

ANALYSIS OF THE RELATIONSHIP BETWEEN THE ABILITY TO IDENTIFY MAIN IDEAS OF AURAL TEXTS AND INDONESIAN LANGUAGE LEARNING OUTCOMES

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ABSTRACT

Listening skills, particularly the ability to identify main ideas in aural texts, constitute an important foundation in Indonesian Language learning at elementary schools, yet their relationship with student learning outcomes has not been extensively explored empirically. This study aimed to analyze the relationship between the ability to identify main ideas in aural texts and Indonesian Language learning outcomes among fourth-grade elementary school students. The study employed a quantitative correlational approach involving 30 fourth-grade students. Data were collected through multiple-choice written tests to measure the ability to identify main ideas in aural texts and documentation of final semester summative scores. Data analysis used the Spearman Rank correlation test due to non-normal data distribution. The results showed that students' ability to identify main ideas in aural texts was in the good category with an average of 83.27, as well as Indonesian Language learning outcomes with an average of 83.633. There was a significant positive relationship with moderate strength between the ability to identify main ideas in aural texts and Indonesian Language learning outcomes ($rs = 0.523$; $p = 0.003$). The contribution of the main idea identification ability variable to learning outcomes was 27.35 percent. The research implies the importance of developing systematic listening learning strategies to improve overall Indonesian Language learning outcomes.

Keywords: main ideas, aural texts, Indonesian language, learning outcomes, elementary school, correlational research

1. INTRODUCTION

Listening skills constitute one of the four language competencies that serve as an essential foundation in Indonesian Language learning at elementary schools (Gilakjani & Sabouri, 2016). As the first receptive skill mastered by children from an early age, listening ability plays a strategic role in supporting the development of other language skills such as speaking, reading, and writing. Listening is not merely hearing sounds or voices, but rather a complex process involving the ability to

receive, interpret, and understand messages delivered through aural media. Good listening ability provides comprehensive input for language acquisition, where learners can discover new vocabulary and grammatical rules through the listening process. In the learning context, good listening ability facilitates students in understanding lesson materials delivered orally by teachers, following learning instructions, and interacting effectively in classroom communication.

One crucial aspect of listening skills is the ability to identify main ideas from aural texts (Vandergrift, 2007). The main idea or central concept represents the core information that speakers or audio sources intend to convey to listeners (Stevens et al., 2019). The ability to identify main ideas demonstrates that students are not only capable of passive hearing but also actively processing information, distinguishing between important and supporting information, and constructing coherent understanding of the entire message delivered. Research indicates a positive relationship between reading strategy awareness, the use of such strategies, and comprehension of text main ideas (Aghaie & Zhang, 2012; Mokhtari & Reichard, 2002). In fourth-grade elementary school, this ability becomes particularly important as students begin encountering various text types with more complex structures and diverse content.

Despite its importance, research on listening skills at elementary school levels has revealed that many students experience difficulties in identifying main ideas from the texts they hear (Gilakjani & Sabouri, 2016). Issues in Indonesian Language learning at elementary schools indicate that the learning process does not always proceed smoothly according to established expectations and objectives. Several studies demonstrate that the average listening ability of elementary school students remains in low to moderate categories, with scores not yet reaching expected minimum mastery standards. This condition indicates problems in listening instruction that require serious attention from educators and educational researchers. Students'

difficulties in identifying main ideas from aural texts may stem from various factors, both internal such as lack of concentration and limited vocabulary, and external such as insufficiently varied teaching methods and minimal use of engaging learning media.

Recent empirical studies have demonstrated the persistent challenges in developing listening comprehension skills among elementary students across various educational contexts. A systematic literature review examining the relationship between listening skills and academic achievements revealed that students with stronger listening competencies consistently demonstrated superior performance across multiple subject areas (Mihret & Joshi, 2024). Furthermore, intervention studies have documented that explicit instruction in listening strategies can yield substantial improvements in students' ability to extract central concepts from aural texts, with effect sizes ranging from moderate to large (Kim, 2016). Longitudinal research has also shown that listening comprehension in early elementary grades serves as a significant predictor of later reading achievement, with effects persisting through middle school years (Suggate et al., 2018).

The ability to identify main ideas in aural texts is hypothesized to have close connections with overall Indonesian Language learning outcomes. This assumption rests on the premise that students who are capable of understanding main ideas from heard information will find it easier to follow lessons, comprehend taught concepts, and complete various assigned academic tasks. A systematic review of interventions teaching summarization and main ideas shows statistically

significant effects on reading comprehension outcomes for struggling students (Stevens et al., 2019). In Indonesian Language learning, listening skills do not stand alone but integrate with other language competencies. Students with good listening abilities tend to succeed more in reading comprehension activities, essay writing, and speaking before the class (Berninger & Abbott, 2010; Fisher & Frey, 2014; Kim, 2020; Kim & Pilcher, 2016). Thus, it can be hypothesized that a positive relationship exists between the ability to identify main ideas in aural texts and students' academic achievement reflected in final semester summative scores.

Nevertheless, empirical research specifically analyzing the relationship between the ability to identify main ideas in aural texts and Indonesian Language learning outcomes at elementary school levels remains limited. Most existing research focuses more on developing methods or learning media to improve general listening skills, yet few explore the correlational relationship between specific listening abilities and students' academic achievement (Brown & Day, 1983). Research demonstrates that student and classroom characteristics related to elementary school students' listening skills need systematic identification. However, understanding this relationship is crucial for providing empirical foundations for developing more effective curricula and learning strategies. If a significant relationship is proven, then efforts to improve the ability to identify main ideas in aural texts can become a priority in Indonesian Language learning to improve overall student learning outcomes.

This research becomes important to conduct for several reasons. First, research results can provide theoretical contributions in enriching studies on listening skills and their relationship with academic achievement at elementary school levels. Second, practically, research findings can serve as references for Indonesian Language teachers in designing instruction more focused on developing the ability to identify main ideas as part of efforts to improve student learning outcomes. Studies show that children's listening skills in elementary grades can be enhanced through direct teaching of specific strategies in small group settings (Henry & Solari, 2020). Third, research results can provide input for education policymakers in formulating more comprehensive competency standards and learning indicators related to listening skills. Fourth, this research can serve as a foundation for subsequent studies exploring other aspects of listening skills and their relationships with other learning variables.

Based on this background, this study aimed to analyze the relationship between the ability to identify main ideas in aural texts and Indonesian Language learning outcomes among fourth-grade elementary school students. Specifically, this research addressed the following questions: (1) What is the level of fourth-grade elementary students' ability in identifying main ideas from aural texts? (2) What are the Indonesian Language learning outcomes of fourth-grade elementary students reflected in final semester summative scores? (3) Is there a significant relationship between the ability to identify main ideas in aural texts and Indonesian Language learning

outcomes among fourth-grade elementary students? By answering these research questions, a deeper understanding of the role of listening skills, particularly the ability to identify main ideas, in supporting students' learning success in Indonesian Language subject is expected to be obtained. This study presents innovation by specifically examining the correlational relationship between a specific component of listening skills, identifying main ideas in aural texts, and overall academic achievement, which has not been extensively explored in the Indonesian elementary education context.

2. LITERATURE REVIEW

2.1 Listening Skills in Elementary Education

Listening constitutes a foundational language skill that significantly influences children's academic development. Bozorgian (2012) emphasizes that listening ability provides comprehensible input essential for language acquisition, enabling learners to internalize vocabulary and grammatical structures. In the elementary school context, listening serves as the primary channel through which students receive instructional content, making it integral to academic success across all subject areas, particularly in language learning.

The complexity of listening extends beyond mere auditory perception. Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. (O'malley et al., 1989). This perspective aligns with current understanding that effective listening involves multiple

cognitive operations including attention, working memory, linguistic knowledge, and inferential reasoning (Peelle & Wingfield, 2016). For elementary students, developing these integrated skills presents both challenges and opportunities for educational intervention (Peelle & Wingfield, 2016).

2.2 Identifying Main Ideas as a Core Listening Competency

The ability to identify main ideas represents a sophisticated level of listening comprehension. It requires students to distinguish between central concepts and supporting details, synthesize information, and construct coherent mental representations of discourse. Research indicates that reading strategy awareness and strategy use have positive relationships with main idea comprehension (Elashhab, 2013), suggesting that metacognitive factors play crucial roles in this competency. This finding implies that students can be taught to improve their main idea identification skills through explicit strategy instruction.

Stevens, Park, and Vaughn (2019) conducted a systematic review of interventions targeting summarization and main idea instruction, revealing statistically significant positive effects on reading comprehension outcomes for students struggling with these skills. While this research focused on reading rather than listening, the cognitive processes underlying main idea identification in both modalities share substantial overlap, suggesting potential transferability of instructional approaches. This connection between main idea comprehension across different modalities underscores the importance of developing this skill in the listening domain.

2.3 Challenges in Listening Instruction at Elementary Levels

Research has consistently identified persistent challenges in developing elementary students' listening competencies. Studies have documented that Indonesian Language learning processes frequently fail to meet established objectives, with listening skills representing a particularly problematic area (Gilakjani & Sabouri, 2016). Multiple factors contribute to students' difficulties in identifying main ideas from aural texts, including internal factors such as limited concentration spans and insufficient vocabulary knowledge, as well as external factors including inadequate instructional variety and limited use of engaging multimedia resources.

Muijselaar, Swart, Steenbeek-Planting, Droop, Verhoeven, and de Jong (2017) emphasized the necessity of systematically identifying student and classroom characteristics associated with listening skill development. Their research suggested that listening ability does not develop uniformly across students, and that various contextual and individual difference factors mediate skill acquisition. This complexity highlights the need for differentiated instructional approaches tailored to diverse learner needs and classroom contexts.

2.4 Relationship between Listening Skills and Academic Achievement

The hypothesized relationship between listening skills and broader academic outcomes has received increasing research attention. Research demonstrates that children's listening skills in elementary grades can be enhanced through direct instruction of specific strategies in small group settings, and that such improvements

correlate with broader academic gains (Landry et al., 2006). This finding suggests that listening instruction should not be viewed as isolated skill development but rather as contributing to students' overall academic competence.

However, research specifically examining the correlational relationship between the ability to identify main ideas in aural texts and comprehensive academic achievement in Indonesian Language at the elementary level remains scarce. Most existing studies have focused on instructional interventions aimed at improving general listening skills, but have not systematically investigated how specific listening competencies relate to overall subject matter achievement (Bozorgian, 2012). This gap represents a significant limitation in current literature, as understanding these relationships is essential for evidence-based curriculum development and instructional prioritization.

2.5 Innovation and Novelty of Current Research

The present study addresses this literature gap by specifically examining the correlational relationship between fourth-grade elementary students' ability to identify main ideas in aural texts and their comprehensive Indonesian Language learning outcomes measured through summative assessment. Unlike previous research that has primarily focused on instructional interventions or general listening skill descriptions, this study adopts a correlational approach to quantify the strength and significance of the relationship between a specific listening competency and overall academic achievement.

Furthermore, while international educational literature has explored listening comprehension in various contexts, research situated in the Indonesian elementary education system remains limited. The Indonesian Language learning context presents unique characteristics including linguistic features, curriculum structures, and pedagogical traditions that may influence how listening skills develop and relate to academic outcomes (Gilakjani & Sabouri, 2016). By conducting this research within the Indonesian elementary school context, this study contributes both to international understanding of listening skill development and to locally relevant evidence for Indonesian educators and policymakers.

This research also distinguishes itself through its focus on fourth-grade students, a critical developmental period when students transition from learning to reading to reading to learn. At this grade level, listening comprehension becomes increasingly important as instructional content grows more complex and abstract. Understanding how main idea identification ability relates to academic achievement at this pivotal stage provides valuable insights for optimizing instructional approaches during this crucial transition period.

Innovation of the study lies in its synthesis of listening comprehension theory, main idea identification research, and academic achievement literature within a specific cultural and educational context. By quantifying the relationship between these variables and determining the proportion of variance in Indonesian Language learning outcomes attributable to main idea identification ability, this research provides actionable evidence for

instructional decision-making and curriculum development. The findings will enable educators to make informed judgments about the priorities that should be accorded to main idea identification instruction within the broader Indonesian Language curriculum (Stevens et al., 2019).

3. RESEARCH METHOD

3.1 Research Design and Approach

This study employed a quantitative approach with correlational research design aimed at determining the relationship between the ability to identify main ideas in aural texts (variable X) and Indonesian Language learning outcomes measured through final semester summative scores (variable Y). Correlational research is a type of research that aims to determine whether there is a relationship between two or more variables and how strong the relationship is. The research design utilized bivariate correlation with statistical analysis using SPSS software, which enabled researchers to identify relationships between variables empirically without direct intervention. This approach was selected because it allows for systematic examination of the association between specific listening competencies and overall academic achievement without manipulating variables, thus providing naturalistic evidence of how these constructs relate in authentic educational settings (Curtis et al., 2016).

3.2 Population and Sample

The research population consisted of fourth-grade students at an elementary school. The sampling technique employed was saturated sampling by taking all students in class IV as research samples, totaling 30 students consisting of 15 male students

and 15 female students. Saturated sampling is a sample determination technique using all members of the population as samples (Etikan, 2016). This technique was chosen because the population size was relatively small, so all members of the population could be reached to serve as research samples. The selection of class IV was based on the consideration that students at this level already possessed adequate basic listening abilities to identify main ideas in texts. This grade level represents a critical developmental period where students transition from basic to more advanced comprehension skills, making it particularly relevant for examining the relationship between listening abilities and academic outcomes.

3.3 Research Instruments and Media

The research utilized two data collection instruments following established psychometric principles. First, a test of the ability to identify main ideas in aural texts in the form of a multiple-choice written test with 15 items was administered. The test instrument was developed based on indicators of the ability to identify main ideas in the Independent Curriculum Learning Outcomes and has been validated with a validity value of 0.56524. Instrument validity testing is important to ensure that the instrument can measure accurately and consistently (Taherdoost, 2016). The validity coefficient indicated acceptable construct validity, suggesting that the instrument adequately measured the intended construct of main idea identification ability. Second, documentation of final semester summative scores obtained from official school records was collected. This dual-instrument approach ensured triangulation of measurement, with the

researcher-developed test specifically targeting listening comprehension and the summative scores reflecting comprehensive Indonesian Language achievement across multiple competencies.

The media used in data collection included audio files containing recorded texts played using a laptop, written texts as references, question sheets, and answer sheets. The audio texts with one-minute duration were played twice to provide students opportunities to understand the text content well. This repetition strategy aligns with cognitive load theory, which suggests that providing multiple exposures to aural input reduces working memory demands and facilitates comprehension (Sweller et al., 2019). The controlled presentation of audio materials ensures standardization across all participants, minimizing potential confounding variables related to text presentation quality or timing variations.

3.4 Data Collection Procedure

Data collection was conducted through three systematic stages following rigorous research protocols. The preparation stage involved preparing instruments and coordinating with school authorities to ensure administrative approval and logistical support. During this phase, the research team verified that all technical equipment functioned properly and that testing conditions would be conducive to accurate data collection. The implementation stage required students to be conditioned to listen to audio texts in a conducive atmosphere, then complete questions within one lesson period or 35 minutes. Students were provided with clear instructions emphasizing the importance of careful listening and thoughtful response

selection. The final stage involved collecting summative score data from classroom teachers and verifying data completeness to ensure no missing values or data entry errors. This procedure was carried out regularly to ensure that the data obtained were valid and reliable. Each stage was documented to maintain an audit trail that would support the credibility and dependability of research findings.

3.5 Data Analysis Techniques

Data were analyzed using descriptive statistics to describe data characteristics including mean, median, mode, standard deviation, and frequency distribution, as well as inferential statistics to test hypotheses. Descriptive analysis provided initial insights into the central tendency and variability of both variables, enabling researchers to identify potential outliers or unusual patterns that might influence correlation analyses. Before hypothesis testing, prerequisite tests were conducted including normality testing using Kolmogorov-Smirnov or Shapiro-Wilk tests and linearity testing with a significance level of $\alpha = 0.05$. Normality testing is important to determine the appropriate type of correlation test to be used (Mishra et al., 2019). The Shapiro-Wilk test was preferred for this study due to its superior statistical power for small sample sizes, while the Kolmogorov-Smirnov test served as a supplementary check. Linearity testing was conducted to verify that the relationship between variables conformed to linear assumptions, which is a fundamental requirement for Pearson correlation analysis.

The selection of correlation techniques was adjusted to normality test results following established statistical decision rules. If data were

normally distributed, Pearson Product Moment correlation would be used, whereas if data were not normally distributed, Spearman Rank correlation would be employed as a non-parametric alternative (de Winter et al., 2016). The hypothesis was accepted if the significance value (p-value) was less than 0.05, indicating that the observed relationship was unlikely to have occurred by chance alone. Interpretation of correlation strength utilized standard guidelines where correlation coefficients of 0.00-0.199 indicate very low strength, 0.20-0.399 indicate low strength, 0.40-0.599 indicate moderate strength, 0.60-0.799 indicate strong relationships, and 0.80-1.000 indicate very strong relationships. These benchmarks, while somewhat arbitrary, provide useful frameworks for communicating the practical significance of observed correlations to educational practitioners.

The coefficient of determination (R^2) was calculated to determine the contribution of variable X to variable Y by squaring the correlation coefficient value. This coefficient represents the proportion of variance in Indonesian Language learning outcomes that can be explained by the ability to identify main ideas in aural texts, providing insight into the practical significance of the relationship beyond statistical significance alone. All statistical analyzes were conducted using SPSS version 25, with significance levels and effect sizes reported according to American Psychological Association standards to ensure transparency and replicability of findings.

4. RESULT AND DISCUSSION

4.1 Result

This study involved 30 fourth-grade students as research subjects. The data collected included scores for the ability to identify the main ideas in aural

texts (Variable X) and final semester summative scores for Indonesian language (Variable Y). Descriptive statistical analysis was conducted to provide an overview of the characteristics of the data for both research variables.

Table 1. Descriptive Statistics of Research Data

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Standard Deviation	Variance
Main Idea Skills	30	27	73	100	83.27	7,615	57,995
Learning Outcomes	30	17.5	76.5	94.0	83,633	4.4893	20,154
Valid N (listwise)	30						

Table 2. Assessment Categories

Value Range	Category
91 - 100	Very good
81 - 90	Good
71 - 80	Enough
0 - 70	Need guidance

Source: Independent Curriculum Assessment Criteria (2022)

Based on Table 1, the average ability of students in identifying the main ideas of aural texts was 83.27 with a standard deviation of 7.615. The lowest score obtained by students was 73, while the highest score reached 100. These results indicate that students' ability to identify the main ideas of aural texts was in the good category based on their average scores.

Meanwhile, Indonesian language learning outcomes measured through final semester summative scores show an average of 83.633 with a standard deviation of 4.4893. The lowest score was 76.5 and the highest score was 94.0, indicating that student learning outcomes are in the good category based on their average scores.

These findings are in line with research showing that the listening skills of elementary school students still vary and need special attention in learning. The ability to identify main ideas is a higher-order cognitive skill that requires a deep understanding of the information being listened to.

1. Preliminary Analysis Test Results

a. Data Normality Test

A normality test is performed to determine whether the data is normally distributed, which will determine the type of correlation test used. The Shapiro-Wilk test was used because the sample size was less than 50 ($n=30$) with a significance level of $\alpha = 0.05$.

Table 3. Data Normality Test Results

	Statistics	df	Sig.	Conclusion
Main Idea Ability	.898	30	.007	Abnormal
Learning outcomes	.937	30	.075	Normal

Based on Table 3, the results of the normality test show a significance value for the variable of the ability to identify the main idea of aural text of 0.007 and the variable of Indonesian language learning outcomes of 0.075. Because the significance value of the variable of the ability to identify the main idea is less than 0.05 ($0.007 < 0.05$), the data for this variable is not normally distributed, while the variable of Indonesian language learning outcomes with a significance value greater than 0.05 ($0.075 > 0.05$) indicates a normal distribution. Considering that one of the variables does not meet the assumption of normality, it can be concluded that the data as a whole is not normally distributed. The normality test is an important prerequisite in determining

the appropriate correlation analysis technique (Ghasemi & Zahediasl, 2012). Many statistical procedures including correlation, regression, and t-tests are based on the assumption that the data follows a normal distribution, and when these assumptions do not hold, it is impossible to draw accurate and reliable conclusions (Ghasemi & Zahediasl, 2012).

b. Data Linearity Test

A linearity test is conducted to determine whether the relationship between variables X and Y is linear or not. The linearity test uses the Test for Linearity in SPSS with the following test criteria: a relationship is declared linear if the linearity significance value is < 0.05 and the deviation from linearity significance value is > 0.05 .

Table 4. Data Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
		(Combined)	269,289	4	67,322	5,340	.003
Learning Outcomes *	Between Groups	Linearity	167,290	1	167,290	13,269	.001
Main Idea Ability		Deviation from Linearity	101,999	3	34,000	2,697	.067
		Within Groups	315,178	25	12,607		
		Total	584,467	29			

The results of the linearity test in Table 4 show a linearity significance value of 0.001 and a deviation from linearity significance value of 0.067. Since the linearity significance value of $0.001 < 0.05$ and the deviation from

linearity significance value of $0.067 > 0.05$, it can be concluded that the relationship between the ability to identify the main idea of aural texts and Indonesian language learning outcomes is linear. Linearity is an important

assumption in correlation analysis which shows that changes in one variable will be followed by proportional changes in other variables.

2. Hypothesis Test Results

a. Correlation Analysis

Based on the prerequisite test results showing that the data is not normally distributed, the correlation

analysis technique used is Spearman Rank Correlation. Hypothesis testing is carried out with a significance level of $\alpha = 0.05$ with the following criteria: if the significance value (p-value) < 0.05 , then H_0 is rejected and H_1 is accepted, which means there is a significant relationship between the two variables.

Table 5. Correlation Test Results

Correlations		Main Idea Ability	Learning outcomes
Spearman's rho	Main Idea Ability	Correlation Coefficient	1,000 .523**
		Sig. (2-tailed)	.003
		N	30 30
	Learning outcomes	Correlation Coefficient	.523** 1,000
		Sig. (2-tailed)	.003 .
		N	30 30

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation analysis in Table 5 show a correlation coefficient (rs) value of 0.523 with a significance value of 0.003. Because the significance value is smaller than 0.05 ($0.003 < 0.05$), it can be concluded that there is a significant relationship between the ability to identify the main idea of aural texts and Indonesian language learning outcomes in fourth grade students.

Based on the correlation strength interpretation guidelines, a correlation coefficient value of 0.523 indicates a moderate level of relationship (0.40-0.599). The positive direction of the relationship indicates that the higher the students' ability to identify the main idea of an aural text, the higher their Indonesian language learning outcomes.

b. Coefficient of Determination

To find out how much the variable of the ability to identify the main idea of aural text contributes to the results of learning Indonesian, the coefficient of determination (R^2) was calculated by squaring the correlation coefficient value.

The coefficient of determination value is calculated using the equation:

$$R^2 = rs^2 (1)$$

where R^2 is the coefficient of determination and rs is the Spearman correlation coefficient.

Based on the calculation, the value of $R^2 = (0.523)^2 = 0.2735$ or 27.35% was obtained. This means that the ability to identify the main idea of aural text contributes 27.35% to Indonesian language learning outcomes, while the remaining 72.65% is influenced by other

factors not examined in this study, such as reading ability, writing ability, learning motivation, learning interest, parental support, learning methods, and other external factors. The coefficient of determination shows the proportion of variance in the dependent variable that can be explained by the independent variable.

4.2 Discussion

1. Level of Ability to Identify Main Ideas of Aural Texts

The results of the study showed that the ability of fourth-grade students in identifying the main idea of aural texts was in the good category with an average score of 83.27. This finding indicates that students have sufficient ability to understand and identify the main idea of information conveyed orally. The ability to identify the main idea is an important component of listening skills that demonstrates students' understanding of the core information conveyed through aural texts (Stevens et al., 2019).

Several factors that may support the achievement of students' abilities in the good category include: students' concentration levels when listening that are already quite good, adequate vocabulary mastery, the ability to distinguish main and supporting information that has developed, and students' experience in listening lessons that have been carried out continuously. However, there is still room for improvement considering that the highest score reached 100 while the lowest score was still 73. Research shows that appropriate learning strategies can continue to improve students' abilities in identifying the main idea of the text (J. Aarnoutse et al., 1998).

2. Level of Indonesian Language Learning Outcomes

Students' Indonesian language learning outcomes, measured by their final summative grades, averaged 83.633, categorized as good. This summative grade is the accumulation of various language skills assessments, including listening, reading, speaking, and writing. These results reflect students' achievement in comprehensive Indonesian language learning over the course of one semester.

The positive learning outcomes demonstrate that Indonesian language learning in grade IV B has been effective. The relatively narrow range of scores (76.5 to 94.0) indicates that most students have a relatively even level of achievement. This aligns with research findings that well-structured Indonesian language learning can lead to optimal competency achievement (Guthrie & Klauda, 2014), although ongoing improvement efforts are still needed to enhance the quality of learning.

3. The Relationship between the Ability to Identify Main Ideas and Learning Outcomes

The results of the study indicate a significant relationship between the ability to identify the main idea of an aural text and the Indonesian language learning outcomes of fourth-grade students. This finding aligns with the initial research hypothesis, which stated that there is a positive relationship between the two variables.

This significant, moderate correlation ($rs = 0.523$) indicates that the ability to identify the main idea of an aural text plays a crucial role in supporting students' Indonesian language learning outcomes. This can be explained through several theoretical

perspectives. First, the ability to identify the main idea demonstrates that students are able to comprehend information comprehensively, not just passively listen. A good understanding of information conveyed orally will facilitate students in participating in learning and mastering various Indonesian language competencies (Mihret & Joshi, 2024).

Second, the ability to identify main ideas trains students to think critically in sorting important information from supporting information. This cognitive skill is useful not only in listening activities but also in reading comprehension, where students need to identify the main idea of a written text (Duke & Pearson, 2008). Research shows a positive relationship between strategic awareness in identifying main ideas and overall comprehension skills (Stevens et al., 2019).

Third, students with good listening skills, particularly in identifying main ideas, tend to be more able to understand teacher explanations, follow learning instructions, and complete various assignments. This ultimately has a positive impact on their overall learning outcomes. These findings strengthen the argument that listening skills are an important foundation in language learning, integrated with other language skills (Hogan et al., 2014).

The contribution of the ability to identify the main idea of an aural text to Indonesian language learning outcomes of 27.35% indicates that there are still other factors that influence learning outcomes 72.65%. The coefficient of determination (R^2) represents the proportion of variance in the dependent variable that is explained by the independent variable. These factors can

include learning motivation, reading interest, reading ability, writing skills, participation in learning, parental support, and other external factors. This indicates that although listening skills are important, effective Indonesian language learning must integrate all aspects of language skills holistically.

4. Practical and Theoretical

Implications

The findings of this study have important theoretical and practical implications. Theoretically, this study strengthens theories explaining the relationship between listening skills and academic achievement (Beall et al., 2008). These results add to the empirical evidence of the importance of the ability to identify main ideas in supporting Indonesian language learning in elementary schools.

Practically, the results of this study provide implications for Indonesian language teachers to focus more on developing listening skills, particularly the ability to identify main ideas. Teachers can design more varied learning by integrating various strategies and learning media that can improve students' listening skills. The use of audiovisual media, engaging aural texts, and interactive learning techniques can be alternatives to improve students' ability to identify main ideas (Gilakjani & Sabouri, 2016).

Research indicates that listening comprehension is not innate to elementary school students; they need to be taught listening strategies explicitly. Studies have demonstrated that children's listening skills in elementary grades can be enhanced through direct instruction of specific strategies in small group settings (Landry et al., 2006).

For educational policy makers, the results of this study can be used as consideration in formulating curricula and assessment standards that provide a balanced proportion to all language skills, including listening skills which have tended to receive less attention than reading and writing skills (Kim & Pilcher, 2016).

5. Research Limitations

This study has several limitations that need to be considered when interpreting the results. First, the study involved only one class with a sample size of 30 students from one school, so generalizations of the results should be made with caution (Etikan, 2016). Second, the study only measured the ability to identify main ideas at a specific point in time without examining the longitudinal development of students' abilities. Third, other factors that might influence learning outcomes were not controlled.

6. Suggestions for Further Research

Based on the findings and limitations of the study, some suggestions for further research include: (1) Conducting research with a larger sample and involving several schools to increase the generalizability of the results; (2) Developing experimental research to test the effectiveness of certain learning strategies in improving the ability to identify the main idea of aural texts; (3) Exploring other variables that may mediate or moderate the relationship between listening skills and learning outcomes; (4) Conducting longitudinal research to see the development of students' listening skills over time and their relationship to long-term academic achievement (Muijselaar et al., 2017).

5. Conclusion

Based on data analysis and discussion of research results on the relationship between the ability to identify the main idea of aural texts and Indonesian language learning outcomes in fourth grade students, several conclusions can be drawn as follows:

First, fourth-grade students' ability to identify the main idea of an aural text was in the good category, with an average score of 83.27. This achievement indicates that students have adequate competence in understanding and determining the main idea from information conveyed orally. However, the variation in student ability, shown by the score range of 73 to 100, indicates that there is still room for improvement, especially for students with the lowest scores.

Second, students' Indonesian language learning outcomes, measured by the final summative grades at the end of the semester, were in the good category, with an average of 83.633. This achievement reflects that Indonesian learning in grade IV has been effective in developing students' competencies comprehensively, encompassing listening, reading, speaking, and writing skills. The homogeneity of the data, as indicated by the relatively small standard deviation, indicates that most students have a relatively even level of achievement.

Third, and the main finding of this study, there is a significant relationship with moderate strength ($rs = 0.523$; $p = 0.003 < 0.05$) and a positive direction between the ability to identify the main idea of an aural text and Indonesian language learning outcomes. This finding has important theoretical and practical implications. Theoretically, the results of this study strengthen the

argument that listening skills, especially the ability to identify the main idea, are not merely passive receptive skills, but active cognitive skills that contribute to students' academic achievement (Hogan et al., 2014). This aligns with contemporary understanding that effective listening involves multiple cognitive operations including attention, working memory, linguistic knowledge, and inferential reasoning (Peelle & Wingfield, 2016). Practically, this finding emphasizes the importance of paying balanced attention to the development of listening skills in Indonesian language learning, which has tended to receive less attention than reading and writing skills (Gilakjani & Sabouri, 2016; Kim & Pilcher, 2016).

Fourth, the contribution of the ability to identify the main idea of aural text to Indonesian language learning outcomes of 27.35% indicates that although this variable has a significant role, there is still 72.65% of the variance in learning outcomes explained by other factors. This finding opens up space for further research to identify and analyze other factors that may have an influence on Indonesian language learning outcomes, such as reading comprehension skills, writing skills, intrinsic and extrinsic learning motivation, reading interest, learning styles, family environmental support, the quality of teacher-student interactions, and the use of learning methods and media (Guthrie & Klauda, 2014; Muijselaar et al., 2017).

Fifth, although this study has provided empirical evidence of the relationship between the ability to identify the main idea of an aural text and learning outcomes, several aspects remain unanswered and require further exploration. This study did not identify

the specific cognitive mechanisms or processes underlying this relationship. It is unclear how the ability to identify the main idea concretely facilitates the learning of other aspects of Indonesian. This study also did not explore whether there are moderating or mediating variables that strengthen or weaken the relationship between the two variables, such as differences in gender, verbal intelligence level, or students' socioeconomic background. Furthermore, this correlational study cannot explain causal relationships (Curtis et al., 2016), so it is uncertain whether increased ability to identify the main idea will directly lead to improved learning outcomes or vice versa. Experimental or longitudinal research designs would be needed to establish causality.

Finally, this study provides important practical implications for educational practitioners. For teachers, the findings indicate the need to design learning strategies that explicitly and systematically develop students' ability to identify the main idea of aural texts through the use of varied audio media, structured scaffolding techniques, and ongoing practice. Research demonstrates that children's listening skills in elementary grades can be enhanced through direct instruction of specific strategies in small group settings (Landry et al., 2006). For schools, the results of this study can serve as a basis for developing teacher professional development programs that focus on listening skills. For policymakers, these findings emphasize the importance of allocating a more balanced proportion to listening skills assessment in the Indonesian language learning assessment system, ensuring that listening receives attention

commensurate with its contribution to overall language competence (Beall et al., 2008).

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