

Listening Tests for The Ninth Grade Of Private Junior High Schools

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Abstract

The purpose of this study is to find whether private schools have listening tests for the requirement of graduation in the ninth grade stated in their guideline books. The questionnaires were distributed to the teachers and their students from twenty-six schools. The results indicated that each school had a listening test for the requirement of graduation but there was no guidance among the schools. This study found that the teachers needed the listening test handbook to equate the listening test for the ninth grade. This research may contribute to help the teachers develop their knowledge to equate perception so as to obtain a handbook for a listening test that can be used for the whole school.

Keywords: listening test, handbook, private school.

Background

In learning a second language especially English, four major skills should be learnt to have good competence of learning a language. They are speaking, listening, writing and reading. At the early stage, children usually learn the first language by listening to people around them then learn how to speak. Reading and writing become the last skills to be learnt.

The English teaching and learning process in Junior High Schools is aimed at developing the student's competence in English to achieve the level of functional literacy. It is also aimed at developing the students' understanding and competitive in the global society.

The Junior High School students have to master the four skills of English, listening, reading, speaking, and writing. In the daily life, people listen more than speak, read or write. It means that listening is one of important skills that should be mastered because it helps students to learn and improve other English skills.

The ninth grade students of Junior High School have to master listening skills so that they can understand some instructions from their teacher in the English teaching and learning process and they could respond to them well. Even more, in the ninth grade, students must carry out the English language practice exam as part of the school exam that determines graduation.

However, it is not easy for English teachers to teach the students to reach the primary goal. It can be seen from their scores of their final exam. Students are unable to listen the English text well or sometimes they fail to write what they hear. Nearby, English teachers have no guidelines books to carry out practical exams. Teachers in each school have their own practice exams questions by themselves. The last problem is the crucial problem in the listening tests because it is a part of the practice exam that determines graduation.

Based on the problem above, listening sometimes useless or are not given to the ninth grade of Junior High School although listening tests are as part of determines graduation for the ninth grade.

Based on the background and problems identification, the researcher focuses on the observation how far the listening test used in the practice exam to the ninth grade of Junior High School.

Based on the problem limitation, the research problems can be formulated as follows:

1. How far the listening test used in the practice exam to the ninth grade of Junior High School?
2. What are the listening tests materials for the ninth grade of Junior High School?

This study is related to know about the listening tests material for the ninth grade in Private Junior High School.

1. To know the listening test whether used in the Private Junior High School.
2. The material in listening tests that used in the practice exams for the determines graduation.

This research is expected to give some benefits:

1. The English teachers
 - a. This observation is aimed to know whether the listening tests used in the practice exam for the ninth grade of Private Junior High School.
 - b. Whether the English teachers have the listening tests material that used in the practice exam for the ninth grade of Private Junior High Schools
2. Other researchers
The finding of the research could use as one of informations so the others could make the listening tests material for the Junior High School students.

Literature Review

Most students are expected to understand what people say or convey in a conversation. Many media currently use English, both through television, radio, cinema, tape and other media. The way people speak is often significantly different from the way

they write and listen. This is way listening is important for the students to learn. One of the main sources of listening lessons for students is the voice of their own teacher. In fact, there is nothing wrong or wrong with that, but, there are some regional variations that will appear during the delivery of English. In the teaching and learning process, the use of native speakers is very supportive of students in recognizing words and sentences that are heard, so that students understand the meaning of the word or sentence. In addition, students are also expected to be able to hear well, whether it is about general information or understanding of story or interacting in a social conversation and responses.

For the ninth grade students of junior high school, listening is one of the four skills contained in the syllabus and basic competencies so that it should be obliged to be carried out in the student practice exam as part of the graduation exam. The listening test meant here is a test of listening ability for the ninth grade students of junior high school which is part of the practical examination as part of graduation requirements. Hammer (2007), "...we might ask students to put a set of picture in order as they read or listen to a story, or complete a phone message form (for a listening task) ...". it means that, as a teacher we could gave students the direct test. We ask students to use language or how the language itself works. Teachers could know how far the students progress during the learning process. In fact, teachers didn't do the listening tests because of some reasons. The main reason, there is no media or handbook that support the listening tests during the examination.

Hammer (2001) in his book state that the tests should be to allow the students to show us what they know and can do, not what they don't know and can't do. It means, if possible, it is a good idea to give the test out with students in the same level as the one it is designed for, so it will highlight any items which are unclear. Therefore, it will be the next teacher evaluation material in designing the listening tests material and the right course book or handbook that can be used in listening for students.

Methodology

The classroom observation conducted in Private Junior High Schools for the ninth grade's teachers. There are 49 private Junior High Schools. The researchers took 15 schools as the samples. These schools are choosed as the participant of the research based on its ideal condition and the average and heterogeneous academic achievement.

The research data took from observations, questionnaires, and interview. The teacher of the ninth grade gave the open-ended questionnaire about the listening tests material. These information was useful whether the design listening tests material in accordance with the standard competence and basic competence for the practice exam as part of graduation requirements.

In doing the research, instruments used to collect the data. In this research, the data took from the listening tests process in practice examination of the ninth grade. The instruments used questionnaires and field notes.

The data analysis used qualitative. According to Miles, Huberman (2014), qualitative data analysis involve three kinds of concurrent flows of activity; data condensation, data display, and conclusion/drawing/verification.

Findings and Discussion

During the observation, it was found that teachers in the grade nine carried out teaching and learning activities for four skills (reading, speaking, listening and writing) in accordance with the syllabus and basic competencies. In the implementation of the grade nine practice exams which are part of the requirements for graduation exams, almost all teachers did not practice the four skills. There are teachers who only take reading and writing, and some take speaking only. Most of the teachers, aside from listening test. Various opinions expressed by the teachers regarding the absence of listening tests included:

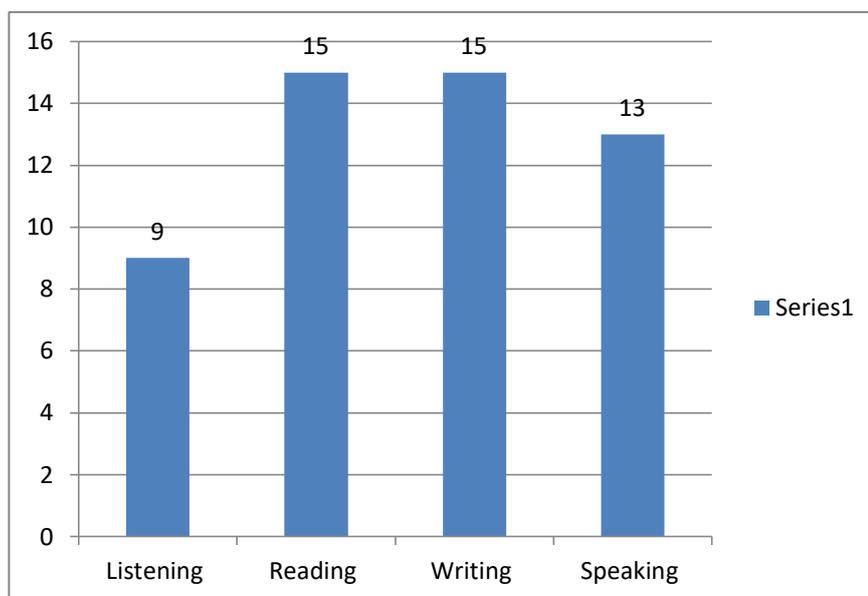
1. There is no language laboratory in each school.
2. There is no handbook or material guide book for the implementation of the listening test in every school.

Table 1.

Data of requirement practice exams

No	School	Listening	Reading	Writing	Speaking
1	SMP Muhammadiyah 8	-	√	√	√
2	SMP Bopkri 10	-	√	√	√
3	SMP Budyawacana	√	√	√	√
4	SMP Kanisius Gayam	-	√	√	√
5	SMP Perak	√	√	√	√
6	SMP Perintis	-	√	√	-
7	SMP Piri 2	√	√	√	√
8	SMP Budi Luhur	-	√	√	-
9	SMP Taman Dewasa Ibu Pawiyatan Kumendaman	-	√	√	√
10	SMP Pembangunan Maarif	√	√	√	√
11	SMP 17 "1"	-	√	√	√
12	SMP 17 "2"	-	√	√	√
13	SMP Gotong Royong	-	√	√	√
14	SMP IT BIAS	√	√	√	√
15	SMP Muhammadiyah 9	√	√	√	√

This is the main concern of the researchers in observing whether there is a listening test in the ninth grade Junior High School practice exams as part of the graduation exam requirements, so that the results above are obtained.



Conclusion

From the explanation above, we conclude that

1. Not all of the English teachers using four skills as the practice examination in the ninth grade of Junior High School.
2. The teachers have no guidelines book for the final examination to the ninth grade.
3. The teachers make the listening tests material by them based on the basic competence.
4. Therefore, each school has their own regulation in giving listening tests for their students.

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