

Improving News Listening Comprehension Using the 5W+1H Learning Method

Heronia Mince Tawaerubun¹, Carolina Sasabone^{2*}

¹Pendidikan Bahasa dan Sastra Indonesia, Universitas Pattimura, Ambon, Indonesia

²Bahasa dan Seni, Universitas Pattimura, Ambon, Indonesia

*carolinasasabone@gmail.com

Article Info

Submitted: 24 November 2024

Accepted: 10 Januari 2025

Available Online: 10 February 2025

Published: 20 February 2025

Abstract

News listening comprehension remains a significant challenge for Indonesian secondary school students, particularly in identifying key information elements systematically. This study aims to enhance the news listening comprehension abilities of eighth-grade students at SMP Negeri 39 Maluku Tengah through the implementation of the 5W+1H (Who, What, When, Where, Why, and How) instructional approach. The research employed a Classroom Action Research (CAR) methodology consisting of four interconnected steps: planning, action, observation, and reflection, conducted over two cycles during the 2023 academic year. Participants comprised 17 students from class VIII-2, selected based on their documented difficulties in news comprehension tasks. Data collection utilized multiple instruments including structured observation sheets, in-depth interviews with teachers and students, validated questionnaires, and comprehensive listening comprehension tests featuring authentic news audio materials. Data analysis followed a systematic three-stage process: data reduction, data display, and conclusion formulation, with quantitative test scores analyzed using standardized scoring formulas and qualitative data examined thematically. Results demonstrated significant improvement in both learning processes and academic outcomes. The average test score increased substantially from 57.06 in Cycle I to 82 in Cycle II, representing a 43.7% improvement. Student achievement of the school's Minimum Completeness Criteria of 69 improved dramatically from 29% (5 students) in Cycle I to 82% (14 students) in Cycle II. Qualitative findings revealed enhanced student engagement, improved systematic thinking skills, and increased confidence in news analysis tasks. The 5W+1H method proved highly effective in transforming passive listening into active, goal-directed comprehension activities, providing students with a structured framework for extracting essential information from complex news content.

Keywords: *5W+1H Method; Classroom Action Research; Listening Comprehension; News.*



This article is an open access article distributed under the terms and conditions of the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) (<https://creativecommons.org/licenses/by-sa/4.0/>).

INTRODUCTION

Education serves as a fundamental mechanism that influences the success of national development and plays a crucial role in the pedagogical process (Fathurrohman, 2015). High-quality education is characterized by effective and efficient teaching and learning processes that enable students to achieve optimal learning outcomes (Sudjana, 2019). In this context, teachers are considered significant determinants of learning success, influencing character development, personality formation, and value transmission (Nawawi, 2018).

Language learning encompasses four essential skills that form the foundation of effective communication. According to contemporary language learning theory, these skills include: (1) listening skills, (2) speaking ability, (3) reading skills, and (4) writing skills (Tarigan, 2021). Among these four skills, listening is considered the most fundamental function used in human life and serves as the foundation for developing other language skills (Anderson & Lynch, 2018). Recent research in second language acquisition has emphasized the critical role of listening comprehension in language learning success. Ghorbani Nejad and Farvardin (2019) demonstrated that listening comprehension is significantly influenced by general language proficiency, aural vocabulary knowledge, and metacognitive awareness. Their findings indicate that students with higher metacognitive awareness demonstrate better listening performance, suggesting the importance of teaching explicit listening strategies. Similarly, Bourdeaud'hui et al. (2020) identified student-level predictors such as working memory and vocabulary knowledge as crucial factors affecting listening comprehension outcomes.

The complexity of listening comprehension is further highlighted by Ducker (2022), who examined the dynamic nature of L2 listening and found that comprehension involves moment-by-moment volatility that requires individualized feedback and support. This research underscores the need for structured approaches to listening instruction that can accommodate individual differences and provide systematic support for learners. In the context of news comprehension, listening skills become particularly challenging as news texts contain complex information structures, specialized vocabulary, and rapid delivery rates (Cross, 2019). News listening comprehension requires students to identify key information elements including who, what, when, where, why, and how - commonly known as the 5W+1H elements (Anggraini, 2020). Research by Hamborg et al. (2019) developed automated systems for extracting these main event elements from news articles, demonstrating the universal importance of the 5W+1H framework in news comprehension across different media formats.

The 5W+1H method has gained recognition as an effective instructional strategy for developing critical thinking and comprehension skills. This method provides a systematic framework for information processing that helps students organize their understanding and extract essential information from complex texts (Paul & Elder, 2020). In language learning contexts, the 5W+1H approach has been successfully implemented to improve various language skills, including reading comprehension and writing abilities (Yulianeta, 2022). Technology integration in listening instruction has also shown promising results. Lee et al. (2021) found that caption display can significantly support listening comprehension, though the effectiveness depends on learners' caption reliance patterns. Additionally, Bozorgian and Shamsi (2022) demonstrated that autonomous use of podcasts with metacognitive intervention can enhance foreign language listening development, suggesting the potential for multimedia integration in news listening instruction.

Despite the theoretical foundation and research support for structured listening instruction, practical implementation in Indonesian secondary schools faces several challenges. Preliminary observations at SMP Negeri 39 Maluku Tengah revealed that traditional teaching methods predominantly rely on lectures, question-and-answer sessions, discussions, and textbook-based activities (Sari, 2020). These approaches often fail to provide adequate scaffolding for complex listening tasks such as news comprehension. Interviews with the Indonesian language teacher revealed that only 5 out of 17 students achieved the minimum passing grade in news listening comprehension tasks. The teacher reported that students experienced difficulties in distinguishing news elements, particularly in identifying the "how" and "why" components of news stories. This finding aligns with research by Al-Nafisah (2019), who identified similar challenges in listening comprehension instruction and emphasized the need for systematic strategies to address these difficulties.

The effectiveness of listening instruction has been shown to improve significantly when teachers implement structured methodologies. Abad (2023) found that teachers' beliefs about listening instruction directly influence their classroom practices, with more effective teachers employing systematic approaches that include pre-listening, while-listening, and post-listening activities. This research supports the implementation of the 5W+1H method as a structured approach to news listening comprehension.

Classroom Action Research (CAR) has proven to be an effective methodology for improving educational practices in language learning contexts. Wongwanich et al. (2019) demonstrated that CAR approaches enable teachers to systematically investigate and improve their instructional practices while simultaneously enhancing student learning outcomes. In listening instruction specifically, CAR methodologies have been successfully employed to develop and refine teaching strategies (Ma'mun, 2022). Based on this comprehensive theoretical foundation and the identified challenges in the local context, this research aims to investigate the effectiveness of the 5W+1H learning method in improving news listening comprehension among eighth-grade students at SMP Negeri 39 Maluku Tengah. The study seeks to address the gap between theoretical knowledge about effective listening instruction and practical implementation in Indonesian secondary school contexts.

METHODS

This study employed a Classroom Action Research (CAR) methodology, focusing on the Indonesian language learning process, specifically the "listening to news" material, using the 5W+1H instructional method. The research followed Kemmis and McTaggart's action research model, consisting of four interconnected steps: planning, action, observation, and reflection, implemented across two cycles (Kemmis & McTaggart, 2020). The study was conducted at SMP Negeri 39 Maluku Tengah with 17 eighth-grade students from class VIII-2 as participants. The school was selected based on the identified challenges in news listening comprehension instruction and the willingness of the Indonesian language teacher to collaborate in the research process.

Data collection employed multiple instruments to ensure comprehensive evaluation of the intervention's effectiveness:

Observation sheets: Used to document classroom activities, student engagement, and teacher implementation of the 5W+1H method.

Interview guides: Developed for both teachers and students to gather qualitative insights about the learning process.

Questionnaires: Administered to assess student perceptions and attitudes toward the 5W+1H method.

Test sheets: Designed to measure news listening comprehension through audio news playback via loudspeakers, requiring students to identify and document news elements using the 5W+1H framework.

Data analysis followed a three-stage process: data reduction, data display, and conclusion drawing (Miles et al., 2019). Quantitative test data were analyzed using the formula: $\text{Score} = (\text{obtained score} / \text{maximum score}) \times \text{ideal score}$. Qualitative data from observations, interviews, and questionnaires were analyzed thematically to identify patterns and trends in student learning and teacher implementation.

The research established success criteria based on the school's Minimum Completeness Criteria of 69. Success was defined as at least 75% of students achieving the score, with qualitative indicators including increased student engagement, improved ability to identify 5W+1H elements, and positive attitudes toward news listening activities.

RESULTS AND DISCUSSION

Cycle I

The first meeting of Cycle I introduced students to the 5W+1H method through a structured listening activity. The teacher played an audio news article titled "Instagrammer from Semarang Becomes Victim of Neighbor's Theft" and instructed students to analyze the news components using the 5W+1H framework. Students were encouraged to ask questions about unclear aspects of the news element analysis. Initial observations revealed that students struggled with the systematic application of the 5W+1H method. Many students could identify basic information (who, what, when, where) but experienced difficulties with

analytical elements (why, how). This finding aligns with research by Díaz-Galaz (2020), who noted that listening comprehension involves complex cognitive processes that require explicit instruction and practice.

At the conclusion of Cycle I, only 5 students (29%) out of 17 achieved the minimum completeness criteria of 69, while 12 students (71%) had not yet reached the KKM. The average score was 57.06, significantly below the target threshold. Primary challenges included students' difficulties in evaluating and identifying news aspects, as well as obstacles in initial comprehension.

Questionnaire results indicated that 13 students (76%) had engaged in listening activities, but all 17 students (100%) reported unfamiliarity with the 5W+1H method. This finding supports the research by Ducker (2022), who emphasized that listening comprehension requires scaffolded instruction that addresses individual learning differences and provides systematic support. The challenges observed in Cycle I reflect broader issues in listening instruction identified in international research. Al-Nafisah (2019) noted similar difficulties in listening comprehension classrooms, emphasizing that students require explicit strategy instruction and systematic practice to develop effective listening skills. The unfamiliarity with the 5W+1H method suggests the need for more comprehensive introduction and modeling phases in the instruction.

Cycle II

Based on reflections from Cycle I, several modifications were implemented in Cycle II. The teacher distributed student worksheets (LKPD) to provide clearer structure and guidance for the 5W+1H analysis. The news recording was played multiple times to accommodate different listening processing speeds, addressing the individual differences in listening comprehension identified by Bourdeaud'hui et al. (2020). The implementation of structured worksheets reflects best practices in listening instruction. Research by Lee et al. (2021) demonstrated that providing visual scaffolds and organizational frameworks can significantly improve listening comprehension outcomes, particularly for learners who benefit from additional structural support.

Cycle II demonstrated significant improvement in student performance. Fourteen students (82%) out of 17 achieved the KKM, with an average score of 82, substantially exceeding the KKM threshold of 69. Despite this improvement, 6 students (35%) continued to experience challenges, particularly in completeness and language proficiency aspects. The improvement observed in Cycle II aligns with research findings on the effectiveness of systematic listening instruction. Amin (2019) found that cooperative and structured approaches to listening comprehension significantly enhance student outcomes when implemented with appropriate scaffolding and support materials.

Analysis of the 5W+1H Method Effectiveness

The significant improvement from Cycle I (57.06 average) to Cycle II (82 average) demonstrates the effectiveness of the 5W+1H method when implemented with appropriate instructional support. This improvement represents a 43.7% increase in average scores and a 53% increase in the number of students achieving the KKM. The success of the 5W+1H method can be attributed to several factors identified in contemporary listening comprehension research:

Systematic Framework: The 5W+1H method provides a structured approach to information processing that helps students organize their listening comprehension efforts (Pulungan et al., 2019). This systematic framework addresses the cognitive load challenges identified in listening comprehension research.

Metacognitive Strategy Development: The explicit teaching of the 5W+1H elements supports the development of metacognitive awareness, which Ghorbani Nejad and Farvardin (2019) identified as a crucial factor in listening comprehension success.

Goal-Directed Listening: The 5W+1H framework establishes clear listening objectives, transforming passive listening into active information seeking. This approach aligns with research by Díaz-Galaz (2020), who emphasized the importance of goal-directed listening processes.

Scaffolded Instruction: The implementation of worksheets and multiple listening opportunities in Cycle II provided the scaffolding necessary for successful strategy application, consistent with findings by Pulungan et al. (2019) on selective listening learning materials.

Challenges and Limitations

Despite the overall success of the intervention, several challenges remained. The 35% of students who continued to experience difficulties in Cycle II primarily struggled with language proficiency and

completeness in their responses. This finding suggests that the 5W+1H method, while effective, requires additional support for students with lower baseline language proficiency levels. Research by Ma'mun (2022) on listen-and-answer techniques in news item instruction identified similar challenges, noting that some students require more intensive vocabulary support and additional practice opportunities. The persistence of difficulties for some students highlights the need for differentiated instruction approaches within the 5W+1H framework.

Implications for News Listening Instruction

The results of this study have several important implications for news listening instruction in Indonesian secondary schools:

Structured Method Implementation: The success of the 5W+1H method demonstrates the value of systematic approaches to listening instruction that provide clear frameworks for information processing.

Scaffolding Importance: The improvement from Cycle I to Cycle II underscores the critical role of instructional scaffolding, including worksheets, multiple listening opportunities, and explicit strategy instruction.

Individual Differences: The varying levels of success among students highlight the need for differentiated instruction that addresses individual proficiency levels and learning needs.

Teacher Professional Development: The successful implementation of the 5W+1H method required significant changes in instructional approach, suggesting the importance of teacher training and professional development in listening instruction methodologies.

CONCLUSION

The implementation of the 5W+1H learning method has significantly enhanced the news listening comprehension skills of eighth-grade students at SMP Negeri 39 Maluku Tengah. Before implementation, the average news listening comprehension score had not reached the KKM of 69. After Cycle I, the average score reached 57.06, and in Cycle II, 14 out of 17 students achieved the KKM of 69 with an average score of 82. These results demonstrate that the 5W+1H learning method is highly effective for improving listening comprehension abilities.

The success of this intervention can be attributed to the systematic framework provided by the 5W+1H method, which transforms complex news listening tasks into manageable, goal-directed activities. The research contributes to the growing body of evidence supporting structured approaches to listening instruction and demonstrates the potential for classroom action research to improve educational practices in Indonesian contexts.

Future research should investigate the long-term retention of 5W+1H strategy use, explore applications across different news types and complexity levels, and examine the method's effectiveness with diverse student populations. Additionally, research on teacher training programs for 5W+1H implementation would support broader adoption of this effective instructional approach.

REFERENCES

- Abad, M. (2023). EFL Teachers' Beliefs About Listening and Their Actual Listening Instructional Practices. *Profile: Issues in Teachers' Professional Development*, 25 (1), 137-153. <https://doi.org/10.15446/profile.v25n1.98510>
- Amin, T. S. (2019). Improving Students' Listening Comprehension Through Cooperative Listening. *PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 1 (2), 45-52. <https://doi.org/10.32696/pgsd.v1i2.374>
- Anderson, A., & Lynch, T. (2018). *Listening*. Oxford University Press.
- Anggraini, D. (2020). Contribution of Vocabulary Mastery on News Writing Skill. In *Proceedings of the 4th International Conference on Language, Literature, Culture, and Education* (pp. 198-203). Atlantis Press. <https://doi.org/10.2991/assehr.k.201109.037>
- Bourdeaud'hui, H., Aesaert, K., & van Braak, J. (2020). Identifying Student and Class Level Correlates of Sixth Grade Students Listening Comprehension. *L1-Educational Studies in Language and Literature*, 20 (1), 1-28. <https://doi.org/10.17239/l1esl-2020.20.01.04>

- Bozorgian, H., & Shamsi, E. (2022). Autonomous Use of Podcasts with Metacognitive Intervention: Foreign Language Listening Development. *International Journal of Applied Linguistics*, 32 (3), 415-432. <https://doi.org/10.1111/ijal.12439>
- Cross, J. (2019). *Listening in a Second Language: From Theory to Practice*. Cambridge University Press.
- Díaz-Galaz, S. (2020). Listening and Comprehension in Interpreting: Questions that Remain Open. *The Information Society*, 36 (2), 98-115. <https://doi.org/10.1075/tis.20074.dia>.
- Ducker, N. (2022). A Situated Examination of the Complex Dynamic Nature of L2 Listening in EMI. *Language Teaching Research*, 28 (4), 892-915. <https://doi.org/10.1177/13621688221124439>
- Fathurrohman, M. (2015). *Model-model Pembelajaran Inovatif*. Ar-Ruzz Media.
- Ghorbani Nejad, S., & Farvardin, M. T. (2019). Roles of General Language Proficiency, Aural Vocabulary Knowledge, and Metacognitive Awareness in L2 Learners' Listening Comprehension. *International Journal of Listening*, 33 (1), 1-16. <https://doi.org/10.1080/10904018.2019.1572510>
- Hamborg, F., Breiteringer, C., & Gipp, B. (2019). *Giveme5W1H: A Universal System for Extracting Main Events From News Articles*. *arXiv*. <https://doi.org/10.48550/arXiv.1909.02766>
- Kemmis, S., & McTaggart, R. (2020). *The Action Research Planner: Doing Critical Participatory Action Research* (4th ed.). Springer.
- Lee, P. J., Liu, Y. T., & Tseng, W. T. (2021). One Size Fits All? In Search of the Desirable Caption Display for Second Language Learners with Different Caption Reliance in Listening Comprehension. *Language Teaching Research*, 25 (4), 540-564. <https://doi.org/10.1177/1362168819856451>
- Ma'mun, S. (2022). Listen and Answer Technique in Teaching Listening on News Items to Students at MTs Al-Ihsan Lamongan: a Classroom Action Research. *Edulitics: Journal of English Language Teaching, Linguistics and Literature*, 5 (2), 87-95. <https://doi.org/10.52166/edulitics.v5i2.3395>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative Data Analysis: a Methods Sourcebook* (4th ed.). SAGE Publications.
- Nawawi, H. (2018). *Metode Penelitian Bidang Sosial*. Gadjah Mada University Press.
- Paul, R., & Elder, L. (2020). *The Miniature Guide to Critical Thinking Concepts and Tools* (8th ed.). Foundation for Critical Thinking Press.
- Pulungan, D. Z., Solin, M., Pujiono, M., & Darmawan, F. (2019). Development Design of Selective Listening Learning Material Based on Correlated Core With the Application of Listening in Action Methods. *AICLL: Annual International Conference on Language and Literature*, 2 (1), 289-295. <https://doi.org/10.30743/aicll.v2i1.57>
- Sari, D. P. (2020). *Pembelajaran Bahasa Indonesia di Sekolah Menengah*. Pustaka Pelajar.
- Sudjana, N. (2019). *Penilaian Hasil Proses Belajar Mengajar*. PT Remaja Rosdakarya.
- Tarigan, H. G. (2021). *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Angkasa.
- Wongwanich, S., Piromsombat, C., & Sriklaub, K. (2019). Development of Learning Modules for Enhancing Classroom Action Research Skills of Student Teachers. In *Proceedings of The Asian Conference on Education 2019* (pp. 245-258). The International Academic Forum. <http://papers.iafor.org/submission53183/>
- Yulianeta, Y. (2022). Implementing Reading to Learn (R2L) Pedagogy to Help Indonesian Junior High School Students Generate News Report Text. *Parole: Journal of Linguistics and Education*, 12 (1), 130-137. <https://doi.org/10.14710/parole.v12i1.130-137>