

ASSESSING PUPILS' LISTENING ABILITIES THROUGH PICTURE

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ABSTRACT

Pengajaran bahasa Inggris, saat ini, menjadi populer sejak bahasa Inggris dimasukan sebagai mata pelajaran dalam kurikulum muatan lokal. Oleh sebab itu, perlu adanya penelitian tentang tes keterampilan listening siswa sekolah dasar dengan gambar. Permasalahan penelitian ini adalah "Bagaimana kemampuan keterampilan listening siswa SDN?" Penelitian ini bertujuan untuk mengetahui kemampuan siswa sekolah dasar untuk memahami ungkapan-ungkapan/frase/kata-kata dalam bahasa Inggris dengan melalui media gambar. Penelitian ini adalah deskriptif. Responden yang terlibat pada penelitian adalah para siswa SDN Jember Lor III Kelas V. Data didapatkan dengan cara tes. Data tersebut dianalisis secara deskriptif-statistik. Dari hasil penelitian, para responden memiliki kemampuan yang cukup bagus. Hal ini karena media gambar membantu pemahaman para responden untuk menjawab soal-soal yang diujikan. Jadi, hasil penelitian ini mempunyai implikasi bahwa gambar adalah media yang efektif untuk pembelajaran bahasa Inggris, khususnya untuk pembelajar anak-anak seperti siswa sekolah dasar.

Key Words: pupils, listening, a test

English has a very important role in the world, because it is a means of international communication. Considering its importance, it seems necessary to present English at the Elementary School. Based on the 1994 Curriculum of Elementary School, English is taught as a local content subject, starting from grade IV until grade VI.

As the local content curriculum, it means that, whether or not English will be given at the Elementary School in a certain area, the decision should be based on several important considerations, such as, the availability of qualified English teachers and enough facilities. It seems impossible the English teaching learning process can be successfully conducted at the Elementary School without qualified English teachers and sufficient facilities.

Dealing with the teacher, Maskur (1995:5) explains that some schools use available teachers

who are interested in teaching English, and some other schools hire part-time English teachers. Unfortunately, the teacher training programs only train teacher candidates to be English teachers at Junior and Senior High Schools. They do not have program to prepare English teachers for Elementary Schools. In fact, teaching English to children and teaching English to High School students are different. Scott and Ytreberg (1994:3) say that the children's world and the adult's world are not the same. Referring to this statement, teaching English at the Elementary School has to consider children's world and their perception about the world.

Actually, there are two sorts of objectives in language teaching, they are content and attitude objectives (Halliwell, 1993:10). Content objectives are concerned with grammars, language uses and language functions, while attitude objectives are con-

cerned with the response of the learning in the aspects of the content, pleasure and confidence in exploring language, willingness to have to and want to and dare to communicate. Considering the characteristics of young learners in which they love to play and fun, it is quite reasonable that the attitude objectives become the objective of teaching language for children. Halliwell (1993:11) says that the goal of teaching language for children can give emphasis on the attitude goals. It is strengthened by the 1994 English Curriculum for the Elementary School which states that the goals of teaching English at the Elementary School are to make children interested in English and enjoy to use it in daily conversation. Hopefully, both of these goals become motivation for children to learn English in the SMP and SMU.

To obtain the above objectives, the teacher has a duty to create an attractive situation in the teaching learning process and to make pupils enjoy what they have been learning. So, it is necessary to choose the appropriate techniques and materials for his pupils. According to Cook and Ambruster (1983:151), the way young learners learning is learning by doing which means that, the technique to present the material can be delivered by story telling, game and song. Dealing with materials, Hamied, *et al* (1995:252) suggest that the content of the materials should not be far from the children's world. Thus, talking about their own activities, hobbies, family and their favor can be used as the contents of material in the teaching learning process.

When children start learning English, they obviously need to be given language before they can produce it by themselves; language has to go in before it can come out (Scott and Ytreberg, 1994:34). Listening, as one of the language skills plays an important role in the foreign language acquisition. Tarigan (1987:2) states that listening is the primary skill because children learn the listening skill unconsciously and naturally before they learn other skills.

Listening and reading skills are grouped as the receptive skills, while writing and speaking skills belong to the productive skills. We use receptive and productive skills as integrated skills consciously or unconsciously in the teaching learning process (Harmer, 1983:16). So listening is not taught as an isolated skill at the Elementary School (Fisher and

Terry, 1977:127). It means that in one meeting the teacher can integrate the four language skills, listening, reading, speaking and writing skills, but he can give emphasis on only one language skill. It is in line with the 1994 English Curriculum for the Elementary School, which states that the teacher should use the four language skills as integrated skills in teaching English.

Pictures as the English teaching media play an important role in learning foreign language. The reason is that they can increase the effectiveness of learning; that is, helping the students and taking ideas in a more meaningful and interesting manner. The clarification of using the pictures will lead the pupils to view more curiously and meaningfully on the subject given. According to Piaget quoted by Fisher and Terry (1977:2), children learn best when they are involved in their own learning. It means that children must be given direct experiences. Tydman, (1969:285) states that pictures and other instructional aids provide a near type of experiences.

In conducting this research, pictures as English teaching media related to a listening skill become a priority. When pupils hear words or information, then they usually make a short response verbally or non-verbally as a sign whether they understand the message. The pictures function as support which helps the pupils process this information. Shortly, the pictures will help the pupils interpret and understand the message that is heard more easily and clearly.

Based on the issue above, a research on assessing pupils' listening abilities through pictures was conducted.

RESEARCH PROBLEM

The problems investigated in this research are divided into the main problem and specific problems. The main problem of this research is "How were the fifth year pupils' listening abilities through pictures at SDN Jember Lor III Jember in the 2000/2001 academic year? This is divided into:

- a. How were the fifth year pupils' abilities in listening for detailed information through pictures at SDN Jember Lor III Jember in the 2000/2001 academic year?
- b. How was the fifth year pupils' ability in listen-

ing for main ideas through pictures at SDN Jember Lor III Jember in the 2000/2001 academic year.

RESEARCH METHODS

This research was intended to describe the fifth year pupils' listening abilities of SDN Jember Lor III Jember in the 2000/2001 academic year. In line with this purpose, the appropriate design chosen was a descriptive research. The research area was determined by using the purposive method. This research was conducted at SDN Jember Lor III Jember. The population research was chosen in this

research because the number of the respondents was less than a hundred students, namely 55 pupils. The 17 pupils were from the VA class, and the 38 pupils were from VB class. The respondents of this research were the fifth year students of SDN Jember Lor III Jember in the 2000/2001 academic year. The data were taken from a test. The data analysis method used in this research was statistical method.

FINDINGS AND DISCUSSIONS

The following table shows the scores of listening test of the respondents:

O	LISTENING					
	A			B		
	T	F	S	T	F	S
	1	2	3	4	5	6
1	16	4	40	18	2	45
2	14	6	35	17	3	42.5
3	16	5	37.5	19	1	47.5
4	17	3	42.5	19	1	47.5
5	14	6	35	19	1	47.5
6	18	2	45	16	4	40
7	15	5	37.5	17	3	42.5
8	13	7	32.5	16	4	40
9	14	6	35	16	4	40
10	15	5	37.5	18	2	45
11	14	6	35	17	3	42.5
12	13	7	32.5	17	3	42.5
13	16	4	40	18	2	45
14	15	5	37.5	17	3	42.5
15	13	7	32.5	14	6	35
16	16	4	40	18	2	45
17	15	4	37.5	17	3	42.5
18	15	4	37.5	18	2	45
19	13	7	32.5	13	7	32.5
20	14	6	35	19	1	47.5
21	12	8	30	17	3	42.5
22	17	3	42.5	20	0	50
23	13	7	32.5	16	4	40
24	13	7	32.5	17	3	42.5
25	15	5	37.5	19	1	47.5
26	13	6	32.5	18	2	45
27	13	6	32.5	18	2	45
28	15	5	37.5	18	2	45

	1	2	3	4	5	6
29	12	8	30	15	5	37.5
30	15	5	37.5	18	2	45
31	17	3	42.5	19	1	47.5
32	10	10	25	15	5	37.5
33	13	7	32.5	18	2	45
34	10	10	25	16	4	40
35	10	10	25	18	2	45
36	14	6	35	17	3	42.5
37	16	4	40	17	3	42.5
38	10	10	25	15	5	37.5
39	18	2	45	20	0	50
40	15	5	37.5	17	3	42.5
41	16	4	40	17	3	42.5
42	16	4	40	18	2	45
43	16	4	40	20	0	50
44	16	4	40	19	1	47.5
45	14	6	35	16	4	40
46	15	5	37.5	18	2	45
47	15	5	37.5	17	3	42.5
48	20	0	50	20	0	50
49	18	2	45	20	0	50
50	19	1	47.5	16	4	40
51	19	1	47.5	18	2	45
52	16	4	40	19	1	47.5
53	19	1	47.5	18	2	45
54	18	2	45	19	1	47.5
55	19	1	47.5	18	2	45

NOTES : A : Listening for detailed information
 B : Listening for main ideas
 NO : The number of the respondents
 T : The number of the correct answers
 F : The number of the wrong answers
 S : The scores obtained in each indicator

The following table is the computation results of each indicator. The results were analyzed by using the formula :

$$E = \frac{n}{N} \times 100\%$$

Where: E= The scores of the students' listening abilities through pictures in each in-

dicator.

n= The scores obtained by the students of each indicator in listening test

N= The total number of the score of the items of each indicator

Thus, the interpretation of the respondents' Score in listening can be visualized as follows:

O	LISTENING						
	A			B			T
	N	N	E	n	N	E	
	1	2	3	4	5	6	7
1	40	50	80	45	50	90	85
2	35	50	70	42.5	50	85	77.5
3	37.5	60	75	47.5	50	95	85
4	42.5	50	85	47.5	50	95	90
5	35	50	70	47.5	50	95	82.5
6	45	50	90	40	50	80	85
7	37.5	50	75	42.5	50	85	80
8	32.5	50	65	40	50	90	72.5
9	35	60	70	40	50	90	75
10	37.5	50	75	45	50	90	82.5
11	35	60	70	42.5	50	85	77.5
12	32.5	50	65	42.5	50	85	75
13	40	50	80	45	50	90	85
14	37.5	50	75	42.5	50	85	80
15	32.5	50	65	35	50	70	67.5
16	40	50	80	45	50	90	85
17	37.5	50	75	42.5	50	85	80
18	37.5	50	75	45	50	90	82.5
19	37.5	50	75	32.5	50	85	70
20	35	50	70	47.5	50	95	82.5
21	30	50	60	42.5	50	85	72.5
22	42.5	50	85	50	50	100	92.5
23	32.5	50	65	40	50	80	72.5
24	32.5	50	65	42.5	50	85	75
25	37.5	50	75	47.5	50	95	85
26	32.5	50	65	45	50	90	77.5
27	32.5	50	65	45	50	90	77.5
28	37.5	50	75	45	50	90	77.5
29	30	50	60	37.5	50	75	67.5
30	37.5	50	75	45	50	90	80
31	42.5	50	85	47.5	50	95	90
32	25	50	50	37.5	50	75	62.5
33	32.5	50	65	45	50	90	77.5
34	25	50	50	40	50	80	65
35	25	50	50	45	50	90	70
36	35	50	70	42.5	50	85	77.5

	1	2	3	4	5	6	7
37	40	50	80	42.5	50	85	82.5
38	25	50	50	37.5	50	75	62.5
39	45	50	90	50	50	100	95
40	37.5	50	75	42.5	50	85	80
41	40	50	80	42.5	50	85	82.5
42	40	50	80	45	50	80	85
43	40	50	80	50	50	100	90
44	40	50	80	47.5	50	95	87.5
45	35	50	70	40	50	80	75
46	37.5	50	75	45	50	90	82.5
47	37.5	50	75	42.5	50	85	80
48	50	50	100	50	50	100	100
49	45	50	90	50	50	100	95
50	47.5	50	95	40	50	80	87.5
51	47.5	50	95	45	50	90	92.5
52	40	50	80	47.5	50	95	87.5
53	47.5	50	95	45	50	90	92.5
54	45	50	90	47.5	50	95	92.5
55	47.5	50	95	45	50	90	92.5
Σ	2060	50	4120	2410	50	4820	4395
M			74.9			87.8	79.9

NOTES : NO : The number of the respondents

n : The scores of each indicator obtained by the students

N : The total score of the test items of each indicator

E : The score of the students' listening through picture in each indicator

T : The total students' scores of listening abilities through picture:

M : The mean score

Based on the results of the data analysis, it was found that:

1. The mean score for listening for detailed information was 74.9;
2. The mean score for listening for main ideas was 87.6; and
3. The mean score for listening abilities was 79.9

In addition, it was shown that:

1. The mean score of the pupils' listening ability for detailed information was 74.9. It was around 66-77. It means that the classification of the students' score on abilities in listening for detailed information was more than enough.
2. The mean score of listening for main ideas was

87.6. It was around 86-95. It means that the classification of the pupils' listening ability for main idea was very good.

3. The mean score of the pupils' listening abilities was 79.9. It was around 76-85. It means that the classification of the pupils' listening abilities was good.

From the results of the data analysis of the pupils' listening abilities, it is known that the lowest mean score of the pupils' listening abilities is listening for detailed information 74.9 or more than enough. There are 36.4% pupils having more than enough classification. These pupils mostly failed to answer the listening test especially for the items

number 16 until number 20. For these items, the pupils have to catch the detailed information of spoken language.

The failure of the pupils to listen for detailed information may be affected by the frequency of teaching listening for detailed information, which is less than listening for main ideas. From the result of interview, it is known that the English teacher rarely applies listening for detailed information. According to Brown and Yule (1995: 144), the failure of the pupils to catch the detailed information is concerned with the pupils' poor memory. Meanwhile, Norton (1990: 103) states that the pupils' poor memory is concerned with the auditory discrimination, inattention, inability to understand instruction and inability to understand the language.

The implication of the finding is that the teacher of the class VA and VB of SDN Jember Lor III Jember has to give more exercises on listening for detailed information. It can be in the form of classification and transcription of human beings, things, size and color. Another type of exercise is a *Simon* game in which the students follow the instruction that is given by the teacher or students. Hopefully, these would help the students' abilities in listening for detailed information. The teacher of the fifth A and B class is suggested to practice the students listening skill to increase the students' listening skill.

CONCLUSION

Regarding the results of the data analysis, it may be concluded that the fifth year students' listening abilities through pictures at SDN Jember Lor III Jember in the 2000/2001 academic year were good. It was proved that the total mean score of the students' listening abilities was 79.9.

Considering the results above, it is clear that pictures are useful and effective to be used in teaching English, especially in teaching listening and testing listening to the fifth year students of SDN Jember Lor III Jember.

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