

## **Chapter One**

### **Introduction**

In this chapter, the researcher explains the background of the study, the reason why the researcher conducts this research, formulation of the problem, the purpose of the research, and significance of the research. This chapter also explains the outline of the research.

### **Background of the Research**

Being a teacher is not an easy thing to do. There are a lot of teacher roles which aim to help and facilitate students' learning process. One of teacher roles is teachers as assessors. In this role, teacher needs to assess students' ability, comprehension and offer feedback. Moreover, Harmer (2001) stated that teacher as assessor is when teacher offer feedback, hand out grades, measure students' performance and decide whether they can pass the subject or not. Therefore, assessment is an essential part to be taken from language teaching and learning process. Fry, Ketteridge, and Marshall (2003), argued that assessment will increase teacher pedagogy toward promoting students learning, evaluating student knowledge, and deciding progressing decisions.

In order to increase teacher pedagogy toward promoting students' learning, teacher needs to develop and upgrade their competence to be ready for assessing students. *Constitution of the republic of Indonesia: teachers and lecturers number 14* ( 2005), stated in chapter 4, paragraph 20 on section 2 that in order to the duties

of professionalism teacher are obliged to upgrading and developing academic qualification and competence in line with the developments of science, technology and arts. Starting from being a pre-service teacher at college, teachers have an obligation to improve their pedagogical skills. Thus, the considerations that teacher is needed by designing and developing their own assessment.

There are four integrated skills which needs to be mastered by the students, those four skills are listening, speaking, reading and writing. Teachers need to be aware of those four skills. That's why a teacher needs to build up their competence start from being a pre-service teacher for developing an assessment of those skills. Then, listening skill is the first thing that pre-service teacher needs to be aware of. Sevik (2012) said that, listening is when oral language becomes input. Moreover, input in the oral mode accounts a large proportion of successful language acquisition for learners (Brown, 2010). Therefore, there are several considerations on the importance of listening skill for the learner. First, the relation between listening and other language skills is closely intertwined (Bozorgian, 2012). In learning language process, listening is receptive skill that can help learner to absorb meaning, intonation, pitch, and individual sounds (Harmer, 2007). Second, in foreign language learning, listening is a hard work especially for young learner (Brewster, Ellis, & Girard, 2004). As stated by Vandergrift (2004), that listening is almost certainly the least explicit of the four language skills, making it the most challenging skill to learn. Third, listening skill is one of the four skills that always be assessed for both national-level schooling

examination and university entrance especially for ASEAN countries (Todd & Min, 2013).

Based on the explanations above, to measure the students listening comprehension or practice their listening skill several activities can be done by the teacher. One of the techniques to assess students is test. In order to measure specific competencies or objectives, test plays an importance role in language teaching process. Brown (2010), argued that test in simple term is a method of measuring someone's ability, knowledge, or performance in a given domain. Therefore, listening test is the appropriate way in order to assess students' comprehension of English spoken form and responding the oral conversation.

Because of the importance of listening in language teaching and learning process, teachers need to improve their competence in developing test. To cope with its importance, pre-service teachers are also obligated to develop a test to fulfill their competence before being the real English teacher. Therefore, English Education Department of UMY facilitates its students with several courses to prepare them to be an English teacher. Moreover, EED of UMY provides a course named Language Assessment and Evaluation course (KU242) to develop pre-service teachers' competences to fulfill the roles of being an assessor for their future career. The four integrated skills are offered by the lecturer for pre-service teachers to develop their own assessment and evaluation skill. One of the tasks is developing listening test. However, in developing the listening test pre-service

teachers face many problems, so that they need to be more aware and creative to overcome those problems.

Therefore, according to the statement above, this research will attempt to investigate the pre-service teachers' perception on developing listening test at EED of UMY. Then, this research will emphasize on the pre-service perception on types of questions use, obstacle that they face, and the solutions in developing listening test.

### **Identification and Limitation of the Problems**

Nowadays, in language learning activity, listening skill is often forgotten by the foreign and second language teacher. Therefore, there are several causes why developing listening test is not commonly done by the foreign or second language teacher. First, focusing on the result of the skill such writing and speaking are the common activity in the classroom. Whereas, listening is the heart of language learning itself, it is because many productive skills such as writing and speaking cannot be produced without receptive skills such as listening and reading.

Second, the developments of technology on this globalization era are more interested for teacher to just apply it in the language teaching classroom activity without any consideration. Therefore, teachers feel reluctant and less interest in developing their own listening test. Third, the availability of English textbook in Indonesia which is included an audio listening test also let the teacher to tail its instructions without any improvement. Then, based on this situation teachers

cannot develop their own competences in designing an appropriate test for the students. As also state by Eltawila (2009) that the reason why listening is not commonly done it start by the teachers themselves, then the text books used and how they address listening to language teaching context.

Therefore, this research is based on the pre-service teachers' experience in developing listening test especially in Language Assessment and Evaluation course. However, this research is limited to investigate types of questions use, the obstacle, and the solutions from pre-service teachers' perceptions on developing listening test. This study will be conducted among students at English Education Department of Universitas Muhammadiyah Yogyakarta. Then, this research is based on the pre-service teacher experience in developing listening test especially in Language Assessment and Evaluation course.

### **The Formulation of the Problems**

Based on the research background above, the research questions being investigated in this study are:

1. What are the types of questions that pre-service teachers of EED UMY used in developing listening test?
2. What are the obstacles that pre-service teachers of EED UMY faced in developing listening test?
3. What are the solutions that pre-service teachers EED of UMY made to deal with the obstacles in developing listening test?

### **The Purpose of the Research**

Based on the research questions, this research are intended to find out:

1. The types of questions that pre-service teachers EED of UMY used in developing listening test.
2. The obstacles that pre-service teachers of EED UMY faced in developing listening test.
3. The solutions that pre-service teachers EED of UMY made to deal with the obstacle in developing listening test.

### **The Significance of the Research**

This research will give some advantages for some pre-service teachers, EFL teachers and to the other researchers. The advantages are written in the following statements.

**Pre-service teacher.** This research will help pre-service teachers while developing listening test by having some recommendation based on the solutions that offered from the research. Other words, they can know about the other pre-service teachers perception in developing listening test. Then, it can also motivate the pre-service teachers to develop their own listening test.

**English foreign language teacher.** From this research it is expected that English foreign language teachers can develop an appropriate listening test for the students. Moreover, teachers can know possible kinds of listening test type that

they can use in their classroom. Furthermore, it can motivate the teacher to develop listening test activity in language classroom.

**The other researchers.** This research will be beneficial for the other researchers who had the same research. It is expected that this research will help other researchers while searching references for conducting their research. The researcher also hoped can motivate further research related to this research.

### **The Outline of the Research**

Chapter one is called introduction. It explains the background of the study and the reason why the researcher choose this topic. This chapter consists of a formulation of the problems, the purpose of the research, the identification and limitation of the problem, significance of the research and outline of the research.

In chapter two, the researcher will explain the literature review which used in this research. Several theories represented about perception, assessment, test, listening, developing listening test, the obstacle and the solutions will be discussed in chapter two. Besides, the researcher will review some related studies and a conceptual frame work about this research

Then, chapter three, the researcher discusses the methodology that is used in this study. The first is about research design that used in this research. Second, the research setting will be presented. Third, the researcher will explain who the participants of the research are. Fourth, the researcher will describe the research instrument that used in this study. Fifth, the data collection method will be explained by the researcher. And the last is about the data analysis method.

Furthermore, in chapter four is called finding and discussion. On this part the researcher explain findings based on the data interview. In findings the result of interview were categorized and connected to related theories. Last, the researcher starts discussion after explaining the findings and supported with quoting the interviewee ideas.

Chapter five is last chapter of this research. It is called conclusion and recommendation. First, on the conclusion part the researcher summarized the result from the data. Second, the recommendation part it consists of recommendation for pre-service teacher, English foreign language teacher, and the other researchers.