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Writing from What You Hear: The Role of Critical Listening in Students' Writing Skills

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Abstract. This study highlights the importance of critical listening and writing as interconnected language competencies that support students' literacy and cognitive development. In elementary education, listening activities are often limited to passive comprehension and are rarely integrated with productive language skills, such as writing. Therefore, this study aimed to describe the levels of critical listening and writing skills among fifth-grade elementary school students and to analyze the relationship between the two variables. This research employed a quantitative approach with an ex post facto correlational design. The participants consisted of 59 fifth-grade students from a public elementary school in Serang City, Indonesia. Data were collected through observation and tests measuring students' critical listening and writing skills. The data were analyzed using descriptive statistics and Pearson product-moment correlation analysis. The findings revealed that the students' average critical listening score was 53.36, while their average writing score was 44.08; both were categorized as moderate. The Pearson correlation test showed a positive and significant relationship between critical listening and writing skills (r = 0.422, p < 0.01). These findings indicate that students with stronger critical listening abilities tend to demonstrate better writing performance. This study contributes to the framework of integrated language learning by emphasizing that critical listening functions as a cognitive foundation for developing coherent and meaningful writing skills in elementary education.

Keywords: Correlation; Critical Listening; Elementary School Students; Language Skills; Writing Skills.

1. Introduction

Language is the primary means through which humans communicate and think. Through language, people not only convey ideas and emotions but also explore concepts, construct arguments, and form representations of understanding. Integrated language learning emphasizes the development of language skills, such as listening, speaking, reading, and writing, in an interconnected manner within meaningful contexts (Sania et al., 2024). These language skills serve as important pillars that are interrelated and mutually supportive. According to Liao et al. (2024), listening activities support students in processing and interpreting information critically, whereas writing activities enable learners to organize, transform, and articulate ideas coherently in written language. Therefore, for the Indonesian language curriculum to promote comprehensive literacy, mastery of listening and writing skills must be balanced and mutually reinforcing.

From infancy, humans are equipped with the ability to listen. However, the listening skills referred to in this study are not limited to merely hearing sounds or receiving information; they also involve interpreting, evaluating, and drawing conclusions from the content of messages, which is known as critical listening. Sumertiani (2025) argues that listening skills involve active comprehension, interpretation, and reflective evaluation of oral information, which support students' critical literacy development. This skill requires students to distinguish between facts and opinions, detect bias or weaknesses in arguments, and relate new information to prior knowledge. In the digital age, which is marked by an abundance of information, including facts, opinions, hoaxes, and persuasive rhetoric, critical listening skills are essential to ensure that students do not become passive recipients but rather selective and reflective users of

information. The relationship between critical listening abilities and the development of critical thinking has been reported in several studies. For example, Gunawan et al. (2023) state that, in the context of Indonesian higher education, critical listening practices help students develop thinking skills and evaluate ideas that are rarely discussed in regular listening classes.

Writing is a process of discovering and exploring ideas that one wants to express; therefore, this process is strongly influenced by the basic knowledge possessed by the writer (Sukirman, 2020). In the writing process, students not only convey ideas but also structure arguments, choose appropriate words, and connect ideas coherently. Furthermore, writing skills are strongly influenced by the understanding gained from various sources, including listening activities. In other words, the process of critical listening can provide ideas or frameworks of thought that are then processed through writing. Several literacy studies confirm that critical thinking skills and comprehension of meaning also influence the quality of students' writing, particularly in terms of ideas, cohesion, and argumentation. Yundayani (2021) found that students who scored higher in critical thinking also achieved higher scores in argumentative writing ability.

1.1. Problem Statement

Theoretically, critical listening and writing are closely related. Both skills require the ability to understand concepts, analyze information, and express thoughts systematically. Within the framework of integrated language skills, listening does not stand alone but forms part of a process connected to language production. According to Rukthong and Brunfaut (2020), listening as input has a direct influence on productive activities, particularly speaking and writing. Strong listening skills, especially when applied critically, can serve as a foundation for constructing logical and relevant ideas in writing.

In many schools, reading and writing exercises tend to be prioritized over the development of in-depth and thoughtful listening skills in Indonesian language instruction. Research on listening problems shows that listening skills often receive less serious attention in learning, particularly in terms of analysis and interpretation (Prihatin, 2017). Preliminary observations at a public elementary school in Serang City indicate that most students have difficulty grasping implicit meanings, identifying important points from oral materials, and expressing their ideas in writing coherently and argumentatively. Based on these circumstances, it is essential to investigate the relationship between critical listening and writing skills among elementary school students in order to provide empirical evidence and practical recommendations.

1.2. Related Research

The relationship between listening and writing skills has attracted considerable attention because listening serves as an important cognitive input for the development of productive writing skills. Several previous studies have examined this relationship across different levels of education. For instance, Akidah (2020) investigated the relationship between undergraduate students' listening and writing abilities. Similarly, Putri and Ratna (2020) examined the relationship between junior high school students' news-listening and writing skills. Sugihartati et al. (2019) explored the effect of listening comprehension and appreciation on high school students' short story writing abilities. In addition, Widayati et al. (2020) analyzed the relationship between news-listening and writing skills among high school students, while Ayu (2023) examined the relationship between listening and writing abilities in anecdotal text writing at the high school level.

Although these studies have made important contributions, several areas require further examination and form the focus of the present study. The novelty of this research lies in its specific focus on the elementary school level, where the foundations of literacy are initially formed. Unlike previous studies, which generally focused on general listening comprehension or appreciative listening, this study explicitly emphasizes critical listening, namely students' ability to evaluate oral information, distinguish facts from opinions, and synthesize meaning. This emphasis on the critical dimension of listening is particularly important in the digital age, as it can help prevent students from becoming passive recipients of information. Thus, this study not only fills an empirical gap at the elementary education level but also offers pedagogical

implications for Indonesian language learning by integrating critical thinking skills from an early age through listening-to-writing activities.

1.3. Research Objectives

The objectives of this study are to describe students' critical listening skills, describe their writing skills, and examine the relationship between critical listening and writing skills. Through these objectives, this study is expected to contribute conceptually to the field of integrated language skills research and offer practical recommendations for Indonesian language teachers to optimize the simultaneous development of students' critical listening and writing skills.

2. Theoretical Framework

The relationship between critical listening and writing skills among elementary school students can be understood through the framework of integrated language skills and cognitive processing. Although writing belongs to the productive aspect of language use, while listening belongs to the receptive aspect, the relationship between the two is not only functional but also cognitively significant. Tarigan (2008b) emphasizes that listening is the first language skill mastered by humans and serves as the foundation for the development of other language skills, including writing. This concept suggests that oral information that is well received, understood, and processed by students can influence the quality of their written expression. Empirical research also shows a strong positive correlation between listening and writing skills, indicating that improvement in one skill may support improvement in the other (Kamal et al., 2021).

The conceptual relationship between these two skills lies in the mechanisms of cognitive transfer and information synthesis. According to Fu et al. (2023), critical listening requires learners to actively interpret and evaluate spoken information rather than merely understand the literal meaning of messages. Critical listening is not simply the passive reception of sound; rather, it is an evaluative process that involves identifying main ideas, distinguishing facts from opinions, detecting bias or weaknesses in arguments, connecting new information with prior knowledge, and drawing logical conclusions. When students engage in critical listening, they are essentially carrying out an internal process of organizing, evaluating, and synthesizing information. This process then serves as an important cognitive input for writing.

Kim et al. (2019) argue that writing is not merely note-taking but a structured process of expressing thoughts and ideas. Through critical listening activities, students' thinking skills can develop, enabling them to engage more effectively in writing activities. Thus, writing can be understood as a structured process of expressing thoughts that requires logical and systematic thinking.

Therefore, the cognitive bridge between critical listening and writing lies in the analytical processing that occurs during critical listening. This process provides a framework, or cognitive scaffolding, for students to organize their ideas and arguments in writing. In other words, critical listening trains students to filter, evaluate, and organize information, which are also essential cognitive requirements for producing coherent, argumentative, and logical writing. By mastering critical listening, students develop the mental discipline to evaluate information before expressing it, leading to more meaningful and well-organized writing.

3. Method

3.1. Research Design

This study employed a quantitative approach using an ex post facto correlational research design. According to Cohen et al. (2017), correlational research is a type of ex post facto study

that examines relationships between variables that have already occurred. Ex post facto research seeks to investigate relationships among variables without manipulating them. In this design, no treatment is administered; instead, naturally occurring conditions or experiences are examined and assessed.

The use of an ex post facto design was intended to reveal the strength of the relationship between the variables in a natural school setting, rather than to test the effectiveness of an intervention as in experimental research. In addition, a correlational design was chosen because it enables researchers to analyze the relationship between variables simultaneously and provides a basis for understanding students' academic performance without changing the existing learning environment. This design provides a more objective picture of how the two language skills are naturally related in daily learning processes.

A correlational study examines the relationship between the variables under investigation. This study involved two variables: X and Y. Critical listening skills served as variable X, or the independent variable, while writing skills served as variable Y, or the dependent variable..

3.2. Respondent

This study was conducted at a public elementary school in Serang City, Banten, Indonesia. The population and sample consisted of 59 fifth-grade students. The participants were drawn from two classes: 29 students from Class A and 30 students from Class B.

3.3. Data Collection

The data in this study were collected through observation and tests. Observations were conducted by examining teacher and student activities during the learning process. In addition, critical listening and writing tests were administered to the students. Before answering the test questions, the students first listened to a video provided by the teacher. The assessments were designed to measure students' critical listening and writing skills.

The listening skill indicators used in this study were adapted from Tarigan (2008b), consisting of the following: (1) understanding the content of the message, (2) identifying the main ideas, (3) interpreting implied information, and (4) summarizing the content logically. Meanwhile, the writing skill indicators were adapted from Slamet (2008), consisting of the following: (1) using appropriate linguistic elements, (2) organizing discourse, and (3) using appropriate language and word choice. Based on these indicators, the researcher developed sub-indicators, test grids, and question formats. In addition, to facilitate data processing, the researcher developed an assessment rubric as a scoring scale for evaluating students' responses.

3.4. Data Analysis

The data were analyzed using descriptive statistics and Pearson product-moment correlation analysis. The analysis was conducted through the following steps: (1) compiling the raw scores, (2) analyzing the data using descriptive statistics, (3) classifying the scores for critical listening and writing skills, (4) determining the correlation between the two variables using the Pearson product-moment correlation formula, and (5) interpreting the statistical results.

3.5. Validity and Reliability

Validity testing was conducted before the instrument was administered to the research participants. According to Taherdoost (2022), validity testing is used to determine whether a research instrument accurately measures the intended construct and produces meaningful data for the study. In this study, construct validity and content validity were used to evaluate the instruments. Construct validity was assessed through expert judgment of the instrument indicators, while content validity was used to examine the validity of each item.

Reliability refers to the extent to which an instrument consistently measures a construct over time and across repeated administrations (Anggraini et al., 2022). This study involved two variables, namely critical listening skills and writing skills. Therefore, validity and reliability tests were conducted for both variables.

In analyzing the validity test results, specific criteria were applied. An item was considered valid if the calculated correlation coefficient was greater than or equal to the table value (*r*count ≥ *r*table), whereas an item was considered invalid if the calculated correlation coefficient was lower than the table value (*r*count < *r*table) (Astuti, 2016). In this study, the *r*table value was 0.361. The validity test results for each item are presented below.

Table 1. Critical Listening Skills Validity Test

		N1	N2	N3	N4	N5	N6	N7	Total
N1	Pearson Correlation	1	.363*	.387*	.322	.354	.221	.333	.707**
	Sig. (2-tailed)		.049	.035	.083	.055	.240	.072	<,001
	N	30	30	30	30	30	30	30	30
N2	Pearson Correlation	.363*	1	.030	.326	.311	.117	.242	.543**
	Sig. (2-tailed)	.049		.875	.079	.095	.536	.197	.002
	N	30	30	30	30	30	30	30	30
N3	Pearson Correlation	.387*	.030	1	-.050	.294	.043	.333	.474**
	Sig. (2-tailed)	.035	.875		.791	.115	.821	.072	.008
	N	30	30	30	30	30	30	30	30
N4	Pearson Correlation	.332	.326	-.050	1	.346	.243	.273	597**
	Sig. (2-tailed)	.083	.079	.791		.061	.195	.145	<,001
	N	30	30	30	30	30	30	30	30
N5	Pearson Correlation	.354	.331	.294	.346	1	.425*	.224	.701**
	Sig. (2-tailed)	.055	.095	.115	.061		.019	.223	<,001
	N	30	30	30	30	30	30	30	30
N6	Pearson Correlation	.221	.117	.043	.243	.425*	1	.291	.567**
	Sig. (2-tailed)	.240	.536	.821	.195	.019		.119	.001
	N	30	30	30	30	30	30	30	30
N7	Pearson Correlation	.333	.242	.333	.273	.224	.291	1	.633**
	Sig. (2-tailed)	.072	.197	.072	.145	.223	.119		<,001
	N	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.707**	.543**	.474**	.597**	.701**	.567**	.633**	1
	Sig. (2-tailed)	<,001	.002	.008	<,001	<,001	.001	<,001	
	N	30	30	30	30	30	30	30	30

** Correlation is significant at the 0.05 level (2-tailed)*

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

Based on the validity test calculations presented in Table 1, Table 2 summarizes the results of the validity test for each item. Table 2 includes the calculated correlation coefficient (*r*count), the critical value (*r*table), and the validity status of each question item. The *r*table value was determined at a significance level of a = 0.05 with 28 degrees of freedom (*df* = *n* − 2), where *n* refers to the number of respondents involved in the validity test. Since the validity test involved 30 respondents, the degree of freedom was 28.

Table 2. Summary of the Results of the Critical Listening Skills Validity Test

Question item	r_{Count}	r_{table}	Result
1	.707	.361	Valid
2	.543	.361	Valid
3	.474	.361	Valid
4	.597	.361	Valid
5	.701	.361	Valid
6	.567	.361	Valid
7	.633	.361	Valid

For question number one, the calculated *r*count was 0.707, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number one was valid. For question number two, the calculated *r*count was 0.543, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number two was valid. For question number three, the calculated *r*count was 0.474, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number three was valid. For question number four, the calculated *r*count was 0.597, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number four was valid. For question number five, the calculated *r*count was 0.701, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number five was valid. For question number six, the calculated *r*count was 0.567, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number six was valid. For question number seven, the calculated *r*count was 0.633, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number seven was valid. Thus, all items that underwent validity testing were declared valid.

The next calculation was conducted to test the validity of the writing skill items. The results of the writing skill validity test calculations are presented below.

Table 3. Writing Skills Validity Test

		N1	N2	N3	N4	N5	N6	N7	Total
N1	Pearson Correlation	1	.657**	.590**	.660**	.531**	.514**	.715**	.837**
	Sig. (2-tailed)		<,001	<,001	<,001	.003	.004	<,001	<,001
	N	30	30	30	30	30	30	30	30
N2	Pearson Correlation	.657**	1	.674**	.776**	.605**	.394*	.643**	.843**
	Sig. (2-tailed)	<,001		<,001	<,001	<,001	.031	<,001	<,001
	N	30	30	30	30	30	30	30	30
N3	Pearson Correlation	.590**	.674**	1	.676**	.495**	.517**	.691**	.830**
	Sig. (2-tailed)	<,001	<,001		<,001	.005	.003	<,001	<,001
	N	30	30	30	30	30	30	30	30
N4	Pearson Correlation	.660**	.776**	.676**	1	.566**	.385*	.549**	.819**
	Sig. (2-tailed)	<,001	<,001	<,001		.001	.036	.002	<,001
	N	30	30	30	30	30	30	30	30
N5	Pearson Correlation	.531**	.605**	.495**	.566**	1	.604**	.539**	.749**
	Sig. (2-tailed)	.003	<,001	.005	.001		<,001	.002	<,001
	N	30	30	30	30	30	30	30	30

N6	Pearson Correlation	.514**	.394*	.517**	.385*	.604**	1	.709**	.716**
	Sig. (2-tailed)	.004	.031	.003	.036	<,001		<,001	<,001
	N	30	30	30	30	30	30	30	30
N7	Pearson Correlation	.715**	.643**	.691**	.549**	.539**	.709**	1	.858**
	Sig. (2-tailed)	<,001	<,001	<,001	.002	.002	<,001		<,001
	N	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.837**	.843**	.830**	.819**	.749**	.716**	.858**	1
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	<,001	
	N	30	30	30	30	30	30	30	30

** Correlation is significant at the 0.05 level (2-tailed)*

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

Based on the tests presented in Table 3, Table 4 below summarizes the calculation results. The *r*table value was obtained at α = 0.05 with 28 degrees of freedom (*df* = *n* − 2), where *n* is the number of samples. Since the validity test involved 30 samples, the degree of freedom was 28.

Table 4. Summary of the Results of the Writing Skills Validity Test

Question item	$\mathbf{r_{Count}}$	$\mathbf{r_{table}}$	Result
1	.837	.361	Valid
2	.843	.361	Valid
3	.830	.361	Valid
4	.819	.361	Valid
5	.749	.361	Valid
6	.716	.361	Valid
7	.858	.361	Valid

For question number one, the calculated *r*count was 0.837, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number one was valid. For question number two, the calculated *r*count was 0.843, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number two was valid. For question number three, the calculated *r*count was 0.830, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number three was valid. For question number four, the calculated *r*count was 0.819, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number four was valid. For question number five, the calculated *r*count was 0.749, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number five was valid. For question number six, the calculated *r*count was 0.716, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number six was valid. For question number seven, the calculated *r*count was 0.858, which was greater than the *r*table value of 0.361; therefore, it can be concluded that question number seven was valid. Thus, all items that underwent validity testing were declared valid.

The next calculation was conducted to test the reliability of both skills, namely critical listening and writing. The results of the reliability test calculations for critical listening and writing skills are presented below.

Table 5. Results of Critical Listening Skills Reliability Test

Cronbach's Alpha	N of items
.710	7

Table 6. Results of Writing Skills Reliability Test

Cronbach's Alpha	N of items
.910	7

Reliability test analysis requires criteria. The following table describes the reliability test criteria.

Table 7. Reliability Test Criteria

Interval	Interpretation
-1.00 – 0.20	Very low
0.20 – 0.40	Low
0.40 – 0.60	Medium
0.60 – 0.80	High
0.80 – 1.00	Very high

Reference: (Astuti, 2016)

Based on the test results presented in Tables 5 and 6, as well as the reliability criteria shown in Table 7, the reliability coefficient for the critical listening skill instrument was 0.710, which was categorized as high. Meanwhile, the reliability coefficient for the writing skill instrument was 0.910, which was categorized as very high. Thus, it can be concluded that the instruments for critical listening and writing skills were reliable, with high and very high reliability categories, respectively.

4. Findings

4.1. Critical Listening Skills

The following section presents the findings of the statistical analysis of the scores obtained from the critical listening skill test administered to 59 students.

Table 8. Descriptive Statistics Results for Critical Listening Skills

Language Skills			Statistic	Std. Eror
Critical Listening Skills	Mean		53.36	1.632
	95% Confidence Interval for Mean	Lower Bound	50.09	
		Upper Bound	56.62	
	5% Trimmed Mean		54.37	
	Median		54.00	
	Variance		157.199	
	Std. Deviation		12.538	
	Minimum		14	
	Maximum		71	
	Range		57	
	Interquartile Range		18	
	Skewness		-1.146	.311
	Kurtosis		1.949	.613

Based on Table 8 on descriptive statistics, the critical listening skill variable among fifth-grade students showed a mean score of 53.36 with a standard error of 1.632. Based on the 95% confidence interval estimate, the mean score ranged from 50.09 to 56.62. The median value, or midpoint of the data, was 54.00, which was very close to the mean score, indicating that the data distribution was fairly concentrated around the middle range. In terms of data dispersion, there was considerable variation, with a standard deviation of 12.538 and a variance of 157.199. The score range was 57 points, with a minimum score of 14 and a maximum score of 71. This wide range indicates a substantial gap in ability among students in the class. Meanwhile, the characteristics of the data distribution can be seen from the skewness value of −1.146 and the kurtosis value of 1.949. The negative skewness value indicates that the

data distribution tended to be skewed to the left, meaning that several students obtained very low scores, which pulled the mean away from the peak of the distribution. The positive kurtosis value indicates that the peak of the data distribution tended to be more pointed, or leptokurtic, compared with a normal distribution.

Table 9. Classification of Values

Value	Category
0 – 19.9	Very low
20 – 39.9	Low
40 – 59.9	Medium
60 - 79.9	High
80 – 100	Very high

Reference: (Purwanto, 2019)

Based on statistical calculations of the students' overall critical listening skills, the average score was 53.36. Referring to Table 9, this average score falls into the moderate category. The relatively large standard deviation (SD) of 12.538 indicates that students' abilities differed considerably from one another. It can be seen that the overall minimum score was 14 and the maximum score was 71, with a wide range of 57 points. This shows that there were substantial differences in students' abilities to understand and critically evaluate oral information.

Next, the analysis was conducted separately for each indicator to determine students' abilities in each indicator and sub-indicator. The following are the results of the critical listening analysis for each indicator.

Table 10. Results of Critical Listening Analysis for each indicator

Indicator	Sub indicators	Question number	mean	Category
Understanding the content of the message	Identifying characters and story settings	1	3	Good
	Remembering the sequence of events	2	1	Poor
	Answering basic questions	3	3	Good
Identifying main ideas	Stating the main idea	4	1	Poor
Interpreting implied information	Summarizing the character's feelings	5	3	Good
	Connecting heard information with prior knowledge	6	2	Adequate
Summarizing the content logically	Summarising the moral message or moral lesson	7	2	Adequate

With the following value category classification:

Table 11. Classification of Values

value	category
4	Very good
3	Good
2	Adequate
1	poor

Reference: (Nuzula Firdausi & Damayanti, 2022)

Based on Table 10, which presents the results of the critical listening analysis for each indicator, and Table 11, which presents the score classification, the results can be classified as follows. For the indicator of understanding the content of the message, the sub-indicator of identifying characters and story settings received an average score of 3; therefore, it was classified as good. The sub-indicator of remembering the sequence of events received an average score of 1; therefore, it was classified as poor. The sub-indicator of answering basic questions received an average score of 3; therefore, it was classified as good.

For the indicator of identifying main ideas, the sub-indicator of stating the main idea received an average score of 1; therefore, it was classified as poor. For the indicator of interpreting implied information, the sub-indicator of summarizing the character's feelings received an average score of 3; therefore, it was classified as good. Meanwhile, the sub-indicator of connecting heard information with prior knowledge received an average score of 2; therefore, it was classified as adequate.

The last indicator, summarizing the content logically, with the sub-indicator of summarizing the moral message or moral lesson, received an average score of 2 and was therefore classified as adequate. Based on the average scores of the indicators and sub-indicators, the critical listening skills of fifth-grade students as a whole were classified as adequate and still needed improvement.

4.2. Writing Skills

The following section presents the findings of the overall analysis of fifth-grade students' writing skills based on the test instruments administered by the researchers.

Table 12. Descriptive Statistics Results for Writing Skills

Language Skills			Statistic	Std. Eror
Writing Skills	Mean		44.08	1.755
	95% Confidence Interval For Mean	Lower Bound	40.57	
		Upper Bound	47.60	
	5% Trimmed Mean		44.26	
	Median		46.00	
	Variance		181.769	
	Std. Deviation		13.482	
	Minimum		12	
	Maximum		72	
	Range		60	
	Interquartile Range		16	
	Skewness		-.150	.311
	Kurtosis		-.235	.613

Based on Table 12, the results of the descriptive statistics for the writing skill variable show a mean score of 44.08 with a standard error of 1.755. The estimation results at the 95% confidence level show that the population mean was in the range of 40.57 as the lower limit and 47.60 as the upper limit, while the median, or midpoint of the data, was recorded at 46.00.

The data distribution showed fairly high variation, with a standard deviation of 13.482 and a variance of 181.769. The respondents' scores ranged from a minimum of 12 to a maximum of 72, resulting in a range of 60 points.

Regarding the shape of the data distribution, the skewness value of −0.150 and the kurtosis value of −0.235 indicate that the distribution of the writing skill data tended to be close to normal, or symmetrical, because both values were close to zero. The negative kurtosis value also indicates that the distribution had a slightly flatter peak than the standard normal distribution..

Table 13. Classification of Values

Value	Category
0 – 19.9	Very low
20 – 39.9	Low
40 – 59.9	Medium
60 - 79.9	High
80 – 100	Very high

Reference: (Purwanto, 2019)

Based on the statistical calculation results presented in Table 12 and the score classification presented in Table 13, the overall writing skill score was 44.08, indicating that students' writing skills were in the moderate category and still needed improvement. The fairly large standard deviation of 13.482 indicates that the variation in scores was quite high. When interpreted in the context of students' abilities, this means that the differences in students' writing skills were quite substantial. This can be seen from the score range of 60 points, with a minimum score of 12 and a maximum score of 72. Thus, there was a considerable gap between students with low writing skills and those with moderate writing skills.

Next, the analysis was conducted separately for each indicator to determine students' abilities in each indicator and sub-indicator. Table 14 below shows the results of the analysis of students' writing skills for.

Table 14. Results of Writing Skill Analysis for Each Indicator

Indicator	Sub indicators	mean	Category
Able to use appropriate linguistic elements	Proper use of capital letters	1	poor
	Use of basic punctuation marks	1	Poor
	Use of correct spelling	2	adequate
Able to organize discourse	Clarity of ideas by having the main idea in one paragraph	2	Adequate
Able to use appropriate language and word choice	Using the right sentence patterns	2	adequate

With the following value category classification:

Table 15. Classification of Values

value	category
4	Very good
3	Good
2	Adequate
1	poor

Reference: (Nuzula Firdausi & Damayanti, 2022)

Based on Table 14, which presents the results of the writing skill analysis for each indicator, and Table 15, which presents the score classification, the results can be described as follows. For the indicator of being able to use appropriate linguistic elements, the sub-indicator of proper use of capital letters obtained an average score of 1 and was classified as poor. The sub-indicator of using basic punctuation marks obtained an average score of 1 and was classified as poor, while the sub-indicator of using correct spelling obtained an average score of 2 and was classified as adequate.

For the indicator of being able to organize discourse, the sub-indicator of clarity of ideas, as indicated by the presence of a main idea in one paragraph, obtained an average score of 2 and was classified as adequate. For the indicator of being able to use appropriate language and word choice, the sub-indicator of using appropriate sentence patterns obtained an average score of 2 and was classified as adequate.

Based on the average results for each indicator and sub-indicator described above, it can be concluded that the writing skills of fifth-grade students were adequate but still needed improvement.

4.3. The Correlation Between Critical Listening and Writing Skills

This section presents the application of correlational statistics to examine the relationship between two variables, namely critical listening skills and writing skills. The correlational statistic employed in this study was Pearson's product-moment correlation test. According to Fisher (1970), Pearson's correlation is a valid parametric statistic if the data are obtained from a normally distributed population. Therefore, before conducting Pearson's correlation test, the researchers first conducted a normality test on the two data sets, namely critical listening skills and writing skills.

The normality test was conducted using the chi-square test. The null hypothesis (H_0) states that the data are normally distributed. H_0 is accepted if the significance value is greater than 0.05 and rejected if the significance value is less than 0.05. If the significance value is less than 0.05, the data are considered not normally distributed. The results of the normality test for the critical listening and writing skill data are presented below.

Table 16. Results of the Normality Test for Critical Listening Skills Data

Total N	59
Test statistic	17.678^a
Degree of freedom	11
Asymptotic sig.(2-sided test)	.089

There are 12 cells (100%) with expected values less than 5. The minimum expected value is 4.917.

Table 17. Results of the Normality Test for Writing Skills Data

Total N	59
Test statistic	30.678^a
Degree of freedom	36
Asymptotic sig.(2-sided test)	.720

There were 37 cells (100%) with expected values less than 5. The minimum expected value was 1.595.

Based on Tables 16 and 17 above, the chi-square tests for the two data sets, namely critical listening skills and writing skills, yielded significance values of 0.089 for critical listening skills and 0.720 for writing skills. Based on the normality test criteria, both significance values were greater than 0.05. Therefore, H_0 was accepted, indicating that both data sets were normally distributed. Thus, the critical listening and writing skill data met the normality assumption, and the Pearson correlation test could be continued.

For the Pearson correlation test, the null hypothesis (H_0) states that there is no significant relationship between the two variables. H_0 is rejected if the significance value is less than 0.05, indicating a significant relationship between the two variables. Conversely, H_0 is accepted if the significance value is greater than 0.05, indicating no significant relationship between the two variables. The results of the Pearson correlation test are presented below.

Table 18. Pearson Correlation Test Results

		Critical listening skills	Writing skills
Critical listening skills	Pearson correlation	1	.422**
	Sig. (2-tailed)		<,001
	N	59	59
Writing skills	Pearson correlation	.442**	1
	Sig. (2-tailed)	<,001	
	N	59	59

According to Table 18, the significance value for both variables was less than 0.01. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis was accepted. This indicates that there was a significant relationship between the two variables. Thus, students' writing skills tended to improve along with their critical listening skills, and vice versa. To determine the category of the relationship between the two variables, the correlation coefficient (*r*) is also presented in the table. The following scale is used to determine the correlation category.

Table 19. Classification of Correlational Test Values

Correlation value	Level of relationship
0.80 – 1.00	Very strong
0.60 – 0.799	Strong
0.40 – 0.599	Moderate/sufficient
0.20 – 0.399	Weak
0.00 – 0.199	Very weak

Based on the results of the statistical analysis using Pearson's correlation test presented in Table 18, a correlation coefficient (*r*) of 0.422 was obtained between students' critical listening skills and writing skills. Referring to the criteria for interpreting correlation coefficients presented in Table 19, this value indicates a moderate positive relationship.

However, to evaluate the significance of this relationship more comprehensively, the analysis was continued by calculating the coefficient of determination (r^2), which yielded a value of 0.178. This finding indicates that critical listening skills contributed 17.8% to the variance in the writing skills of fifth-grade students. Although this contribution was in the moderate-to-low category, the results confirm that critical listening serves as an important predictor of writing achievement. Meanwhile, the remaining variance of 82.2% was influenced by other variables outside the scope of this study, such as vocabulary mastery, reading habits, and students' grammatical competence.

5. Discussion

Considering the findings of the descriptive analysis, the average critical listening skill score of fifth-grade students was 53.36, with a standard deviation of 12.538. This score falls into the moderate category, indicating that most students had adequate listening skills but were not yet optimal in understanding and interpreting the content of messages in depth. The fairly wide range of scores, with a range of 57 points, shows that there were significant differences in ability among students. Some students already demonstrated good oral message analysis skills, while others were still limited to literal understanding.

The results for each indicator show that students were stronger in identifying characters and story settings, as well as answering basic questions, but were still weak in remembering the sequence of events and expressing main ideas. This indicates that higher cognitive processes, such as organizing information and drawing inferences from oral messages, were not yet fully developed.

This is in line with the opinion of Susanti et al. (2025), who state that critical listening requires learners to actively analyze, synthesize, and evaluate spoken information in order to develop reflective and logical responses. Students who possess strong critical listening abilities can identify both the explicit and implied meanings of a message. Fu et al. (2023) add that listening comprehension requires learners to actively process spoken input through attention, interpretation, and evaluative thinking in order to construct meaningful understanding. Based on the definition of critical listening skills, the findings of this study indicate that students were still at the "interpretive" stage and had not yet reached the "evaluative" level.

In line with this, Gunawan et al. (2023) explain that critical listening involves higher-order thinking processes in which learners evaluate the speaker's ideas, interpret implicit meanings, and connect spoken information with prior knowledge to build reflective understanding. This process requires the active involvement of listeners in reflectively evaluating the content of messages. The results of this study support Gunawan et al.'s view because students with low abilities in remembering the sequence of events and identifying main ideas may not yet be able to relate new information to their existing experiences or prior knowledge.

Based on the findings for each indicator and the underlying theory, it can be stated that learning activities that prioritize reflective and analytical practices, such as listening to story texts followed by interpretive discussions, identifying main ideas, and evaluating the moral values contained in messages, are still necessary to improve students' critical listening skills.

Additionally, the descriptive analysis of writing skills revealed that the average writing skill score of fifth-grade students was 44.08, with a standard deviation of 13.482. This score falls into the moderate category, indicating that although students' writing skills were generally adequate, they were still far from optimal. With a score range of 60 points, the minimum score of 12 and the maximum score of 72 show a wide range of student abilities. This indicates that while some students were already proficient in writing with proper grammar and structure, others still struggled with fundamental writing skills, such as punctuation and spelling.

The findings of the analysis for each indicator indicate that students' main areas of weakness were in using language correctly, particularly capitalization and punctuation. Meanwhile, in terms of discourse organization and word choice or diction, students showed relatively better abilities, although they were still classified as adequate. Based on these findings, it can be concluded that errors in the use of linguistic elements and simple sentence structures remain the main obstacles in the writing process of elementary school students.

This statement is in line with the opinion of Wale and Bogale (2021), who state that writing is a complex cognitive process and is not merely a matter of copying. Students are required to organize their ideas systematically and convey them through coherent linguistic structures that adhere to grammatical rules. Students who have not mastered the fundamentals of writing will struggle to articulate their ideas in an elementary school setting. This is also in line with Patty (2024), who states that weak writing performance is commonly associated with students' limited ability to develop ideas, maintain text organization, and apply grammatical and linguistic conventions effectively during the writing process.

In the context of language learning, Rao (2019) explains that writing is a productive language skill that requires learners to organize ideas logically and communicate them effectively through coherent written expression. The more logical and organized a person's thinking is, the better their writing structure will be. Therefore, improving writing skills should be done by training students to think critically about the content of their writing, not merely by correcting linguistic errors.

In addition to linguistic and cognitive factors, writing skills are also influenced by students' receptive abilities, particularly listening skills. Research by Kamal et al. (2021) demonstrates a

strong correlation between students' listening and writing abilities, with students who are able to comprehend and interpret spoken information tending to express their ideas in writing in a more organized way. The findings of the present study, which indicate a positive relationship between critical listening and writing skills, are in line with these results.

The results of the Pearson correlation test show that critical listening and writing skills among fifth-grade students had a significant positive correlation, with a correlation coefficient (r) of 0.422 ($p < 0.01$). This finding confirms that students' writing skills tended to improve along with their critical listening skills. This moderate correlation reinforces the functional relationship between receptive and productive skills in language learning. Theoretically, this is in line with Tarigan's (2008a) view that the four language skills are an integrated whole that influence one another and cannot be separated in the language acquisition process.

Based on the coefficient of determination (r^2) of 0.178, critical listening skills contributed 17.8% to the variance in students' writing skills. Other factors, such as vocabulary mastery, reading habits, and other language skills, including speaking and reading, accounted for the remaining 82.2%. Although its contribution was not dominant, critical listening remains one of the key components in developing logical and analytical thinking, in addition to other receptive language skills such as reading. As Farida and Rosyidi (2019) emphasize, good writing is writing that features a coherent organization of ideas and logical connections between sentences, resulting in meaningful written discourse. Qin et al. (2022) add that writing involves complex cognitive processes, such as organizing ideas, evaluating information, and constructing coherent discourse. In this context, critical listening functions as a process of "mental modeling," in which students learn to filter information and evaluate messages before putting them into writing.

In a pedagogical context, this moderate correlation has significant practical implications for classroom instruction. A contribution value of 17.8% implies that teachers cannot ignore the role of audio-evaluative input in literacy learning. Therefore, writing skills should not be taught in isolation. Learning interventions through "listening-to-write" activities, which train students to critically evaluate oral messages before writing, can be used as a strategy to optimize this cognitive transfer. By strengthening the mechanism of filtering information while listening, teachers provide stronger scaffolding, or a framework, for students to produce more organized, logical, and meaningful writing.

Based on these results and theories, the relationship between critical listening and writing skills can be explained through cognitive and linguistic transfer mechanisms, whereby the ability to understand information logically while listening supports the ability to organize ideas in writing. Therefore, language learning in elementary schools should be designed in an integrative manner, for example, through listening-to-write tasks, in which students listen to narrative or informative texts and then rewrite the main ideas in their own words. This method develops students' critical and logical thinking abilities while also enhancing their general language proficiency.

Thus, it can be concluded that fifth-grade students' writing skills still require process-based writing approaches, strategies, models, methods, or learning media that are integrated with listening skills. Teachers need to provide opportunities for students to write based on information obtained from listening activities, or listening-to-write tasks, so that students do not merely copy language but also build meaningful language comprehension and expression.

6. Conclusion

Based on the results of the study, it can be concluded that the critical listening and writing skills of fifth-grade students at a public elementary school in Serang City were in the moderate category. The average score for writing skills was 44.08, while the average score for critical listening skills was 53.36, indicating that both competencies had not yet reached an optimal level. However, the Pearson product-moment correlation test yielded a value of $r = 0.422$ ($p <$

0.01), indicating a positive and significant relationship between the two variables. This means that students' writing skills tended to improve along with their critical listening skills. This finding confirms that critical listening serves as a cognitive foundation for the development of logical, structured, and meaningful writing skills. This study reinforces the framework of integrated language skills at the elementary education level. With a contribution value (r^2) of 17.8%, this study fills a gap in the literature by demonstrating that the cognitive relationship between receptive-evaluative skills, namely critical listening, and productive skills, namely writing, is already formed at the elementary school age. This finding provides a theoretical basis that critical listening is not merely a passive process of receiving information, but rather an ideational scaffolding, or framework of ideas, that forms the foundation for students' systematic thinking skills in constructing written arguments. Practically, especially in the context of Indonesian language instruction in elementary schools, these findings imply that teachers should no longer teach listening and writing skills in isolation. The instructional implication is the need to apply a listening-to-write-based learning model. In this strategy, students are trained to analyze and evaluate information from oral texts before transforming it into written form. By strengthening the mechanism of filtering information while listening, teachers can simultaneously optimize the quality of students' writing so that it becomes more coherent and meaningful.

Limitation

This study only examined critical listening skills, writing skills, and the relationship between the two variables.

Recommendation

For teachers, Indonesian language learning should be designed in an integrative manner by linking listening and writing activities, for example, through listening-to-write tasks, so that students can process oral information into coherent and meaningful writing. For schools, it is important to provide audio or audiovisual learning media that encourage students to practice active and reflective listening as part of critical literacy development. For future researchers, it is recommended that the scope of the study be expanded by adding other variables, such as critical thinking, reading skills, or the use of specific learning models, in order to examine their more comprehensive effects on students' writing skills.

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