



THE IMPLEMENTATION OF ASSESSMENT IN LISTENING SKILL AT SMKN 1 KEDIRI

Dwi Cahya Indra Saputra¹, Dewi Kencanawati² and Rika Riwayatningsih³

¹ Universitas Nusantara PGRI Kediri, Indonesia
Cahyaindra24@gmail.com

² Universitas Nusantara PGRI Kediri, Indonesia
dewiunp@gmail.com

³ Universitas Nusantara PGRI Kediri, Indonesia
rika@unpkediri.ac.id

ABSTRACT

Listening comprehension is a fundamental aspect of language learning, yet many students face challenges in developing proficiency in this skill. The background of this research is based on the researcher's observations and experiences. This study aims to answer the questions: 1) How is the implementation of assessment in listening skills at SMKN 1 Kediri? 2) What problems faced by teacher when they apply assessment at SMKN 1 Kediri? 3) What are strategies that used by teacher to solve the problem while doing assessment in listening at SMKN 1 Kediri? The researcher used observation, interviews, and documentation as research instruments. The researcher conducted interviews with teachers and collected answer sheets from eleventh-grade students. In this study, students were provided with listening audio and asked to rewrite their answers accordingly. Triangulation was employed in data collection procedures, ensuring that participants were presented with hypotheses and given opportunities for practice during classroom evaluations. The results revealed an improvement in students' listening scores, indicating the effectiveness of the implemented assessment strategies. Furthermore, qualitative analysis of students' feedback and interviews provided valuable insights into the students' perceptions of the assessment methods and their impact on their listening skill development.

KEYWORDS: *Assessment, Listening skill, Listening Assessment at School.*

INTRODUCTION

This study article emphasizes the crucial necessity for efficient evaluation techniques that can improve students' listening abilities as well as the fundamental significance of English language instruction. English is used extensively across many different language sessions, playing a crucial and vital part in education. Since the nuances of the English language are essential to both the study of languages and the world of international communication, its influence goes beyond the classroom.

The terms "testing" and "assessing" are frequently misunderstood in the present educational environment. Numerous people hold this misconception, which makes it difficult to distinguish between these two important ideas. To be clear, testing is a technique for assessing a person's performance or knowledge in a particular area, whereas assessment is a dynamic, continuing process that covers a wide range of issues and is constantly changing. Assessment includes feedback and insights gathered from students regarding their learning experiences as well as the full learning path of a student.

As educators, teachers are essential to this complex process of assessment. They are responsible for a wide range of daily jobs and activities in addition to formal exams. This all-encompassing strategy makes it possible to continuously identify each learner's particular needs, meticulously record their diverse progress, and conduct priceless evaluations of the efficacy of various teaching approaches. Two main assessment modalities predominate within this holistic framework: summative assessment, which is designed to gauge overall learning achievement, and formative assessment, which is geared toward skill improvement through feedback and information. The main goal of formative assessment is to use information and feedback to improve the learning process (Bridget D. Arend, 2006:5). Summative assessment, on the other hand, is a formal assessment that is carried out at the end of lessons, projects, or courses to determine overall learning achievement (Jeanne P. Sewell, 2010:302).

Tests must accurately reflect a student's learning trajectory, accomplishments, motivation, and attitudes toward pertinent classroom activities in order for assessments to be effective. Real-world situations are carefully modeled in authentic assessment activities to provide pupils the chance to show off their literacy abilities in situations they could come across outside of the classroom. This page offers thorough advice on creating tasks and examples of various scoring criteria. Authentic writing evaluation takes into account both the type of assignments and the criteria used for scoring. Beyond conventional test forms, authentic assessment includes non-test techniques like portfolios that provide qualitative assessments of students' knowledge, attitudes, and skills.

Finally, this study emphasizes the difficulties and complications that come with teaching students to listen in a classroom setting. The most communicative activity in daily life is listening, among other necessary skills (Morey, 1991, Para. 1). These difficulties result from things like speech speed, vocabulary restrictions, different dialects, and ingrained linguistic patterns. Given that every language has a distinct imprint of its cultural origin, learning a language is inevitably tied to comprehending the culture of native speakers. In daily encounters, listening takes precedence over speaking, reading, and writing as the foundational ability of language mastery. This study, carried out at SMKN 1 Kediri, explores how teachers use methods of assessment to gauge students' listening abilities in an effort to improve them.

LITERATURE REVIEW

2.1 Definition of Assessment

Higher education uses assessment as a technique to enhance the standard of a quality education. As a result, one of the crucial steps in the teaching-learning process is assessment. Douglas Brown defines assessment as a technique for evaluating a person's ability, knowledge, or performance. A process of evaluating someone's ability,

expertise, or performance is called an evaluation. It could include a lengthy process that covers a variety of topics. According to Brown (2004), testing is a technique used to gauge a person's aptitude, expertise, or performance in a certain area.

2.2 Formative Assessment

Formative assessment is primarily designed to provide feedback inside the educational system and is intended to improve the system's performance, claim William and Leahy (2007, p. 31). Prior to moving on to the next level, its primary goal is to improve pupils' performance. Formative assessments are frequently utilized as a means of getting feedback rather than as the only foundation for conclusions or suggestions.

2.3 Summative Assessment

Summative assessment, defined by Ur (2013, p. 167) as the process of evaluating students solely to assign a grade, typically presented as a percentage without providing specific feedback on performance aspects, is a method of assessing student learning at the conclusion of a learning period, such as a unit, course, or academic year. Summative assessments are designed to measure students' overall achievement and proficiency in a particular area or subject.

2.4 Assessment in Listening

Teachers commonly include a hearing component in entrance examinations, exit exams, and other exams because they understand that listening is a crucial part of speaking a second language and that if it isn't tested, teachers won't teach it. According to Richards and Renandya (2002: 242), the development of the listening lesson should follow a fairly typical format that includes pre-listening, listening, and post-listening exercises. During the pre-listening exercise, the instructor gives pre-teaching on all significant new terms in the passage. Pre-listening exercises could involve discussing the subject of the listening text, coming up with a list of words to use, or reviewing grammar rules. Typically, this portion of the lecture drags on longer than it has to.

METHOD

Methods of descriptive qualitative research were used in this study. A detailed report on occurrences and conditions is the goal of descriptive research (Suharsimi Arikunto, 2010). Additionally, according to Creswell's definition of qualitative research from 2009, it is a method for examining and comprehending the significance that individuals or groups assign to a social or human situation. In order to facilitate the researcher's work, this research aimed to learn more about the topic and provide a clear picture of the data. The study's location is SMKN 1 Kediri, according to the research. There was only one data source used in this investigation. The eleventh grade students' answer sheets and an interview with the English teacher at SMKN 1 Kediri served as the sources. The three methods of observation, interview, and documentation were described by Sugiyono (2013) in his book *"Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D"* as ways to gather data for qualitative research. The researcher saw teachers using analytic rubrics to score each student's presenting task during the classroom observation. The interview with the English instructor from SMKN 1 Kediri was conducted on December 26th, 2022. The researcher asked questions regarding the various components of listening exercises done in the classroom during the interview. The learning experience was documented using photos,

videos, and worksheets that the kids themselves completed.

RESULTS AND DISCUSSION

The data provided gathered through interviews is presented in this section. The outcome of the data reduction and recording process will be explained below. It outlines the outcome of what the researcher observed, heard, and contemplated during an interview. Results and discussion are two separate sections that make up this chapter.

4.1 Lecturer's Implementation of Assessment to Improve Listening Skill for Students

The researcher finds that the teacher sometimes finds it difficult to implement assessment for the students due to various factors:

- a. While students may have English lessons every day, the quality of exposure matters. Passive exposure, such as listening without active engagement, may not be as effective as interactive and meaningful language practice.
- b. Teachers select appropriate listening materials that align with the curriculum and learning objectives. These materials could include authentic audio recordings, videos, podcasts, or dialogues. They ensure that the content is relevant, engaging, and suitable for the students' proficiency level.
- c. During the listening activity, teachers play the audio or video material, ensuring that the pace is suitable for students to follow. They may choose to play the material more than once, providing opportunities for students to listen for different purposes.

As a result of the foregoing, the listening assessment method is mostly unchanged from before. This interview revealed that some students are now more accustomed to listening to English. As a result, although the evaluation is still the same, the material used may vary for each student.

Teachers play the audio or video content during the listening activity, making that the tempo is appropriate for the pupils to follow. They might decide to play the material more than once, giving students the chance to listen to it for various objectives. This finding is consistent with Safrajn's (2014) research, which found that using movies as a teaching tool helps students improve their listening abilities and obtain a thorough understanding of English culture. Students also stated that they believed watching movies for listening practice substantially aided in their vocabulary development.

Teachers can give students easy-to-use tools during downtime in class to help kids learn to listen in a calm and stress-free setting. Giving students the task of listening to and explaining material to their peers is an effective strategy for increasing engagement and active participation in the learning process.

4.2 Lecturer's Problem when Giving Assessment to the Students

The problem that researcher find after the interview got from the interviews and observing the classroom that have been conducted,

- a. The students are utilized to listening to something like music. Be that as it may, for assignments such as rewriting sentences they listen from spoken content,

- students tend to be confused to capture what the speaker is saying.
- b. The students discover it difficult when managing with long talked writings since it is difficult to translate what the speaker has said, this is often too due to the numerous unfamiliar words additionally the need of vocabulary understanding.
 - c. Finding authentic and relevant listening materials that mirror real-world situations while also being suitable for students' language level and age can be difficult. Inauthentic or overly simplified materials may not effectively assess students' actual listening skills.
 - d. Teachers also struggle to deliver materials to students because English class schedules are being reduced. Moreover, the packed schedules of other subjects also pose a problem for students

Students' inability to focus in class is an apparent consequence of this circumstance. Additionally, circumstances occur where days with English classes conflict with days with difficult subjects. Additionally, by the time English class is scheduled for the end of the day, kids are no longer focused on learning.

The researcher found that the problems were discovered during assessments are:

- a. Students frequently rely more on only hearing music without comprehending its meaning. In order to finish jobs, they also significantly rely on software like Google Translate or online sound converters. However, relying only on these programs can be dangerous as they could deliver inaccurate or misleading findings. Without a solid grasp of listening comprehension, pupils might just copy and paste the outcome.
- b. It might be challenging to find realistic and pertinent listening resources that reflect real-world scenarios and are appropriate for students' language levels and ages. Using unreliable or too simplistic information can make it difficult to evaluate pupils' true listening abilities.
- c. Teachers might not have access to enough professional development opportunities or training to advance their abilities in creating and executing efficient listening tests. This suggests that employing translation software can raise student engagement and aid in the development of their English word pronunciation. Students can completely understand conversations or materials read by native speakers as a result.

It may be necessary to use a variety of strategies to address these issues, including careful planning, ongoing reflection, teamwork with colleagues, resource utilization, and the adoption of adaptable teaching strategies that take into account students' various needs and skills.

4.3 The Teacher Strategies to Solve the Listening Assessment

To improve the evaluation process and develop students' listening abilities, the teacher uses a variety of listening evaluations. Students can interact with well-known material when the teacher uses real-life listening resources, such as seeing movies that reflect actual circumstances. The teacher then moves on to increasingly difficult activities, starting with the simpler ones. This procedure makes use of formative assessment strategies such listening activities that end with summary writing, note-taking drills, or comprehension questions. Additionally, the instructor can promote student participation through cooperative listening exercises like group discussions. Assignment, sure, just like

in the interview. Although we have a Google Classroom (GC), we frequently use a WhatsApp group for announcements and resources since it is more cost- or data-efficient and because the network for GC may be constrained. As a result, the instructor uses a WhatsApp group to make it simpler for students to receive announcements about assignments or materials.

Specific assignments or questions are created by teachers in relation to the audio content. These assignments could entail taking notes, figuring out the major points, filling in the blanks, or responding to comprehension questions. The problems are skillfully designed to evaluate many facets of listening comprehension, including understanding specifics, picking up on tone, and interpreting meaning.

The researcher discovered that teachers employ a variety of listening evaluation strategies to significantly enhance pupils' listening abilities. By utilizing these techniques, educators can develop a thorough evaluation procedure that concentrates on the pupils' comprehension and involvement with the listening materials. Students are better able to relate to the information on a personal level by using authentic and real-life listening materials, such as movies or audios that reflect real-world circumstances. This makes the learning process more meaningful and applicable. Students' listening abilities are also developed gradually by starting with easier assignments and working their way up to more difficult ones. The researcher also highlights the value of formative assessment methods in the evaluation of listening skills. Teachers can help students understand and pinpoint areas that need work by using summaries, comprehension questions, and note-taking activities. Use technology to improve the listening evaluation process by using online resources, interactive tests, or language-learning apps. Because of its mobility, context sensitivity, and originality, mobile learning applications, according to Klopfer et al. (2002), aid learners in learning the target language more effectively. Include a range of listening activity types, such as matching, summarizing, fill-in-the-blanks, multiple-choice questions, and role-playing. This evaluates various listening skills and accommodates diverse learning styles.

CONCLUSION

The researcher indicated that the aim of the researcher is to make inferences from this study based on the data and arguments made in the preceding chapter. The students find it challenging when dealing with lengthy compositions since it is challenging to translate what the speaker has fairly said. This is frequently because there are so many foreign terms and the requirement for vocabulary understanding. Students are required to revise the translations after using tools to facilitate learning such as Google Translate or online converters. The researcher expects that other researchers will be able to utilize this research as a reference in the future. Realizing that no study is flawless, the researcher hopes that future researchers will provide studies that are better than this one so that it can be used as a reference.

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