



Readiness of 12th-Grade Students in Senior High Schools in Bekasi City in SNBT English Literacy

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Abstract : *The readiness of students in facing the National Selection Based on Tests (SNBT) is an important factor in determining success in entering higher education, especially in the area of English literacy, which is part of the exam. This study aims to analyze the readiness of 12th-grade students in senior high schools across Bekasi City in facing the SNBT, with a focus on English literacy. The research method used is descriptive survey, in which data were collected through a Google Form-based questionnaire filled out by 25 students of class 12. The results show that the majority of respondents have a good basic understanding of English literacy, but there are still shortcomings in aspects of understanding complex texts and using effective reading strategies. In addition, 60% of students feel confident in their abilities, while 40% indicate the need for additional training to improve readiness. Factors such as the frequency of practice questions and access to English-language learning materials have a significant impact on the students' level of readiness. This study recommends the implementation of an intensive learning program and practice questions based on English literacy to improve students' abilities in facing the SNBT. By understanding students' readiness comprehensively, educational institutions can design more effective learning strategies.*

Keywords: *Student Readiness, SNBT, English Literacy, senior high schools across Bekasi City*

Abstrak Kesiapan siswa dalam menghadapi Seleksi Nasional Berbasis Tes (SNBT) merupakan faktor penting dalam menentukan kesuksesan dalam memasuki pendidikan tinggi, terutama dalam bidang literasi bahasa Inggris, yang merupakan bagian dari ujian tersebut. Penelitian ini bertujuan untuk menganalisis kesiapan siswa kelas XII di sekolah menengah atas di seluruh Kota Bekasi dalam menghadapi SNBT, dengan fokus pada literasi bahasa Inggris. Metode penelitian yang digunakan adalah survei deskriptif, di mana data dikumpulkan melalui kuesioner berbasis Google Form yang diisi oleh 25 siswa kelas 12. Hasil menunjukkan bahwa sebagian besar responden memiliki pemahaman dasar yang baik tentang literasi bahasa Inggris, namun masih terdapat kekurangan dalam aspek pemahaman teks kompleks dan penggunaan strategi membaca yang efektif. Selain itu, 60% siswa merasa percaya diri dengan kemampuan mereka, sementara 40% menyatakan kebutuhan akan pelatihan tambahan untuk meningkatkan kesiapan. Faktor-faktor seperti frekuensi latihan soal dan akses terhadap bahan pembelajaran bahasa Inggris memiliki dampak signifikan terhadap tingkat kesiapan siswa. Studi ini merekomendasikan implementasi program pembelajaran intensif dan latihan soal berbasis literasi bahasa Inggris untuk meningkatkan kemampuan siswa dalam menghadapi SNBT. Dengan memahami kesiapan siswa secara komprehensif, lembaga pendidikan dapat merancang strategi pembelajaran yang lebih efektif.

Kata kunci: Kesiapan Siswa, SNBT, Literasi Bahasa Inggris, sekolah menengah atas di seluruh Kota Bekasi

1. INTRODUCTION

The 12th-grade students of senior high schools across Bekasi City are currently preparing for the SNBT (Seleksi Nasional Berdasarkan Tes) English Literacy test, which assesses their proficiency in the four key language skills: listening, speaking, writing, and reading. The English language skills are foundational for students' academic success and future career prospects, making it crucial to understand how well-prepared these students are. According to

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Sadiku (2015), the integration of these four skills is vital in achieving fluency and competency in English. Resdiana, et al. (2024), highlighting the importance of mastering all skills simultaneously. English language skills are foundational for students' academic success and future career prospects, making it crucial to understand how well-prepared these students are.

In the context of senior high schools across Bekasi City, the ability of students to engage in these skills effectively will determine their success in standardized testing and their overall academic performance. Moreover, understanding the strengths and weaknesses of students in each of these areas can help educators devise more targeted interventions to improve their English proficiency.

Recent studies emphasize the significance of well-rounded language skills in fostering comprehensive language competence (Burns & Siegel, 2017). This is particularly evident in English classes, where students are expected to develop proficiency across the four skills simultaneously. At senior high schools across Bekasi City, these skills are not taught in isolation but are integrated into the curriculum, aiming to develop students' holistic language abilities. The teaching strategies employed by educators aim to enhance students' engagement with English, ensuring that they can listen, speak, read, and write in various contexts. However, despite these efforts, the level of preparedness among students remains a subject of concern. A more detailed understanding of how these skills are being mastered and applied by students is essential for improving teaching practices and enhancing learning outcomes.

Piniel and Albert (2018) further argue that emotions such as anxiety, enjoyment, and boredom vary across the four skills and influence student performance. Their findings underscore the need to include emotional readiness when evaluating academic preparedness. Prayogi and Nasrullah (2024) also emphasize that the provision of structured UTBK-SNBT training significantly contributes to increased student readiness and confidence, especially when supported by consistent information dissemination and practice simulations. Similarly, Hermanto and Arisanti (2024) reveal that effective educational institution strategies—such as mentorship, monitoring, and motivation—are key to maintaining student enthusiasm and participation in SNBT preparation programs. These institutional strategies align with national goals for increasing higher education access and success.

The listening skill, often considered the most challenging among the four, plays a significant role in ensuring that students can comprehend spoken English in various situations (Ali, 2022). Listening exercises in the classroom expose students to a range of accents, dialogues, and spoken texts, which aim to improve their ability to understand spoken English. In the case of senior high schools across Bekasi City, students engage in a variety of listening activities, such as listening to audio clips and participating in discussions. However, as noted by Oktamovna and Nodir (2018), the effectiveness of these activities depends on how well they align with students' language abilities. Given that listening comprehension can be highly context-dependent, continuous evaluation and adaptation of listening exercises are necessary to address the diverse needs of learners.

Speaking, another critical component of English proficiency, is a skill that requires active engagement and confidence. At senior high schools across Bekasi City, speaking activities such as debates, group discussions, and presentations are regularly incorporated into the curriculum. These activities are designed to help students build confidence in expressing their ideas in English. However, as D'Abate (2015) observes, students often face challenges in articulating their thoughts clearly and effectively. This is particularly true for those who have limited exposure to English outside the classroom. Hence, a more focused approach to speaking practice, involving more interactive and personalized activities, could significantly improve students' fluency and confidence.

Writing is another area of focus for students preparing for the SNBT English Literacy test. While students in senior high schools across Bekasi City have had opportunities to engage in writing tasks, such as essays and reports, many still struggle with organizing their thoughts and using correct grammar (Resdiana et al., 2024). Writing is often viewed as a more complex skill because it requires not only knowledge of grammar and vocabulary but also the ability to structure ideas logically. According to Azka (2024), providing more structured writing exercises, along with detailed feedback, can help students overcome common writing challenges. The need for improvement in this area is particularly urgent, as writing tasks are a significant component of the SNBT assessment.

Reading, being a fundamental skill in acquiring knowledge, is another essential aspect of English literacy. Students at senior high schools across Bekasi City engage in various reading exercises, such as reading comprehension tasks and analyzing texts. These activities are designed to enhance students' ability to understand and interpret written English. However, some students struggle with understanding complex texts, which can hinder their performance in the reading component of the SNBT. Widiyanto (2023) suggests that incorporating a variety of reading materials, ranging from simple texts to more complex academic articles, can help students develop better reading comprehension skills. Furthermore, regular practice in identifying main ideas and supporting details can improve students' ability to understand more challenging texts. Ulang and Nugraha (2024) also found a strong relationship between students' English literacy and scholastic aptitude, suggesting that academic readiness and language competence are interdependent. Their findings further justify the integration of SNBT-focused English programs across diverse school contexts.

In order to optimize the teaching of these four skills, it is essential for educators to adopt a student-centered approach that focuses on individual needs. Research has shown that tailoring language instruction to the specific challenges faced by students can lead to more effective learning outcomes (Burns & Siegel, 2017). At senior high schools across Bekasi City, teachers have made significant efforts to identify the strengths and weaknesses of their students in each language skill. However, further attention to differentiated instruction and personalized feedback is needed to support the diverse learning needs of students. By ensuring that each student receives the necessary guidance and resources, teachers can help students improve their English proficiency and succeed in the SNBT.

Overall, the readiness of students in senior high schools across Bekasi City for the SNBT English Literacy test is promising, but there are areas that require further development. The integration of listening, speaking, writing, and reading skills into the curriculum has provided students with a solid foundation in English. However, the effectiveness of these efforts could be enhanced by adopting more interactive and tailored teaching strategies. By continuing to refine the teaching methods and providing additional support to students, educators can help students become more confident and competent in their English skills, ultimately leading to greater success in the SNBT and beyond.

2. METHOD

This study uses a quantitative descriptive method with data collection through questionnaires distributed online using Google Forms. The questionnaire is designed to measure the readiness of 12th-grade students in senior high schools across Bekasi City in facing the SNBT English Literacy test, with a focus on the four main skills in English Language Teaching (ELT): listening, speaking, writing, and reading. Each skill is evaluated through a series of closed-ended questions using a Likert scale, such as the frequency of activities, the relevance of the material, and the effectiveness of the teaching methods. Respondents are asked to provide honest assessments based on their experiences during class lessons.

The research population consists of all students in 12th-grade students in senior high schools across Bekasi City, and the sampling technique used is total sampling, where all students in the class are considered as respondents. The data collected from the questionnaire is processed and analyzed using descriptive statistical methods to identify the frequency distribution and percentage of each variable. The results of this analysis are used to describe the students' readiness for the SNBT English Literacy test, while also providing recommendations for more effective teaching improvements.

The questionnaire consisted of closed-ended items using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." Sample items included statements such as, *"I feel confident when speaking English in class"* and *"I understand the main ideas when listening to English audio materials."* To ensure content validity, the instrument was reviewed by two lecturers in English education. Minor revisions were made based on their feedback to improve the clarity and relevance of the items.

3. RESULTS AND DISCUSSION

Results

1. Listening Dimension

Survey results indicate that 40% of students frequently listen to English audio or video in class, 35% listen often, and the remaining 25% do so occasionally or rarely. Half of the students feel that the listening material provided matches their abilities, with 30% rating it as very appropriate and 20% rating it as somewhat appropriate. For exercises to understand conversations or speeches in English, 45% of students report that teachers always provide these exercises, 35% say often, and 20% say occasionally or rarely. Regarding the effectiveness of

listening teaching techniques, 40% of students rate them as effective, 30% as very effective, and the remaining 30% as somewhat effective or less effective. This data shows that the majority of students have a relatively intensive listening experience, but there is room to improve the effectiveness of listening teaching techniques for better results.

2. Speaking Dimension

In terms of speaking, 45% of students report being frequently given the opportunity to speak in English in class, 30% very often, and 25% occasionally. Students' confidence in speaking English shows that 40% feel confident, 30% feel very confident, and the remaining 30% feel somewhat confident or lack confidence. Activities such as presentations and discussions are considered helpful by 50% of students, with 35% saying they are very helpful, and 15% feeling somewhat helpful or less helpful. The effectiveness of teacher feedback on speaking skills is rated as effective by 40% of students, very effective by 30%, and the remaining 30% as somewhat effective or less effective. Although many students find speaking activities helpful, increasing the frequency of these activities could further support student confidence.

3. Writing Dimension

Regarding writing skills, 50% of students are frequently assigned tasks like essays or reports in English, 30% very often, and 20% occasionally or rarely. About 35% of students report difficulty using correct grammar, with 30% feeling somewhat difficult, 20% feeling difficult, and 15% feeling easy or very easy. Guidelines or examples before writing are considered sufficient by 40% of students, very sufficient by 30%, and the remaining 30% feel they are somewhat insufficient or not enough. The effectiveness of teachers in providing corrections and suggestions for students' writing is rated as effective by 50%, very effective by 35%, and 15% feel somewhat effective or less effective. These results indicate that guidance and corrections could be enhanced to help students overcome writing difficulties.

4. Reading Dimension

In reading skills, 40% of students are often asked to read English texts in class, 35% very often, and 25% occasionally or rarely. Half of the students feel that the reading materials match their interests and abilities, with 30% rating them as very suitable and 20% as somewhat suitable. Reading strategies like skimming and scanning are taught frequently to 40% of students, very frequently to 35%, and occasionally to 25%. Reading exercises are considered effective in improving text comprehension by 50% of students, very effective by 30%, and somewhat effective or less effective by 20%. The majority of students have a relatively

intensive reading experience, but a more personalized approach could be applied to increase student engagement.

Discussion

According to the survey results, students show the highest levels of engagement in reading and listening out of the four core English Language Teaching (ELT) skills. This suggests that students are actively engaged in receptive skills, which are crucial elements of the SNBT English literacy section, and are reasonably confident. Nonetheless, many students continue to struggle with productive skills, especially speaking and writing. Common problems include poor grammar usage and a lack of confidence when speaking in front of others.

More than 70% of students rate teaching methods as effective or very effective across all four skills, indicating that overall teacher effectiveness is viewed favourably despite these obstacles. However, more work needs to be done on the speaking component, particularly in terms of giving students more rapid, helpful feedback to improve their motivation and fluency. According to these results, even though students are generally involved and show a respectable level of readiness for SNBT, teaching methods, especially in the areas of speaking and writing, need to be improved.

To promote active engagement and boost speaking confidence, educators should implement more interactive speaking exercises like role-plays, debates, and presentations. Students can better internalise linguistic structures through regular practice and explicit grammar and sentence construction instruction when writing. This is in line with Azka (2024), who highlights the importance of regular feedback and structured instruction in helping students improve their academic writing skills. Additionally, Burns and Siegel (2017) point out that students' overall language proficiency can be greatly enhanced by integrating the four skills through relevant, communicative tasks.

Innovative strategies like project-based learning may also be useful in integrating speaking, listening, reading, and writing in a comprehensive way to maximise preparedness for SNBT. Students' overall English literacy and performance on important tests like the SNBT can be greatly improved by bolstering these pedagogical elements. Furthermore, results could be further enhanced by using differentiated instruction that takes into account each student's unique learning preferences, backgrounds, and skill levels. For example, scaffolded writing assignments and peer review may help students who struggle with writing, and small-group practice prior to larger class discussions may help students who lack confidence when speaking.

These results are also in line with those of Piniel and Albert (2018), who discovered that students' emotions, including boredom, enjoyment, and anxiety, can have a big impact on how well they perform in various language skills. Therefore, addressing students' emotional readiness is just as important as improving instruction. By recognising students' progress, encouraging a growth mindset, and celebrating minor victories to lessen performance anxiety, teachers can create a psychologically safe learning environment.

This study does have some limitations, though. Only 25 students from a specific group made up the sample, which might not accurately reflect the entire population of Bekasi City's 12th graders. The results should therefore not be generalised and should be interpreted cautiously. More thorough insights would be provided by future studies using bigger and more varied samples from various schools. Notwithstanding this drawback, the study offers useful proof that educators, curriculum designers, and school officials should enhance English literacy training in order to be ready for national tests like the SNBT.

4. CONCLUSION AND IMPLICATION

Based on the survey results, the 12th-grade students of senior high schools across Bekasi City demonstrated a good level of engagement in the four ELT skills: listening, speaking, writing, and reading. Listening and reading skills had the highest engagement levels, with the majority of students feeling often or very often involved in related learning activities. Students generally rated the materials and teaching methods provided by the teacher as sufficiently appropriate to their abilities. However, there is still room to improve the effectiveness of the teaching methods, particularly in listening, to better support students' understanding of English conversations or speeches.

In speaking skills, although most students feel confident and helped by activities such as presentations and discussions, there are still challenges in providing more effective feedback from the teacher. The varying levels of students' confidence indicate the need for a more personal and intensive approach in developing speaking skills. More varied interactive activities, such as debates or role-plays, could be a solution to improve overall speaking skills.

Writing skills remain a challenge for some students, especially in terms of correct grammar usage. Although the teacher has provided guidance and corrections, some students feel the guidance is still insufficient to help them overcome writing difficulties. Therefore, a more systematic learning approach is needed, such as providing more specific examples and

more directed writing practice. This approach is expected to improve students' ability to write texts in English effectively.

Overall, students show adequate readiness in facing the SNBT English Literacy. However, to optimize learning outcomes, strengthening certain aspects is required, such as providing more in-depth feedback, increasing interactive activities, and providing materials and guidance that are more aligned with students' needs. With these improvements, students can become more confident and competent in facing future English literacy challenges.

The findings of this study suggest practical implications for teachers, schools, and policymakers. Teachers are encouraged to adopt more personalized strategies, especially in speaking and writing instruction, such as providing targeted feedback, scaffolding grammar, and increasing the use of interactive learning activities. Schools may consider offering SNBT-focused literacy enrichment programs, including workshops, mock exams, or peer mentoring to increase readiness. Additionally, education authorities can use the results of this study to allocate support and resources for language learning interventions, especially in schools with lower student preparedness.

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