Chapter Two

Literature Review

In chapter two, the researcher discusses about the literature review which is related to this study. There are five points in this chapter. The first is, the definition of perception, the second is the definition of assessment and test, the third is the explanation of developing listening test, the obstacles, and solutions. Then, a review of related studies and the last is conceptual framework.

Perception

Perception is a hypothesis or belief of what people feel and hear about their ancient times and current time. Based on Irianti (2015), that perception is also an assumption or opinion about individual experiences to recognize how people identify events. Perception is not the same for one person to another it is because every people having their own belief, experience and thought. In a human body, perception also takes place to influence the other organs. According to Akande (2009) perception is the skill to process or apply information in order to receive through the sense organs. Moreover, Wang (2007) said that perception is a place of internal sensational cognitive of the brain at the subliminal cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the wits. After each sense of brain and organ receive it, human starts the process of choosing, categorizing, and inferring sensory data through mental representation of the world. An environment that people always keep in touch every day can cause perception. Such as Robbins and Coulter (2012), said

that perception is a process by which individuals give meaning to their

environment by organizing and interpreting their sensory impressions. Therefore,

perception can be summarized as a hypothesis or belief of what people feel and

hear about an object in their early and current time that depends on the individual

experiences.

Assessment

Way to measure students' ability about current subject matter is by using

assessment. Assessment encompasses a much larger field than test. Assessment

will reflect the students' result during the teaching and learning process. The

statement above is also supported by Westwood (2008) who said that assessment

is applied to facilitate the teachers to find accurate information about their

students' development and their need for addition or remediation. Moreover,

Brown (2000) stated that both assessment and teaching are partners in the learning

process. In sum, assessment is the tool of educator or teacher to measure, to gain

information and to make a value of judgment for a learner in teaching and

learning process.

According to Seifert and Sutton (2009), assessment of learning itself is as

formal assessment engaged in assessing students in order to verify their

competence and fulfill accountability. Then, the key for unraveling the lexical

knot is differentiated between informal and formal assessment (Brown, 2000).

Informal assessment engages spontaneous disorganized observations of students'

behaviors (Seifert & Sutton, 2009). For the formal assessment based on Brown

(2010) is an exercise or system that organized, and planned into a storeroom of skills and knowledge.

Assessment is also divided into two functions which are formative and summative assessment. Formative assessment is an active activity done by the teachers such as observation, homework, portfolios, interview, quiz and informal testing (Westwood, 2008). On the other hand Surgenor (2010) asserted that, summative assessment is purposed to get feedback and final grade of the students for improving learning and understanding.

Test

A test is different from assessment but it is still confusing for some teachers in the teaching and learning process. The term of test is simpler and understandable for everyone who involved in teaching and learning. As also stated by Brown (2010) that test is a system, a technique, and procedures for determining a person ability, comprehension or performance in given domain. In order to develop a test, there are several type of test questions that pre-service teachers often do in language teaching and learning process. Deciding which types of question also will affect the process of developing the test itself, the benefits from it and the grading system. There are several type of questions which are commonly used in language testing such as multiple choice questions, true or false, fill in the blank, short answer, and matching.

Multiple-choice questions. Multiple-choice question is a type of test which consists of alphabetical options such as A, B, C, D or sometimes E. The

test-taker is supposed to choice the best answer from all of the options. Moreover, multiple-choice question is quick and easy to be scored both manually or electronically (Weimer, 2015). Therefore, this test question needs several items to become the test option and offer several benefits for teacher to design or give a score.

True or false questions. True or false question is exists to identify whether one of two statements are correct or not. This type of question is considered to be used more often on listening comprehension and reading comprehension test. As also indicated by Frost (2005), true or false question type is mostly used to test listening and reading comprehension. Moreover, true-false question is also can be written quickly and also easily to score on. It is because true-false question can be objectively from teacher's judgment too (Clay & Root, 2001).

Fill in the blank test questions. In this question type, test-takers or students are required to complete the incomplete sentence in paragraph. According to Clay and Root (2001), fill in the blank test question is useful in assessing factual information when a specific word or phrase is important to know. Therefore, the teachers should choose the appropriate word to be put in this test.

Essay questions. The essay is a bound of words which is included in one paragraph. For language testing itself, an essay question offers the students an opportunity to reveal knowledge, skills, and abilities in a multiplicity of ways (Weimer, 2015). Then, essay questions also allows the students to use their own perceptions, belief, writing styles and vocabularies. Therefore, it is hard for

teaching and grading the score. Teachers need to read the entire words, so they will be able to score and evaluate the test.

Matching questions. Matching question commonly consists of two columns. The first column is used for the question or problem then another column is the responses or the answer. Furthermore, as stated by Clay and Root (2001), that matching question is traditionally consisting of two different columns which the column of stems is place on the left and the column of responses is placed on the right. Matching test questions in language teaching process are often used for the definitions that have to be remembered. The benefits of using matching questions for teachers, they will be able to cover all the material into one single column. Then, for the students, they only need to match one of the possible answers and no need to guessing the answer words.

Listening

In second and foreign language, listening is one of the fundamental skills in understanding a language. As also indicated by Cahyono and Widiati (2009), listening is considered as the key skill in the acquisition of the native (first) language. Listening is also the first skill that students should master before they go to the next skills such as, speaking, reading and writing. It is because students can only produce the words that they ever heard. Then, Bozorgian (2012) argued that without adequate listening input for individuals, the student will not accomplish the long-term goals. Listening is a receptive skill because people understand the message from what they hear (Harmer, 2001). Moreover, listening

is the ability to understanding speaker's accent, pronunciation, grammar, vocabulary and meaning.

In the context of English as a foreign language listening is a hard work especially for young leaner. The nature of L1 will affect them, they will spend more time to listen. Listening plays an important role in communication process. It is also indicated by Cahyono and Widiati (2009) that listening skill can facilitate learners to participate well in oral communication.

Developing Listening Test

Listening test is one of the procedures that can measure or assess students listening comprehension toward their understanding when learning a language. According to Royer (2001), "listening test is controlled in a similar method except that the whole thing is presented verbally and the examiner listens to a passage and then they listen to a sequence of test sentences" (p.34). There are several direct item types which attempt to meet in listening test such as; (1) identifying which of a number of object (pictures on the test paper) being described, (2) identifying which (out of two or three speakers) says what, (3) identifying whether speakers are enthusiastic, encouraging, in disagreement, or amused, (4) the following direction on a map and identifying the correct house or place (Harmer, 2001).

In term of assessment, listening is not the easiest skill to be assessed. Based on Coniam (2006), listening test less convenient and more technically complicated than reading test, suitable input material with good quality sound

need to be more prepared for students. In order to develop listening test, it is not an easy thing to do. Moreover, developing robust listening tests is a demanding task (Buck, 2015). Several problems would be faced during developing listening test. Especially for pre-service teachers who do not have an adequate experience in developing listening test. Therefore, they need to think fast, and creative to solve the problems that the might face.

Problems in Developing Listening Test

In developing listening test several problems are faced by the second or foreign language instructor such as a teacher and pre-service teacher. Therefore, in order to complete on the developing listening test, there are two factors that pre-service teacher faced during developing listening test. Those are when pre-service teachers need to prepare the listening test text and prepare the audio listening test also. There are experts who explain the problems of developing listening test such as finding the material, text types, accent, noises, validity and reliability.

Finding the material. Once the teacher decided to develop their own test, finding the listening material is the first problem that teachers might face. As also state by Azizah (2016), that the major problem for listening test is the way the materials are presented to the students. It is because the test items also need to include a variety of listening tasks such as comprehension of the main ideas of a conversation, recognition of details conversation, identification of specific words and phrases used in a text (Coniam, 2006). Moreover, dealing with a copyright picture or audio on the internet would be one of the problems on finding test materials (Language Policy Division Council of Europe, 2011). As Renandya and

Farell (2010) argued that for some institutions with great financial resources they can purchase graded audiobooks from international publishers. In fact, for those with minimum resources, they might be lack of information about how where they can find the materials.

Test text types. Text types question is an important factor in developing listening test. In developing listening test, teacher can choose whether multiple choice questions, true-false questions, fill-in-the-blank, essay questions or matching questions (Brown, 2010). Moreover, a good listening test text should have a main point topic, an obvious reason for what is being said, and also it should provide a clear context and understandable for the students as test-taker (Buck, 2015). Then, formatting the text questions such as, fonts, font sizes, line break paragraphs, and test directions should all receive a careful review (Educational Testing Service [ETS], 2009). Therefore, in designing text question it is compulsory for teacher to match it with the students' needs, and students' difficulty levels.

Speed of speech. In the speech of durations of listening audio sometimes make teacher confuse when designing it for listening test. It is because the speaker is speaking in normal phase, or even a low speed, but usually perceived as being very or even too fast in the beginning (Renandya & Farell, 2010). Then it might be confusing the students so, they do not really understand about what the speaker say. As also indicated by Azmi, Celik, Yildiz, and Mart (2014) that it is not easy to listen if it more than three minutes. Moreover, the speech rate variable is difficult to operationalize when rates may vary in a text (Vandergrift & Goh,

2009). Referring to Coniam (2006) the average recordings are made at about 130-150 words in a minute, while it is slightly slower than native-speaker speech. Renandya & Farell (2010) also argued that too fast listening audio sometimes make the students cannot produce the meaning of the audio very well. Therefore, the faster speakers talk the more difficult for teacher to designing test item and questions. As also indicated by Brindley and Slatyer (2002) that speech rate and response mode influenced task and item difficulty. Therefore, teacher needs to carefully switch the audio properly to make the listening audio keep up with the objective of the test itself.

Accent. According to Crystal (2008), accent is a cumulative auditory effect of pronunciation which identify where a person comes from, regionally or socially. Moreover, an accented word exists to describe the listener's perception of how much L2 accent differs from the variety of English that commonly spoken in the community. Therefore, accent comes from L1 society which judge the other English spoken form that different with society. In spite of its definitions, too many different accents are heard in listening can lead confusion of the listeners. Referring to Hamouda (2013) that varied accent only on a listening audio is causing problems of listening comprehension. As also indicated by Major, Fitzmaurice, Bunta, and Balasubramanian (2005) that speaker accent can bias tests against English as a second language.

Noises. While developing a listening test especially for the listening audio, noises can also causes problems. It can come from the audio recording and environmental noises. It also argued by Rost (2011) that the instrument used for

recording is introducing noises surrounding the speech signal. Therefore, based on Hamouda (2013) listeners can also lose their concentration if they are disturbed by outside noises. It is also happened when a second language instructors try to adapt a listening audio for listening test. They might be disturbed by the noises then how were their students listening soon. Therefore, pay more attention for noises are another aspect in developing listening test.

Validity. Validity is a crucial concept that related to test proposes a test. It because validity is the most important indicator of test quality which measure the right knowledge, skills or other attributes in the right way (ETS, 2015). A test would be valid if it exactly, accurately measured. One of the problems in defining validity on a listening test is content validity and constructs validity. Based on ETS (2013), content validity refers to which question and tasks in represent all important aspect of the target. Therefore, according to Zheng and Jong (2011) in construct validity a test should create a strong link between a test score and what it claims to measure.

Reliability. It is a technical term related to quality of test scores. On reliable test a person will get more or less score no matter what day they take it. As also stated by Language Policy Division Council of Europe (2011), that reliability in testing means consistency a test with reliable scores produces the same or similar result on repeated use. Therefore, it is mean that reliability is the standard answer to test questions that consistently trusted to present what students know (Clay & Root, 2001).

Strategies in Developing Listening Test

There is a problems there should always have strategies to solve it. It is
happened because developing a listening test is less suitable and more strictly
complex than reading test, proper input material with excellence sound are needed
for students (Coniam, 2006). There are some experts that explored some strategies
for developing listening test.

Checking content guidelines. According to Educational Testing Service
[ETS] (2009), the first step in developing listening test is a test items should be to
link with the test specifications, content standards, content, and skill that the item
is supposed to measure. Therefore, following a curriculum development such as
checking the syllabus, lesson plans, or content guideline for achieving the aim and
objectives of the course is needed for teachers. As also stated by McKimm (2003),
that curriculum is outline the learning that is estimated to take place through
assessment methods to support the effective delivery of the course.

Improving listening materials. There are a lot of ways to improving
listening material for teachers. The first is developing the audio of listening test.
As also indicated by Myrick (2010) teachers can create by themselves, download
them, link them or buy them. In spite of the previous statement, to reduce a
variety accent that used by the speaker, teachers can record their own voices.
Referring to Hamouda (2013), students are familiar with the teacher's accent in
listening. Second, develop listening test that approximate real-life situation and
progress genuine authentic speech (Davis, 2007). For this occasion teachers can
use internet sources as their references. As Rost (2011) suggested, internet sources

for listening are also abundant. According to Renandya and Farrell (2010), teacher can used Voice of America Special English for world news, BBC World Service for intermediate level students, ESL Podcast for a slower rate of speech, YouTube videos and Storyline Online to help learners develop a spoken language process with ease and automaticity.

Editing audio recordings. In editing an audio recording for listening test teachers can use several applications such as audacity, windows movie maker or any other audio-editing software. According to (Developing Online Teaching Skill [DOTS], 2011), audacity is a tool for creating and editing audio files such as downloading and editing podcasts, recording interviews, creating personal audio messages and so on. Teachers can also use windows movie maker application to editing the audio (ABC Open, 2015). With audacity, movie maker and any other audio-editing software teacher can editing the audio whether to reduce the noises volume, slow down the speech, speed it up, compress it, normalize it and equalize it (Buck, 2015).

Try-out. On this activity teachers can try the listening test, on order to know whether the test is valid or not. According to Language Policy Division Council of Europe (2011), piloting, consulting colleagues and consulting other stakeholders is the next process in developing test. A pilot testing is a session or two before the real test that offers an occasion to validate the wording of the tasks, leading to more reliable results and may even supplying an additional data point (Schade, 2015). Therefore, in pilot testing teachers can identify the strength and the weakness of their test design. As also suggested by Language Policy Division

Council of Europe (2011), consultation with colleagues or stakeholders can be done through a small group, face-to-face communication, questionnaires or feedback reports. Moreover, a consultation with colleagues is so much helpful for pre-service teacher in terms of time limitation and an accessible way to try outing test.

Language Assessment and Evaluation Course in EED of UMY

Language assessment and evaluation is a compulsory subject that must be taken by English Education Department students as their role as pre-service teachers. The course is available in the fourth semester, they need to pass the course with C for the minimum score. Based on the syllabus of the course, the aim of the course is understanding the principle of language assessment and evaluation. Moreover, one of the objectives of the course is that pre-service teacher should be able to develop language assessment and evaluation in the end of the course. Then, developing assessments will be part of the assignment on this course. There were several assignments and activities during the teaching and learning process on that course. One of the activities for pre-service teacher in that course is developing their own listening test.

Moreover, in the end of the course the lecturer will ask the pre-service teachers to develop listening test as a final individual project. Then, pre-service teachers should finish the final individual assignment before the due date. On this situation, they only have 2-3 weeks to complete the assignment. For this assignment, pre-service teachers need to create 10 listening questions that must identify the types of listening performance. Pre-service teachers were not allowed

to just copy and paste several listening test from any audio or internet. Copy paste the audio and create the questions by themselves are allowed on this occasion. On the other hand, pre-service teachers can make both audio material and questions by their own way. Then after finish the assignment, pre-service teachers should collect their work in a folder the give it to one student as the representatives.

Review of Related Studies

Rukmayadi (2014) have research about developing listening test with the title *"Teacher-made Test in EFL Listening Comprehension"*. The aim of this research is to assess teacher's made test of listening comprehension in term of construct validity and passage characteristics such as type, length, speed of speech and accents. The participants of this research are students of one of senior high school in Bandung as population, and 30 students are taken as sample. Descriptive method through quantitative and qualitative approach was applied on this research. First, the ANA-TEST is used to find out the construct validity of the test. Second, the document is analyzed to investigate the characteristics of the passages in listening test items. Therefore, the finding shows that from 20 test items being analyzed there were 18 items valid and 2 items on number 6 and 15 which are invalid. Besides, the finding also shows that the reliability of the instrument measured was 0.59. Next the data comes from document analysis shows that the passage consists of monologue and dialogue conversation for 14 minutes, 18 seconds as the length. Moreover, the average of speed of speech was 120 wpm for the directions or monologue, and 150 wpm for the conversation with non-regional

accent. Then, the document analysis also revealed that the accent was non-regional since the speaker was non-active speakers.

Azizah (2016) also has a research about developing listening comprehension with the title *"Authentic Materials for Developing Listening Comprehension"*. The aim of this research is to investigate the effects of the use of authentic materials in teaching listening to the English Department students of UIN Ar-Raniry, Banda Aceh. Therefore, this research is to find out whether students who got authentic materials in their listening class would get a better result compared to those who did not. The participant of this research was all the second semester students who took Listening 2. Then, two classes were selected using random sampling as the samples. There are 25 students for the Experimental Class (EG) and 27 students for the Control Class (CG). The data was collected quantitatively from pre-test and the post-tests listening result. Then, the qualitative data was obtained from questionnaire distributed at the of the teaching to identify the EG students' perceptions on the use of authentic materials in listening. The findings shows first, the mean of the post-test score from EG at 82 was higher than the CG at 71. It means that the result from the t-test was significantly higher. Second students who were taught using authentic materials get a significantly better result in listening than those who were taught using the usual course book materials. Last, based on the questionnaires it is shows that students preferred the authentic listening materials because it more interesting and more related to their real life context. Then, the use of authentic listening materials also motivated them to pay more attention in the class and improve their listening abilities.

Based on the above previous studies, it is seems that there were several points that was related with the objectives of this research. First, both of those articles were talking about listening test that happens among teacher and students. Whether it is more focus on listening test itself such as how was the content of the listening test which used authentic materials and then assessing the listening test through document analysis. Second, the literature that used on both article can support the researcher ideas to get some additional information about the research. Third, those two articles are beneficial for future research if the researcher was willing to conduct another research on listening test after developing the listening test itself.

Besides of the relevance from those above articles, some differences were also found between the article and this research. First, those articles were using a quantitative research design, document analysis, experimental, and also questionnaire. Second, on the other side, this research was only used qualitative research design and using in-depth interview as the instrument and data collection method. And the last from those previous related studies above, it is more focuses on the result of listening test itself and not to focuses on the process, the obstacle or the strategies where listening test was made.

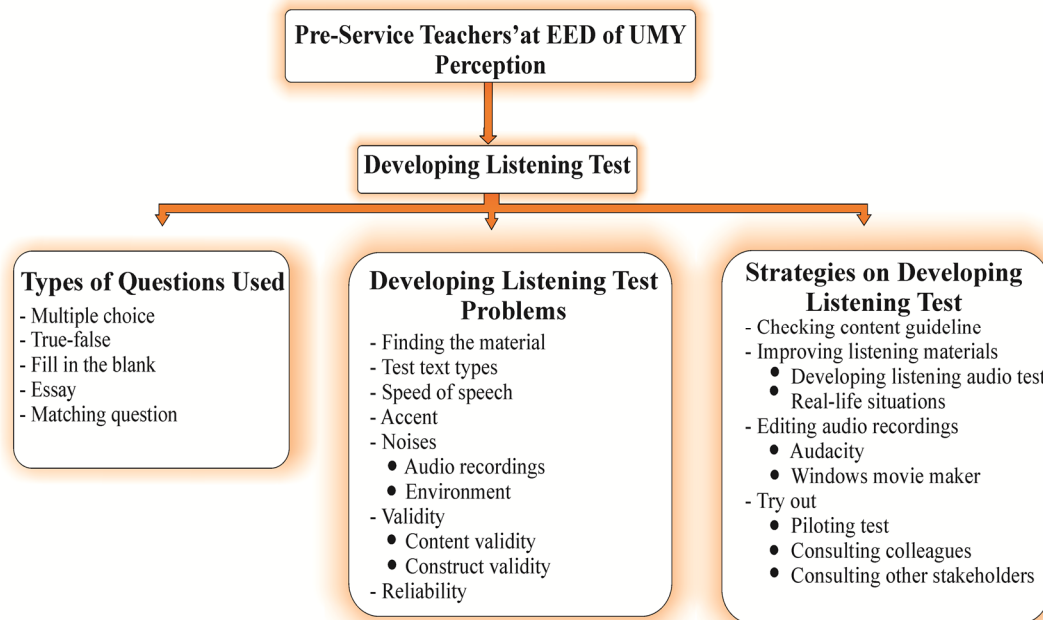**Conceptual Framework**

Figure 1. Conceptual framework

This section explains the related theories which are summarized from chapter two. The aim is to find out type of questions use, the obstacle, and the strategies that pre-service teachers at English Education Department faced while developing listening test. On the basis literature review above, there are many kind of questions type and potential problems on developing listening test. Besides that, there are many strategies to overcome the problems in developing listening test.