Brigjen Katamso
2. Student who have used Podcast Media and not have use podcast Media.
3. The participants are student want to learn Podcast media

Participants in this study were required to respond using a Likert scale, marking agree, strongly agree, disagree, neutral, and strongly disagree as their level of agreement.

There were two alternatives for the items and scores. They are:

- a. The options and scores for the positive items

Table 1. Options and Scores

Options	score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

- b. The options and scores for the negative items

Table 2. Options and Scores

Options	score
Strongly Agree	1
Agree	2
Neutral	3
Disagree	4
Strongly Disagree	5

Based on the collected data, the average score for each statement was calculated using the formula:

$$\text{Average per statement} = \frac{\text{Total Score per Statement}}{\text{Number of Respondent}}$$

Results

The purpose of this study is to certain how students feel about using podcasts as instructional tools to enhance their speaking abilities. Additionally, the researcher aims to determine the benefits and drawbacks of using podcasts for education.

The questionnaire data was collected from 15 respondents who answered 10 statements using a 5-point Likert scale. The following table shows the distribution of respondents' answers for each statement.

Score	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7	Statement 8	Statement 9	Statement 10
1	0	4	0	0	0	0	0	0	0	0
2	4	3	0	0	4	1	3	1	1	1
3	10	1	10	1	6	7	7	6	3	7
4	1	6	1	6	1	3	5	7	8	4
5	0	1	4	8	4	4	0	1	3	3

From the table above, it can be concluded that most respondents chose "Neutral" (score 3) and "Agree" (score 4). Statements **4 and 9** received more "Strongly Agree" (score 5) responses compared to other statements. Meanwhile, **Statement 2 received more "1" and "2" responses**, indicating more disagreement compared to others.

The calculated average scores are presented in the following table:

Statement	Total Score	Average
1	42	2.80
2	42	2.80
3	54	3.60
4	67	4.47
5	50	3.33
6	55	3.67
7	47	3.13
8	53	3.53
9	58	3.87
10	54	3.60

The average scores show that **Statement 4 has the highest average (4.47)**, meaning it is the most agreed upon by respondents. Meanwhile, Statements 1 and 2 have the lowest averages (2.80), indicating a tendency towards neutrality or slight disagreement.

Based on the Likert scale interpretation:

Average Score Range	Interpretation
1.00 - 1.80	Strongly Disagree
1.81 - 2.60	Disagree
2.61 - 3.40	Neutral
3.41 - 4.20	Agree
4.21 - 5.00	Strongly Agree

Discussion

It can be concluded that:

- **Most statements received responses ranging from "Neutral" to "Agree."**
- **Statements 4 and 9 were the most agreed upon, while Statements 1 and 2 received more disagreement.**
- **If this was a satisfaction survey, then Statements 1 and 2 need improvement, as they have the lowest scores compared to other statements.**

Conclusion

Based on the analysis conducted in Chapter IV, it can be concluded that the majority of respondents' answers fall within the "Neutral" to "Agree" categories. Statements 4 and 9 received the highest levels of agreement, indicating positive feedback on these aspects. Conversely, Statements 1 and 2 exhibited lower agreement levels, suggesting areas for potential improvement. Overall, the responses reflect a general satisfaction among respondents, with some areas requiring further attention.

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EFFECT OF STORY TELLING METHOD ON SKILL ENGLISH SPEAKING OF GRADE VIII STUDENTS OF SMP BRIJEND KATAMSO IN THE 2024/2025 ACADEMIC YEAR

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Abstract

This study explores the effect of storytelling method on English speaking ability of eighth grade students of SMP Brijend Katamso. Using qualitative approach and questionnaire distributed to 30 students, this study collected data on their perceptions and experiences of this method. The results showed that the majority of students gave positive responses, with most agreeing that storytelling improves speaking skills, engagement, and motivation in learning English. Although there were some differences of opinion, overall, this method created an interactive and enjoyable learning environment.

Keywords

Story Telling; Speaking; Qualitative Approcach; Questionnaire

Introduction

Speaking ability is a very important communication skill, especially for students at the secondary school level, because it includes the ability to express opinions, convey ideas, and interact with others verbally. Furthermore, speaking is a skill, and skills will not develop if not practiced continuously (Handrayani, 2022) . This skill is not only useful in academic contexts, but also in everyday life and social environments. However, many students face challenges in public speaking, which is often caused by low self-confidence, lack of practice, and discomfort in interacting with peers.

From observations conducted in the eighth grade of Brijend Katamso Middle School in January, including direct observation of student interactions in the student learning process regarding their experiences in speaking English, problems faced by students were found. The

problem found was the low self-confidence of students in speaking English, where many of them were afraid to speak English in public because they were worried about being judged by their friends. This was evident when the teacher asked students to speak English in front of the

class; they began to get nervous, sweaty, and even trembling. As a result, students often spoke hesitantly and unclearly.

To overcome this problem, previous researchers (Rahmansyah & Pricilia, 2018) conducted a study entitled "Efforts to improve English speaking skills of class V students of SDN 106830 Beringin through storytelling" The results of this study found that students in the storytelling class achieved better grades, students stated that with the storytelling method, they felt motivated to learn English, happy with class activities, a conducive classroom atmosphere, and a fun learning process. On the other hand, researchers (Rizky & Suharmoko, 2019) "Improving English Speaking Skills Through Storytelling in Students of SMK Negeri 3 Sorong City". The results of this study indicate that students' speaking skills increased after being taught through storytelling. Students are more imaginative to show their understanding of the story. It makes them motivated to learn and they can improve their speaking skills. The average score of students before the implementation of storytelling was 47.26 and the average score of students after implementing storytelling was 81.78. It can be concluded that there is an increase in the speaking ability of students of SMK Negeri 3 Sorong, especially in class XI Automotive D. The results of student responses show that most students are quite interested in implementing storytelling. This means that the storytelling method is effective in improving students' speaking skills at SMK Negeri 3 Sorong.

However, the implementation of the storytelling method is also not free from challenges. Although storytelling is effective, many students still have difficulty in speaking fluently and confidently. This shows that although this method has an effect on students' motivation and imagination, a more in-depth approach is still needed to overcome these challenges. In response to this challenge, researchers are interested in conducting further research entitled "The Effect of the Story Telling Method on the English Speaking Ability of Class VIII Students of SMP Brijend Katamso". This study aims to determine whether the method used can build students' confidence in speaking English in public with clear and easy-to-understand language.

Methods

This study uses a qualitative method that aims to understand phenomena holistically in a natural context. According to Prayuda and Ginting (2024), qualitative research is an approach used to explore and understand the meaning that arises from individual or group experiences of a social phenomenon or problem. Sugiyono (2019) added that this study emphasizes subjective interpretation rather than quantitative measurement, so that it can provide broader insight into the phenomena being studied. In this study, a qualitative method was used to explore the application of storytelling to the English speaking skills of grade VIII students of SMP Brijend Katamso.

The qualitative method was chosen because it provides flexibility in data collection and analysis and allows for a deeper understanding of students' and teachers' experiences in learning English. In addition, this method helps researchers to understand classroom dynamics

and the effectiveness of storytelling in improving students' speaking skills. This research was conducted at SMP Brijend Katamso located at Jl. Sunggal No. 370, Medan, for one month in January 2025. The subjects of the study consisted of 30 grade VIII students and an English teacher who taught in the class. The selection of subjects was carried out purposively by considering students who had challenges in speaking English and had participated in learning using the storytelling method.

The data collection instrument used in this study was a questionnaire. The questionnaire was designed to see students' responses to the storytelling method on students' speaking skills, including self-confidence, speaking fluency, and understanding of the material after the implementation of the storytelling method. In this study, the questionnaire will consist of 15 statements specifically designed to explore relevant information about students' experiences in learning English through the storytelling method.

The researcher chose the questionnaire instrument because it allows data collection from a large number of respondents in a relatively short time, making it efficient to use in a classroom context. This is very important to get a clear picture of the impact of students' speaking skills after the implementation of the storytelling method that was tested. In addition, the use of questionnaires also provides an opportunity for students to provide anonymous feedback, so that they can be more honest in expressing their opinions and feelings regarding learning. Thus, researchers can collect information more easily regarding the effectiveness of the storytelling method.

A questionnaire is a data collection tool consisting of a series of questions addressed to respondents to obtain certain information. According to Kasnodihardjo (1994), a questionnaire is a data collection method carried out by providing a set of written questions to respondents to answer. Widyoko (2013) also explains that a questionnaire is an instrument used to collect data by giving written questions or statements to respondents, where respondents are asked to provide responses according to the request. Meanwhile, Sukardi (2010) defines a questionnaire as a data collection technique that does not require the direct presence of the researcher, so that respondents can answer questions more freely and honestly.

In the context of this study, the researcher used a questionnaire to measure the opinions or attitudes of respondents. This questionnaire consists of four answer choices, namely strongly agree, agree, disagree, and strongly disagree. By using a questionnaire, researchers can find out students' self-confidence, speaking fluency, and understanding of the material more precisely. Thus, researchers use questionnaires as an effective data collection instrument to determine the effect of the application of the storytelling method on students' speaking skills. This questionnaire is designed to provide accurate information, so that the results can be

analyzed so that more accurate conclusions can be drawn regarding the effect of the storytelling method on students' speaking skills.

Results

In this discussion, the researcher will discuss the results of the study on the influence of the storytelling method on the English speaking ability of grade VIII students of SMP Brijend Katamso. After the researcher gave a questionnaire to 30 students, then the researcher counted the number of respondents filled in by the students. The following are the results of the researcher's calculations.

NO	STATEMENT	SA	A	D	SD
1	The storytelling method makes me more interested in learning English.	11	5	10	4
2	I feel more confident when speaking in front of the class after using this method.	12	10	5	3
3	The stories used in learning are relevant to my daily life.	3	4	10	3
4	I find it easier to understand the subject matter when it is taught through storytelling.	10	6	11	3
5	I feel comfortable and excited when speaking in front of my friends.	8	5	3	4
6	This method helps me to express my ideas more clearly.	5	15	5	5
7	I like the way the teacher tells the story.	4	6	10	10
8	I feel the class atmosphere becomes more enjoyable when using the storytelling method.	10	10	7	3
9	I can easily follow the storyline presented in the lesson.	3	8	5	4
10	The storytelling method improves my imagination in learning English.	3	14	10	3
11	I feel like I get a chance to speak when I use this method.	7	2	11	10
12	I am more motivated to practice speaking after studying with this method.	10	18	1	1
13	I found the story told very interesting and enjoyable.	2	15	8	5
14	This method makes me more active in participating in class discussions.	14	11	3	2
15	I feel that the storytelling method is effective in improving my speaking skills.	12	5	10	3
	TOTAL	114	134	109	63

Discussion

From the results of the study conducted by researchers using a questionnaire, it was found that there were 114 respondents who chose "Strongly Agree" (SA), 134 respondents chose "Agree" (A), 109 respondents chose "Disagree" (D), and 63 respondents chose "Strongly Disagree" (SD). Thus, the total respondents who gave positive responses (SA and A) were 248 students, while the total respondents who gave negative responses (D and SD) were 172 students. These findings indicate that the majority of students have a positive view of the storytelling method applied, indicating that this method is effective in improving their motivation and speaking skills. However, the existence of a number of students who gave negative responses indicates certain challenges that need to be further analyzed, such as individual constraints or external factors that affect the effectiveness of this method.

Conclusion

In this study, the researcher has explored the influence of the storytelling method on the English speaking ability of eighth grade students of SMP Brijend Katamso. By using a qualitative approach and a questionnaire instrument distributed to 30 students, the researcher succeeded in collecting data that describes students' views and experiences related to this learning method.

The results of the analysis showed that the majority of respondents gave positive responses to the use of the storytelling method in English learning. Of the 30 participating female students, 114 respondents chose "Strongly Agree" (SA) and 134 respondents chose "Agree" (A), indicating that more than half of the students felt significant benefits from this method. Only 109 respondents chose "Disagree" (D) and 63 respondents chose "Strongly Disagree" (SD), indicating that although there were some students who disagreed, they were still in smaller numbers compared to students who supported.

These findings indicate that the storytelling method has an influence on students' English speaking ability and can also increase their interest and motivation in learning English. With storytelling, students can engage in a more interactive and enjoyable learning process, which in turn can help them understand and master English more easily.

However, it is important to note that although the results are significant, further research is needed to explore other factors that may influence the effectiveness of this method. For example, how students' educational background, learning styles, and learning environment may contribute to the results obtained. In addition, this study can also be expanded by involving more respondents from different classes and schools to get a more comprehensive picture.

Overall, this study provides valuable insights into the application of storytelling methods in teaching English at the junior high school level. By understanding and implementing effective methods, educators are expected to create a better learning environment and support the development of students' language skills. The researcher hopes that this study can be a

reference for teachers and schools in designing more innovative and interesting learning strategies in the future.

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ANALYSIS OF STUDENTS' LISTENING DIFFICULTIES IN LEARNING ENGLISH**AT JUNIOR HIGH SCHOOL SWASTA KATOLIK BUDI MURNI 2****Mesida Laia^{1*}, Meikardo Samuel Prayuda²**^{1,2}Universitas Katolik Santo Thomas, Medan, Indonesiamesidalaia2@gmail.com

Abstract

This study analyzes the listening difficulties faced by students at Budi Murni 2 Junior High School and identifies the factors influencing their listening skills in English. Many students struggle to understand oral information, resulting in lower academic performance and reduced self-confidence. Key factors include lack of concentration, limited vocabulary, fast speech, accent variations, classroom noise, and low motivation. Using a descriptive approach, the study highlights the impact of these difficulties on students' comprehension and grades. The research suggests innovative teaching methods, such as storytelling, to improve listening skills and create a more effective learning environment.

Keywords

Listening difficulties, Learning English, Junior High School

Introduction

Listening ability is one of the basic skills that is very important in the learning process, especially at the junior high school level. In today's information age, where verbal communication is one of the main ways of conveying information, good listening skills are indispensable for understanding subject matter, interacting with peers and participating in class discussions. However, many students in junior high school experience difficulties in listening, which can hinder their learning process.

Listening ability is one of the basic skills in the learning process that plays an important role in understanding the material. However, based on initial observations, many students at Budi Murni 2 Junior High School have difficulty in understanding information conveyed orally.

This difficulty can be caused by various factors, such as lack of concentration, low vocabulary, ineffective teaching methods, or distractions from the learning environment. If this difficulty is not overcome, it can have an impact on students' low understanding of lessons, decreased academic achievement, and reduced communication skills. Therefore, this research is important to identify the factors that cause listening difficulties and find solutions that can help improve students' listening skills, so that the learning process becomes more effective and meaningful.

Therefore, it is important to conduct an in-depth analysis of the listening difficulties experienced by students at Budi Murni 2 Catholic Private Junior High School, so that appropriate solutions can be found to improve this skill.

This study aims to identify the listening difficulties faced by students in junior high school and analyze the factors that affect their listening ability. By understanding these difficulties, it is expected to provide recommendations for teachers and school authorities to improve teaching methods and create a more conducive learning environment. Hasyim, M. (2018). "Analysis of Students' Listening Difficulties in English Learning at Junior High School." This study identifies various difficulties faced by students in listening to English subject matter and provides recommendations for improving teaching methods.

Sari, D. (2020). "Factors Affecting Students' Listening Skills in Junior High School." This study explores the factors that influence students' listening skills, including the learning environment, teaching methods, and student motivation. Pratiwi, A. (2019). "The Effect of Environmental Noise on Students' Listening Ability in the Classroom." This study analyzes how noise in the school environment affects students' listening ability and provides suggestions for creating a quieter learning environment. According to Communication Expert Ronald Adler, listening is the interactive process of receiving and responding to other people's messages. Mirunti (2016:105) states that listening is a skill that English language learners acquire and master for the first time, and other skills follow afterwards. Therefore, listening becomes the most important thing because it is the initial stage in learning and teaching English. Tompskin and Hoskkisson (2000) suggest that the listening process consists of three stages: receiving, attending, and assigning meaning. The first stage involves receiving sound and image stimuli, followed by concentration on important information, and finally processing the message to understand its meaning. Smaldino states that listening is also a process of communication and learning as well as visual communication and learning, a message is

conveyed by the sender and its meaning is explained by the receiver. According to H.G. Tarigan (2008), listening is an active receptive activity. The listening process includes three stages: understanding, assessing, and reacting. Tarigan emphasizes that listening involves full attention and interpretation of the information conveyed, so that the listener can capture the content and meaning of communication effectively. Listening skills are the ability to capture and understand information orally when communicating.

According to the ministry of education and culture (2017) <https://repositori.kemdikbud.go.id/18053/> the number of high school, vocational, MA students who did not pass the National Exam (UN) increased by 7.6% to 52.57% in 2017 compared to 44.97% in 2016. English is one of the subjects that experienced a decline in achievement in the National Exam (UN), especially in the listening section. The data shows that students' ability in English is still very lacking. Many factors affect the low achievement or learning outcomes of students. The first factor is that schools rarely hold listening classes, at least teachers hold listening classes two or three times a month so that there is an increase in students' listening skills. This makes students not accustomed to listening to themselves or listening to native English speakers. Students also experience problems with slow listening speed, besides that students cannot write down what they hear correctly. Overall, the teacher's listening input is still not perfect. Based on the description above, to overcome these problems, teachers need to know English learning media in listening classes and teachers must think about what can improve students' listening skills. Based on the various problems that have been found above, the researcher decided to conduct descriptive research with the title "Analysis Students' Listening Difficulties in Junior High School Swasta Budi Murni 2"

Methods

This research takes a descriptive research design. Descriptive research is a research method that aims to describe or explain phenomena systematically, factually, and accurately. This method focuses on collecting data to provide a complete description of a particular situation or phenomenon without testing cause-and-effect relationships. According to Sukardi (2003), descriptive research describes objects or phenomena without affecting the variables studied. According to Sugiyono (2005), descriptive method is a method used to describe or analyze a research result but cannot be used to draw broad conclusions. According to Sukmadinata (20017), descriptive research is a characteristic of research that can reveal or dissect various natural and social phenomena in society specifically. This research

method is different from other methods which tend to focus more on discussing why an event or phenomenon occurs. Where the events and phenomena referred to here are the objects of research. The results of the research will describe the object of research in detail. Descriptive research aims to describe the characteristics of the object or phenomenon being studied in detail. This includes collecting data on variables such as age, gender, education, and social status

The descriptive research method was used in this study as it allowed the researcher to describe the characteristics of the students before and after the application of the method, as well as observe the learning process directly. This method also supports the collection of qualitative data, such as interviews, which provide deeper insights into students' experiences. In addition, descriptive research does not require complicated hypotheses, so researchers can focus on analyzing the results and describing changes in students' listening skills. The results of this study can provide practical recommendations for teachers and educators on effective ways to improve listening skills through the storytelling method. In addition, descriptive research methods are also able to describe the characteristics of a population or phenomenon systematically and accurately. This method is also very suitable for research that cannot be measured by numbers, thus providing a deeper understanding of the conditions being studied.

Results

The research data was obtained from an open questionnaire and interview techniques. Questionnaires are a number of written questions used to obtain information from respondents, in this case, reports on personal or other matters. "Questionnaire is a data collection technique that is done by giving a set of questions or statements that will be given to respondents to answer." The questionnaire in this study results serve to provide information to the reader related to the answers of the respondents, and the use of this questionnaire to obtain data on the use of learning media. The data collected in this study are those related to the effect of media use in learning. The questionnaire was distributed to 30 students.

Please mark (✓) the answer that best represents your opinion.

Use the following scale to respond to each statement:

1 = **Strongly Disagree**

2 = **Disagree**

3 = **Neutral**

4 = Agree

5 = Strongly Agree

No.	Statement 1	1	2	3	4	5
1	I feel that my English listening skills are still weak.(Saya merasa keterampilan mendengarkan saya dalam bahasa Inggris masih lemah.)					
2	I have difficulty understanding conversations in English because of the fast speech. (Saya kesulitan memahami percakapan dalam bahasa Inggris karena kecepatan berbicara yang terlalu cepat.)					
3	I find it difficult to understand native English speakers' accents. (Saya sulit memahami aksen penutur asli dalam bahasa Inggris.)					
4	I struggle to understand English when there are unfamiliar words. (Saya kesulitan memahami bahasa Inggris jika ada kosakata yang tidak saya kenal.)					
5	I find it difficult to understand conversations because of complex grammar. (Saya sulit memahami isi percakapan karena tata bahasa yang rumit)					
6	I often lose focus when listening to English. (Saya sering kehilangan fokus saat mendengarkan bahasa Inggris)					
7	I can understand English better when there is a written text or subtitles. (Saya lebih mudah memahami bahasa Inggris jika ada teks tertulis atau subtitle.)					
8	I have difficulty understanding English in noisy environments. (Saya kesulitan memahami bahasa Inggris dalam situasi yang bising atau berisik)					
9	I understand English better in casual conversations than in academic or formal settings. (Saya lebih mudah memahami bahasa Inggris dalam percakapan santai dibanding dalam situasi akademik atau formal.)					
10	I find listening to English songs more difficult than listening to daily conversations. (Saya merasa mendengarkan lagu dalam					

	bahasa Inggris lebih sulit daripada mendengarkan percakapan sehari-hari.)					
11	I struggle to differentiate similar-sounding words in English. (Saya kesulitan membedakan kata-kata dalam bahasa Inggris yang terdengar mirip.)					
12	Lack of vocabulary knowledge makes it hard for me to understand spoken English. (<i>Kurangnya kosakata membuat saya sulit memahami bahasa Inggris lisan.</i>)					
13	Long listening passages make it difficult for me to concentrate. (<i>Teks atau percakapan mendengarkan yang panjang membuat saya sulit berkonsentrasi.</i>)					
14	I have difficulty distinguishing words when English is spoken too fast. (<i>Saya kesulitan membedakan kata-kata ketika bahasa Inggris diucapkan dengan sangat cepat.</i>)					
15	My lack of grammatical knowledge affects my understanding of spoken English. (<i>Kurangnya pemahaman tata bahasa saya mempengaruhi pemahaman saya terhadap bahasa Inggris lisan.</i>)					
16	Lack of exposure to spoken English outside the classroom makes it harder for me to improve my listening skills. (<i>Kurangnya paparan bahasa Inggris lisan di luar kelas membuat saya sulit meningkatkan keterampilan mendengarkan saya.</i>)					
17	The speed of native English speakers makes it difficult for me to understand what they are saying. (<i>Kecepatan berbicara penutur asli bahasa Inggris membuat saya sulit memahami apa yang mereka katakan.</i>)					
18	Unfamiliar accents make it difficult for me to understand English speakers. (<i>Aksen yang tidak familiar membuat saya sulit memahami penutur bahasa Inggris.</i>)					
19	My anxiety or nervousness affects my ability to understand spoken English. (<i>Kecemasan atau rasa gugup saya mempengaruhi kemampuan saya dalam memahami bahasa Inggris lisan.</i>)					
20	I feel that I need more listening exercises in class to improve my understanding. (Saya merasa bahwa saya membutuhkan lebih					

banyak latihan mendengarkan di kelas untuk meningkatkan pemahaman saya)						
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a. Questionnaire Results

No.	statement	Strongly Disagree	Agree	Neutral	Disagree	Strogly disagree
1	Statement 1	24	3	-	2	1
2	Statement 2	18	4	1	4	3
3	Statement 3	14	2	4	6	2
4	Statement 4	20	5	2	1	1
5	Statement 5	15	9	5	-	1
6	Statement 6	12	9	-	4	5
7	Statement 7	27	2	1	-	-
8	Statement 8	22	4	3	1	-
9	Statement 9	18	4	7	-	3
10	Statement 10	24	4	2	-	-
11	Statement 11	20	5	-	4	1
12	Statement 12	22	7	-	-	1
13	Statement 13	14	9	4	2	1
14	Statement 14	19	6	5	-	-
15	Statement 15	23	5	1	-	1
16	Statement 16	16	9	2	2	1
17	Statement 17	24	4	2	-	-

18	Statement 18	18	8	1	2	1
19	Statement 19	9	19	1	1	-
20	Statement 20	25	4	1	-	-

The researcher listed the results of the research through questionnaires and interviews with a number of students, based on the results of the field research. To find out how difficult it is for students when listening to vocabulary in English learning, the researcher limited attention to 4 people only because the number of students in the research location is quite large. The following are the results of the interviews conducted by the researcher.

1. what challenges do you face when listening to English materials during class?

According to the four students I interviewed, one of them said “I often have difficulty

understanding the accent of native speakers because it sounds different from what I am used to hearing. Also, the speaking speed in the recording is often too fast, so I can't catch all the words clearly.” “I could barely even make out what she was saying” said one student. “It's so hard to miss hearing their accents, it's so fast” was the student's response.

2. How do you feel about your listening skills in English? Do you feel confident or do you often struggle?

The student said “sometimes it makes me nervous because I am not used to understanding the lesson”, “I am happy but sometimes I feel scared if there is vocabulary that I don't know”. Said the student. “I feel nervous too, miss, because the vocabulary is sometimes new to me when I heard it before.” Students said answers like this proving that they also lacked confidence in what they answered.

3. What do you think makes listening activities in English difficult?

The four students gave answers to my questions when I interviewed them. “My main mistake is my lack of vocabulary”, the student said. “My vocabulary is so lacking that if there is vocabulary that I don't know, then I lose the meaning of the context” said one of the other students ‘my vocabulary is a little miss’, said the student then ‘I often don't understand the

context because I don't know what he said, the noise of classmates also sometimes interferes with my hearing' answers from these students are proof that they also still lack vocabulary.

4. Are there any strategies or techniques you use to help you understand the material while listening? If so, what are they?

The students answered "I listen to music in English to improve my listening", "I ask for repetition of the recording or explanation to my teacher", said one of the students, "I ask my teacher to repeat it", "ask to repeat the recording miss or I ask for a re-explanation from my teacher" the students' answers provide evidence for each question given to them.

Conclusion

Based on the results of the observations that have been made, it can be concluded that listening difficulties in learning English at Budi Murni 2 Catholic Junior High School are caused by several factors. First, the speed of native speakers' speech that is too fast makes it difficult for students to catch words and understand the context. Second, the different accents that students hear also make it difficult for them to understand the actual speech. In addition, the lack of vocabulary that students master also affects their listening skills. Another factor affecting students' listening skills is the presence of noise from classmates, which causes students' concentration to be disrupted during the learning process. Students' lack of motivation, effective learning strategies, and self-confidence causes them to feel nervous and doubtful about the answers they hear, so that the material learned cannot be understood properly. Listening difficulties can have a negative impact on students' academic performance, resulting in low comprehension of material and lower grades. Students' listening skills at SMP Budi Murni 2 need to be improved by applying the right learning strategies and paying attention to factors that interfere with students' listening skills during the learning process, this is evident from the results of research conducted by researchers at Budi Murni 2 Private Catholic Junior High School.

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THE EFFECT OF THE CONTEXTUAL APPROACH METHOD ON CHILDREN'S SOCIAL BEHAVIOR

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Abstract

This qualitative descriptive study investigates the influence of the contextual teaching and learning (CTL) approach on children's social behavior in elementary education. Grounded in the principle that learning is most effective when it is connected to real-life experiences, the CTL method encourages students to relate academic content to their daily lives, fostering deeper engagement and practical application. Conducted at SD Negeri 067243 Medan Selayang, the research employed interviews, observation, and documentation to collect data from fourth-grade classrooms. Findings reveal that contextual approaches significantly enhance students' interest and participation, promoting more meaningful understanding and social interaction. Teachers reported that students showed increased motivation and social engagement when learning materials were connected to their everyday experiences. However, challenges such as varying levels of student understanding and classroom management during group activities were noted. These were mitigated by forming heterogeneous learning groups and providing teacher guidance throughout collaborative activities. The study concludes that while the contextual approach supports the development of positive social behavior in children, its successful implementation requires adaptive teaching strategies and continuous reflection.

Keywords

contextual teaching and learning, social behavior, elementary education

Introduction

Contextual Teaching and Learning (CTL) has emerged as a pedagogical approach that bridges the gap between classroom instruction and the lived realities of students. Rather than treating knowledge as a static body of content to be memorized, CTL situates learning within meaningful contexts drawn from students' daily lives, enabling them to internalize concepts through experience and practical application. It emphasizes active involvement, problem-solving, and real-life relevance, thereby fostering deeper comprehension and retention. Within

this framework, learners are not passive recipients but active constructors of knowledge who make connections between what they learn in school and what they encounter in the world around them. Particularly in the realm of elementary education, such a paradigm shift is essential for nurturing students not only as competent individuals but also as socially aware members of their communities (Husni et al., 2023).

One of the most significant yet underexplored potentials of CTL lies in its ability to influence children's social behavior. While traditional teaching models often focus narrowly on academic achievement, CTL encourages the cultivation of interpersonal skills such as collaboration, empathy, and ethical reasoning. These competencies are foundational to social development, especially during early schooling years when children are forming critical behavioral patterns and social identities. The use of real-life scenarios, collaborative projects, group discussions, and reflective inquiry enables students to engage with social issues and learn from one another (Silki et al., 2021). Through such activities, they develop not only cognitive insight but also the capacity to understand, relate to, and respect others—qualities that are vital for functioning effectively in diverse societies.

Despite its conceptual promise, empirical studies on CTL have predominantly examined its impact on learning motivation, academic performance, and cognitive engagement. There is a noticeable scarcity of research that directly investigates how this method shapes social behavior, particularly in primary school contexts in Indonesia. Most existing literature tends to generalize CTL's benefits without providing nuanced insights into its behavioral implications (Nisa & Muhtar, 2022). Moreover, few studies have explored the practical challenges of implementing CTL in real classroom environments, such as how students' diverse backgrounds influence their interpretation of contextual content, or how teachers manage differing levels of engagement and comprehension. These gaps warrant further exploration to fully understand the mechanisms through which CTL fosters social development (Prayuda et al., 2024).

This study addresses the aforementioned gaps by conducting a qualitative investigation into the influence of CTL on children's social behavior in an Indonesian elementary school. Focusing on SD Negeri 067243 Medan Selayang as the research site, the study employs interviews, observations, and document analysis to capture a rich, contextualized understanding of how CTL is implemented and experienced by both teachers and students. The findings aim to reveal not only the benefits of contextual learning in enhancing students' social interactions but also the pedagogical strategies and classroom dynamics that support its

success. By emphasizing the behavioral dimension of CTL, this research offers a novel contribution to the existing literature and provides practical implications for educators seeking to foster holistic learning environments where academic growth is harmonized with social-emotional development.

Methods

This study employed a qualitative descriptive approach to explore the influence of contextual teaching and learning (CTL) on students' social behavior in an elementary school setting. Qualitative research is particularly suitable for investigating complex social phenomena in their natural context, especially when the objective is to gain in-depth understanding rather than to measure variables statistically (Prayuda & Ginting, 2024). Descriptive qualitative methods allow researchers to examine events, behaviors, and experiences from the perspective of participants, emphasizing meaning-making processes and subjective interpretations. In the context of this study, the approach provided an opportunity to capture the authentic experiences of teachers and students in implementing CTL strategies and observing their impact on social behavior.

The research was conducted at SD Negeri 067243 Medan Selayang, a public elementary school located in the city of Medan, Indonesia. This site was chosen due to its accessibility and the school's active implementation of contextual learning strategies. The focus of the investigation was on how the CTL approach—emphasizing real-world relevance, active learning, and experiential engagement—was applied in classroom settings and how it influenced the development of students' social competencies, such as cooperation, empathy, participation, and respectful communication (Zulfa et al., 2022).

The data for this research were collected using three primary techniques: observation, interview, and documentation. Classroom observations were carried out to understand how CTL was integrated into the teaching process and how students responded during various activities. Through direct engagement with the learning environment, the researchers were able to document behaviors, interactions, and teaching practices as they occurred naturally. In addition, semi-structured interviews were conducted with teachers to gain insights into their perceptions, experiences, and challenges in implementing CTL. These interviews allowed for open-ended responses, enabling participants to elaborate on their strategies, successes, and the obstacles encountered during instruction. Furthermore, documentation—such as lesson plans,

student work samples, and school records—was reviewed to triangulate data and validate findings from the interviews and observations.

The participants in this study included classroom teachers and fourth-grade students who were directly involved in CTL-based instruction. The selection of participants followed a purposive sampling strategy, ensuring that only those with relevant experiences and exposure to contextual teaching practices were included. Data analysis followed a thematic qualitative approach, involving the organization, classification, and interpretation of data to identify recurring patterns and categories. The analysis process included coding interview transcripts, compiling field notes, and synthesizing findings to draw conclusions about the relationship between contextual instruction and students' social behavior.

To ensure trustworthiness, the research applied triangulation across data sources, prolonged engagement in the field, and member checking with participants to verify the accuracy of interpretations. Ethical considerations were also taken into account, including informed consent from participants, confidentiality of data, and respectful representation of participant voices. Through this rigorous methodology, the study sought to produce a comprehensive understanding of how CTL strategies foster meaningful social behavior among elementary students in a real-world school setting.

Discussion

The findings of this study indicate that the contextual teaching and learning (CTL) approach has a substantial influence on the development of students' social behavior in elementary education. Through classroom observations and teacher interviews at SD Negeri 067243 Medan Selayang, it became evident that contextualized instruction enabled students to better understand academic content while simultaneously fostering essential social competencies. When learning activities were linked to students' daily experiences—such as using weather phenomena to explain water cycles or employing familiar household items to illustrate phase changes in matter—students not only engaged more actively but also demonstrated increased collaboration, empathy, and respect for peer contributions. These results affirm the foundational premise of CTL: that learning grounded in real-life context enhances student participation and supports behavioral development.

This study's results align with the findings of Meutiawati (2023), who noted that CTL encourages students to engage in direct, meaningful experiences that cultivate both cognitive

understanding and behavioral transformation. Students become agents in their own learning processes, which in turn empowers them to internalize values such as cooperation, responsibility, and tolerance. When students are invited to discuss and reflect on problems rooted in their lived experiences, they not only make academic connections but also practice navigating social situations. Teachers involved in this study confirmed that students were more enthusiastic and participative during CTL-based activities, as the method allowed them to draw on their personal experiences and express themselves confidently in a supportive learning environment.

However, the implementation of CTL was not without challenges. One of the primary issues observed was the variation in students' background knowledge and life experiences, which led to differences in how they interpreted contextual examples and participated in discussions. For instance, while some students easily related to scenarios involving common household practices, others struggled due to differing socioeconomic conditions. This disparity occasionally resulted in imbalanced participation and misunderstanding among peers. Teachers responded to this issue by creating heterogeneous learning groups, which allowed students to share diverse perspectives and learn from each other's experiences. This strategy aligns with Vygotsky's concept of the Zone of Proximal Development, emphasizing peer scaffolding in social learning contexts.

Another challenge involved managing student behavior during group activities. Although CTL promotes student-centered learning and discussion, some sessions became difficult to control due to heightened student enthusiasm or disagreements during collaboration. Teachers addressed these situations by taking on facilitative roles—guiding discussions, reinforcing ground rules, and helping students reach consensus. This highlights the importance of teacher presence and classroom management in maintaining a productive learning atmosphere during CTL activities. As such, effective implementation of CTL not only requires curriculum design adjustments but also ongoing teacher support in the form of professional development focused on facilitation skills, differentiation strategies, and inclusive pedagogical practices.

Importantly, this study contributes a new dimension to existing CTL literature by foregrounding its influence on social behavior rather than academic outcomes alone. While previous research has predominantly emphasized cognitive achievements, the findings here underscore CTL's potential to support holistic student development—bridging cognitive

growth and socio-emotional learning. This is particularly relevant in contemporary educational discourse, where the cultivation of 21st-century skills—including collaboration, adaptability, and ethical reasoning—is considered crucial. The insights from this study suggest that when teachers intentionally design and facilitate learning activities rooted in students' real-world contexts, they can promote not just subject mastery but also the development of socially responsible learners.

Conclusion

In summary, the contextual teaching and learning approach offers a promising strategy for fostering social behavior in young learners. It encourages students to interact meaningfully with content and with one another, creating opportunities for experiential learning that extend beyond academic success. Nevertheless, successful implementation depends on the ability of educators to navigate the diversity of student experiences and maintain effective classroom dynamics. As such, this study recommends that schools provide sustained support for teachers in CTL pedagogy and create learning environments that embrace contextual diversity as a foundation for social learning.

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