

The Difficult Items Analysis in Listening Test at Senior High School 1 Tambang

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ABSTRACT

This study aims to determine the level of difficulty in the question items given to students in the Listening test. The Listening Test here is on the Listening Section of the English National Examination in two academic years, 2015/2016 and 2016/2017, focusing solely on investigating the difficult items and represented components of the declared items Listening Section in the National Exam of English in the academic year 2015/2016 and 2016/2017 on twelfth-grade students in SMA Negeri 1 Tambang. In this descriptive quantitative study, the writer took thirty students as a sample of 203 students to obtain difficult items of students in the Listening Section in the English National Examination. They are consisted of fifteen items for each academic year. The results of data analysis show that there are some items that are difficult for students. For Listening Section in English National Examination 2015/2016, there are three items that are declared difficult. the items are item 3, item 9 and item 11. And for Listening Section in English National Examination 2016/2017 shows six items that are declared difficult. They are item 2, item 8, item 9, item 11, item 13, item 15. Therefore, the Listening Section component in the English National Examination of 2015/2016 which is also difficult to do is component 1, component 3, and component 4. Moreover, the Listening Section in the English National Examination in 2016/2017 which is also difficult to do is component 1, component 3, component 4 and component 5.

KEYWORDS: *The Difficult Items, Listening Test*

1 INTRODUCTION

Examination is the tool to know and to measure the ability of students after they learned the lesson. Examination also become the evaluation of the teacher about the ability of students. According to Putri, Rizal and Awuy (2016, p.171), educational assessment in the elementary and high school, is regulated in PP No. 19 of 2005 article

63 verse 1 that; 1) learning objective is assessed by teacher, 2) learning objective is assessed by education units, 3) learning objective is assessed by government.

Yusrizal, who was conducting the research about the item analysis in Physics National Examination (2016, p.140), said that National Examination is one of government efforts to spur an increase in the quality of education. Various studies indicate that by National Examination, students are encouraged to learn better and teachers are encouraged to teach better. National Exam is used as a standardization tool to test the feasibility of a student to be able to continue his/her education to the higher level and as the distribution of education nationwide. The exam result is also used as a benchmark the National Evaluation in education.

Based on a preliminary study at a twelfth grade of State Senior High School 1 Tambang, the writer found that most of the students got the low score ranging 20 to 60. In academic year 2015/2016, it was that the average of English National Examination was 59.43, the predicate for this social class in this year is "C". For the science class was 57.46, the predicate "C". Then in 2016/2017 found the average of English National Examination was 43.54. The predicate for this grade in this year is "D" for the science class. Furthermore, for the social class was 40.07, predicates "D". Based on this situation, it is clear that most of the students have the difficulties in English National Examination.

Muntholi'ah, who conducted the literature study about the National Examination in the past, now and in the future (2013, p. 179), said that the empirical fact indicates that many weaknesses that occurs in conducting National Examination. However, it does not need to delete the regulation, but just do the revision and evaluation. It means that the national examination has many mistakes in organization, structural and etc. The writer can assume that it is also talking about the level of difficulty the questions or items that are available in National Examination.

Furthermore, Yusrizal said that the number of unsuccessful rates of senior high school national examination in 2013 was highest in Indonesia, followed by Papua and Sulawesi and also Sumatera island. Then, Teddy Fiktorius who was conducted the research about the Validation study on National English Examination (2014), said that English National Examination in 2013/2014 has been tested by him in validity and reliability, and he found that the level of reliability was unreliable and in the item difficulty, he found that the classification of difficulty, were 36 items are too easy, 26% were medium and 2% were too difficult. Moreover, the discrimination power have low discriminating, then he suggested that the national examination should revise the items. Furthermore, Educational Ministry of Indonesia (2017) said that for the English National Examination 2016 the National Examination Integration Index or in Indonesia *Index Integrasi Ujian Nasional (IIUN)* for English subject was seen that the rate or index is in 2.18. Then, for the rate of the English National Examination in 2016 was 3.32. it means that for the English is still becoming the difficult subject in the English National Examination.

Based the discussion above, the writer can assume that the national examination still has the difficult items. Because based on the data from another researcher and also Educational Ministry of Indonesia it is clearly utter that students still have the difficulty items in National Examination of English subject.

Furthermore, Urrahmah (2015), in her thesis found that the students have problems in answering listening questions those are the students said that they cannot

listen clearly to the audio listening question, the students have lack of vocabularies, the students mentioned that the audio is too fast in uttering the conversations, and the students cannot understand meaning of the questions.

Then, Harold Lumapow (2012) in his research about an analysis of difficult material in the English National Examination in Minahasa found that some materials that are included in the difficult materials are Listening Section in English National Examination, such as determining the response if they are heard the short conversation about sympathy determining the response if they are heard the short conversation about the invitation, determining the response if they are heard the short conversation about the satisfaction and dissatisfaction. The data was from 2006 until 2010. So, the writer can assume that the listening is the difficulty section in the English National Examination.

Based on BSNP (2015) declares that the School / Madrasah exam / Equivalency Education here in after referred to as S / M / PK Exam is the activity of measuring and assessing the competence of learners against the competency standard of graduates for all subjects conducted by the Education Unit. The National Examination hereinafter referred to as the National Exam is the activity of measuring the achievement of graduate competency in certain subjects nationally with reference to Graduates Competency Standards. Graduation criteria is a requirement of minimum achievement of graduate competency in all subjects to be stated from the education unit.

2 OBJECTIVES AND RESEARCH QUESTIONS

The study focuses on the Listening Section of English National Examination in two academic years. They are 2015/2016 and 2016/2017. It is only focused on investigating the difficult items and the difficult items components of Listening Section of English National Examination in academic years 2015/2016 and 2016/2017 that are tried out on twelfth-grade students at the State Senior High School 1 Tambang. In which, the writer finds out the average percentage of the difficult level for each test items. Therefore, two research questions are formulated as follows:

1. Which items are difficult to the Listening Section of English National Examination in academic years 2015/2016 and 2016/2017 for the third-grade students of State Senior High School 1 Tambang?
2. Which are the components of items, that are indicated difficult to the Listening Section of English National Examination in academic years 2015/2016 and 2016/2017 for the third-grade students of State Senior High School 1 Tambang?

3 RESEARCH METHODOLOGY

The This research was descriptive study, which had only one variable. This research is also called with a survey research. Accordance with Lodico, Spaulding, Voegtle (2010, p. 224) said that the descriptive survey that the research used is examining trends in populations that are new each year but have similar experiences at different times and each year a new sample is selected from a new population, and also identified as having similar experiences to past populations with the same survey administered each year. It means that the survey used the past administered to know the competence of students' listening comprehension from each year of National Exam. Therefore, the writer use the method to analyze the students difficult items analysis to

predict their achievement in the academic year 2017/2018 by using the past tests in academic year 2015/2016 and 2016/2017.

Furthermore, the population of SMAN 1 Tambang on the twelfth-grade was consisting of 167 students where they were divided into 3 classes of science and 4 classes of social. According to Arikunto (2006, p.51), if the population is more than 100, the researcher can take 10%-15% or 20%-25% of it. So, the researcher takes 30 students as the sample of this research which takes 18% of all of the population.

The technique of collecting the data, the writer used the test for the instrument. The test was focused on the Listening section that used the compilation of previous English National Examination. It started from English national examination in academic years 2015/2016 and 2016/2017, which shows on table below.

The Blueprint from the Components of the Listening Section of English National Examination Based on the BSNP

No	Components or indicators of National Examination	Items of National Examination	
		2015/2016	2016/2017
1	Determine the general description or specific / detailed information of a formal or informal interpersonal / transactional conversation.	1, 2, 3, 4	1, 2, 3, 4
2	Determine the appropriate response to formal or informal transactional/interpersonal conversations.	5, 6, 7	5, 6, 7
3	Determine the right image according to the information in formal or informal interpersonal / transactional conversations.	8, 9, 10, 11,	8, 9, 10, 11,
4	Define an image that matches the monologue text that is played.	8, 9, 10, 11	8, 9, 10, 11
5	Determine the general or specific / implied / detailed information of a monologue text that is played.	12, 13, 14, 15	12, 13, 14, 15

The National Examination have regulations that control and organize the distribution and significance of the test. The BSNP is the department that controls and organizes it. in every year BSNP always makes the regulation about the component of the test. In 2014/2015 the framework of the components still same in the years before. But in the 2015/2016 the BSNP make the new framework of the component of the national examination test. The new component is also used by the 2016/2017.

Furthermore, for the component of Listening Section of English National Examination in academic years 2015/2016 and 2016/2017 there are three levels of cognitive, these are comprehension, application, and analysis. They refer to the cognitive level 2, 3 and 4. Because of the form of the test items of Listening Section of English National Examination in every year are same. And the level of all of the tests is also same. Therefore, the writer takes the component of Listening Section of English National Examination in academic year 2014/2015 as the specific indicators that become component of this test.

The components of Listening Section of English National Examination of BSNP in academic year 2014/2015

Competency	Indicators
LISTENING Understanding the meaning of interpersonal or transactional speech discourse formally or informally in the context of everyday life, especially in the form of short functional text, recount, news item, report, narrative, descriptive and review.	Determine the general description or specific/detailed information of a formal or informal interpersonal/transactional conversation.
	Determine the appropriate response to formal or informal transactional/interpersonal conversations.
	Determine the right image according to the information in formal or informal interpersonal/transactional conversations.
	Define an image that matches the monologue text that is played.
	Determine the general or specific / implied / detailed information of a monologue text that is played.

Moreover, the research used the listening test from the previous national examination that they often failed. The data is representative of the diagnosis of the difficulties in their listening comprehension.

After acquiring the data, they are analyzed by the difficulty level. The number shows difficulty or easiness of the test items, which is known as difficulty index or level of difficulty. Therefore, the writer used the formula from Evroro and Sylvanus (2015). The classifications of level difficulty of items, the writer used were Evroro and Sylvanus (2015, p.21), that is:

- a) $P = 0, 00$: test items are too difficult
- b) $0.00 < P \leq 0.30$ or $0.00 - 0.30$: test items are difficult
- c) $0.30 < P \leq 0.70$ or $0.31 - 0.70$: test items are medium
- d) $0.70 < P \leq 1.00$ or $0.71 - 1.00$: test items are easy
- e) $P = 1$: test items are too easy.

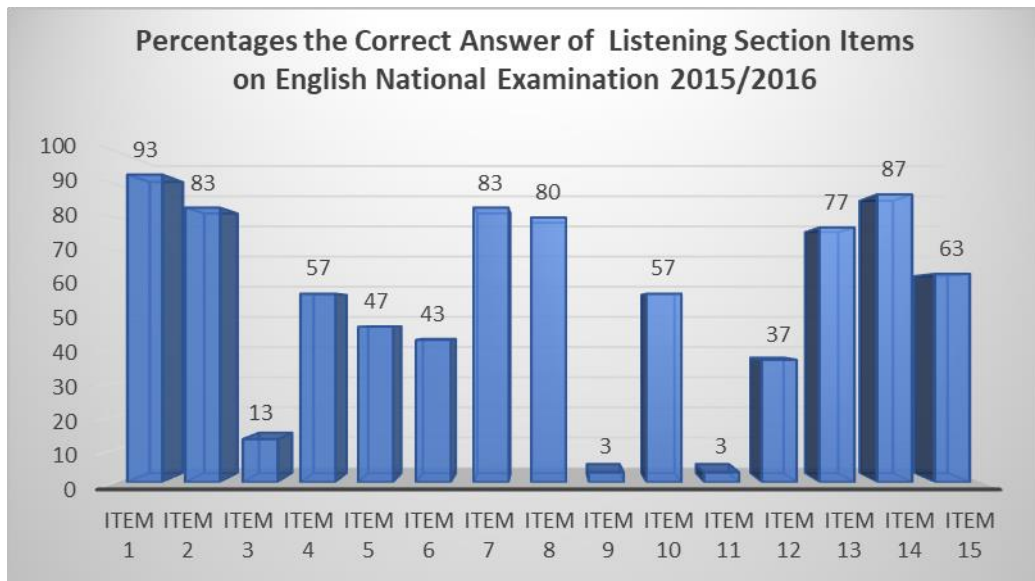
And then to analyze the score of students all, the writer used the descriptive statistical analysis. In according to Singh (2006, p. 224) said that descriptive statistical analysis is concerned with the numerical description of a particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only. Much simple educational research involves descriptive statistics and provides valuable information about the nature of a particular group or class.

4 RESULTS

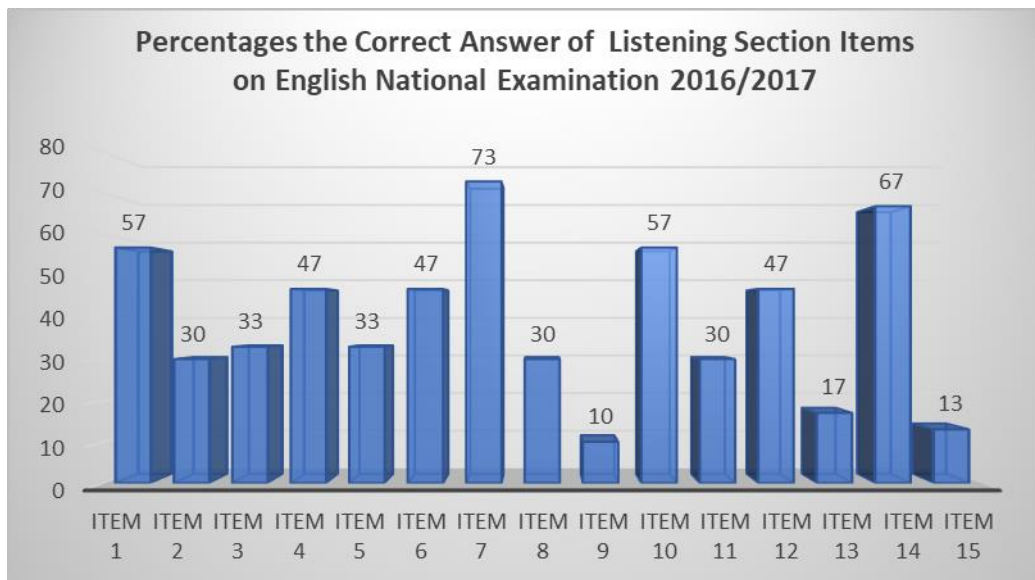
This article has presented the data of the students' answer of listening section of English National Examination. There are two variances; the first is the students' answer in listening section of English national examination at academic year 2015/2016. And the second is the students' answer of a listening section of English national examination at academic year 2016/2017.

There are 15 items that have given to the students for each test, and for each test is multiple choice question. The Listening Section of English National Examination is

focused on the difficult items and also the components of the Listening Section of English National Examination which are indicated difficult based on the difficult items from students' answer of the twelve-grade at State Senior High School 1 Model Tambang.



According to the above data, In the items of the Listening Section of the English National Examination at 2015/2016, the writer has found that the item 1 is 93%, the item 2 is 83%, item 3 is 13%, the item 4 is 47%, the item 5 is 47%, the item 6 is 43%, the item 7 is 83%, the item 8 is 80%, the item 9 is 3%, the item 10 is 57%, the item 11 is 3%, the item 12 is 37%, the item 13 is 77%, the item 14 is 87% and the last the item 15 is 63%.



Furthermore, In the items of listening section of English national examination at 2016/2017, the writer has found that the item 1 was 56.7%, the item 2 was 30%, the item 3 was 33.3%, the item 4 was 46.7%, the item 5 was 33.3%, the item 6 was 46.7%, the item 7 was 73.3%, the item 8 was 30%, the item 9 was 10%, the item 10 was 56.7%,

the item 11 was 30%, the item 12 was 46.7%, the item 13 was 16.7%, the item 14 was 66.7% and the last the item 15 was 13.3%.

And based on the difficulty level from evroro and sylvanus. We found that the difficult items that occurs in academic year 2015/2016 are item 3 is 13%, item 9 is 3%, and item 11 is 3%. And then, in academic year 2016/2017 are item 2 is 30%, item 8 is 30%, item 9 is 10%, item 11 is 30%, item 13 is 16.7%, and item 15 is 13.3%.

Furthermore, the data analysis about the item percentages and the difficulty items, these were the difficulty items of English National Examination in Listening section, the writer could take the main point of the components that were indicated difficult based on the difficult items were divided into two kinds related to the academic year of each listening section test, that illustrates on the following:

No	Components or indicators of National Examination	Difficult Items in Listening Section of English National Examination	
		2015/ 2016	2016/ 2017
1	Determine the general description or specific/detailed information of a formal or informal interpersonal/transactional conversation.	3	2
2	Determine the appropriate response to formal or informal transactional/interpersonal conversations.	-	-
3	Determine the right image according to the information in formal or informal interpersonal/transactional conversations.	9, 11	8, 9, 11
4	Define an image that matches the monologue text that is played.	9, 11	8, 9, 11
5	Determine the general or specific / implied / detailed information of a monologue text that is played.	-	13, 15

a. Academic year 2015/2016:

- a) The component 1, that was determining the general description or specific/detailed information of a formal or informal interpersonal/transactional conversation. This was one item that was the item 3.
- b) The component 3, that was about determining the right image according to the information in formal or informal interpersonal/transactional conversations. This was two items that were item 9 and item 11.
- c) The component 4, that was defining an image that matches the monologue text that is played. This was two items that were item 9 and item 11.

b. Academic year 2016/2017:

- a) The component 1, that is determining the general description or specific/detailed information of a formal or informal interpersonal/transactional conversation. It has one item that is the item 2.
- b) The component 3, that is determining the right image according to the information in formal or informal interpersonal / transactional conversations. It has three items that are item 8, item 9 and item 11.
- c) The component 4, that is defining an image that matches the monologue text that is played. It has three items that are item 8, item 9 and item 11.

- d) The component 5, that is determining the general or specific / implied / detailed information of a monologue text that is played. it has two items that were item 13 and item 15.

5 CONCLUSION

The article has presented the result of the difficult items in listening test at senior high school 1 Tambang. The writer depicts the conclusions that is divided into two; the first the difficult items of the Listening Section of English National Examination in 2015/2016 were the item 3, the item 9 and the item 11. And for the difficulty items in the listening section of English national examination in 2016/2017 were the item 2, the item 8, the item 9 and the item 11, the item 13 and the item 15.

Furthermore, the components of the Listening Section of English National Examination are in academic year 2015/2016 that indicated difficult items are component 1, component 3, and the component 4. First, the component 1 where discuss about determining the general description or specific/detailed information of a formal or informal interpersonal /transactional conversation. Then, component 3 is talking about determining the right image according to the information in formal or informal interpersonal/transactional conversations. And the last is the component 4 which is defining an image that matches the monologue text that is played.

In academic year 2016/2017 that indicated difficult is the component 1, component 3, the component 4 and the component 5. The component 1 is determining the general description or specific/detailed information of a formal or informal interpersonal/transactional conversation. Then, the component 3 is determining the right image according to the information in formal or informal interpersonal/transactional conversations. Furthermore, the component 4 is defining an image that matches the monologue text that is played. And the last, the component 5 is talking about determining the general or specific / implied / detailed information of a monologue text that is played.

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