Chapter Four

Findings and Discussion

On this part the researcher explain findings based on the data interview. This chapter also followed further discussion of findings and relates some references that have been reviewed on chapter two. In findings the result of interview were categorized and connected to related theories. There were three findings that the researcher explained on this chapter. Those three findings also represents the result of this study which to answer the research questions. Then, the statement that has been voted by minimum 2 participants became the research finding. Besides, another statement less than 2 participants were not being included on the research finding.

The first, the researcher explains about the finding of pre-service teachers types of questions used on developing listening test. It is because the researcher wants to know the other pre-service teacher experience on developing listening test types of questions, and to give suggestions for another pre-service teacher who wants to develop listening test. The second finding was about obstacles that pre-service teachers faced on developing listening test. Third, the researcher also explains about the finding of strategies that pre-service teachers faced on developing listening test. The identities of the participants are named P1 as Anna, P2 as Moli, P3 as Yuri, P4 as Agil, and P5 as Okim. Last, the researcher starts discussion after explaining the findings and supported with quoting the interviewee ideas.

Types of Questions Used by Pre-Service Teachers in Developing Listening Test

According to Frost (2005), there were several test questions types, such as multiple choices, matching, true/false, gap-filling/filling in the blank, open questions/essay and so on. Each of those test questions types had its own functions, advantages and also disadvantages. To begin with, in the beginning of the interview the researcher asked the participants about their experience and perceptions about what kind of types of questions that pre-service used on developing listening test. These questions were aimed to know the pre-service teachers perceptions based on their experience. Moreover, the findings of this research could be categorized in four points. They used multiple choice questions, fill in the blank questions, true and false questions types, and matching test questions type.

The used of multiple choice questions. This research finding revealed that five participants from EED of UMY pre-service teachers always used multiple choice questions for developing listening test. The first statement which said that multiple choice was used on developing listening test came from Moli she said that, "Most of it was multiple choice" (P2.1). Moreover, the other participant who has the same perceptions with the second participant, he said that "I used multiple choice" (P4.1). Therefore, most of the participants had the same ideas which said that multiple choice questions were used on developing listening test.

There were always some considerations for using multiple choice on developing listening test. One of the considerations is because it is easy to score. In accordance with this, Yuri said, "And for myself it makes me easy to score, because the types is like A,B,C" (P3.6). Another participant of this research also had the same opinion which related to the reason why using multiple choice. Anna also said, "If it is multiple choice it is easy to be scored. The answer was exactly only one, therefore if it correct it automatically will correct also" (P1.3). Therefore, the finding is in line with Weimer (2015) who said that multiple-choice question is quick and easy to be scored both manually or electronically.

Fill in the blank questions type for listening test. The second finding that has been found on this study was about fill in the blank questions type that use on developing listening test. For fill in the blank test questions, test-takers are obligate to complete the incomplete sentence in paragraph while listening.

This research revealed the findings based on the data interview result. Moreover, not only one type of questions that was mention or used by the pre-service teachers at EED of UMY. In fact, there were only three participants which tend to used fill in the blank questions type. Here is the statement from Anna "….. and I use fill in the blank sentence, then the test takers are required to continue the sentence, then the choice which was used is for continuing the sentence" (P1.2). Moreover, Moli was also shared their experience on using fill in the blank question "…. And I also used fill in the blank…" (P2.5).

On the other hand, some participants had different opinion on the use of fill in the blank questions type for their students. The first statement said that the

used of fill in the blank test question was easy to understand came from Moli who said that, "And it can make the students easier to understand the matter" (P2.7). Although, those benefit on the use of fill in the blank to developing listening test, it also has disadvantage too when pre-service teachers EED of UMY apply it to their students. Here is the statement from Yuri "… For fill in the blank, unfortunately its score was decreases because of fill in the blank" (P3.10).

Therefore, from those above statements that came from the participants, we know that fill in the blank was used by three of five participants. Based on the statement above it is relevance with Clay and Root (2001) who said that fill in the blank test question is useful in assessing factual information when a specific word or phrase is important to know. In spite of the advantage that pre-service teachers EED of UMY can get by using fill in the blank test questions, it also have weakness of it. One of the participants that mention above was felt easy to understand based on their experience toward their students. Then, another pre-service teacher said that fill in the blank test questions types can make the students result down. Therefore, the teacher should choose the appropriate word to be input on this test.

Using true and false question types. The third finding that has been found in this study was about using true and false question types on developing listening test. True and false question means that test taker or students need to decide and identify between two statements. Then, they must choose whether it corrects or not.

Therefore, this research revealed that true and false questions types are used by three of five pre-service teachers at EED of UMY. Besides, there were several statements which describe the participants' perception about how they used true and false questions for developing listening test. The first statement came from Yuri who said "….True and false questions types when teaching in junior high school" (P3.3). Another participant Okim, has the same experience said that "….True and false questions" (P5.6).

Besides, true and false question types are having several easiness on developing listening test. That's why pre-service teachers at EED of UMY used it when they want to develop their own listening test. Here is the participant Moli answer about it "There were lot of examples that had been made before" (P2.10). From that statement there were a lot of sources which aim to developing listening test. Moreover, one pre-service teacher to another has a different opinion about true and false question types easiness. In accordance with this, Okim said, "Commonly, students are also learnt about grammar so it can be relevance with listening itself" (P5.8).

To conclude, pre-service teacher at EED of UMY were also used true and false question types while developing listening test. That is in line with Frost (2005) said that true or false question type is mostly used to test listening and reading comprehension. It can be shown that between 3 of 5 participants was choice to use it. Also, pre-service teachers at EED of UMY are found the easiness of using true and false question toward the developing of listening test. It is because when designing true and false questions type, teachers can decide their

own judgment about which one is correct and which one is false. It also relevance with Clay and Root (2001) that true-false question can be objectively from teacher's judgment too. Besides, one to another pre-service will have a different sight about how was the easiness of true and false questions type. Then, it is optional for the teacher whether she wants to use true and false questions types or not.

Using matching test questions type. The other research finding was using matching test questions types for developing listening test. As also Clay and Root (2001) said, 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. In spite of it definition, there were only two participant between five participants that use matching questions to help them developing listening test.

The first statement that said about the use of matching test questions type on developing listening test was came from Moli, she said, "…there were also matching questions type too" (P2.3). Then, the other participant Okim, has the same opinion said that, "Hmm, there were also matching question such as like that" (P5.4). So it is basically only a few of the participants that had the same experience on using matching test questions types for developing listening test. On the other hand, there was also a reason why the participants using matching questions type for developing listening test. Here is the statement from Okim, "On matching questions we want to know how far was the listening skill of the students from listening to the audio" (P5.5).

Therefore, it can be concluded that the use of matching test questions was less than 3 or 4 participants. So it is not the majority kinds of questions types that pre-service teachers at EEDY of UMY preferences. Then, matching questions still take 2 proportions of its usefulness. It can be shown from the data findings above that 2 participants was used it for developing listening test. Besides, it strengthened by the last participants about the reason why she used matching questions type.

Obstacles That Pre-Service Teachers Faced on Developing Listening Test

This part is also to find the obstacles that pre-service teachers at EED of UMY faced on developing listening test. In fact, there were a lot of obstacles that was found based on the data interview result between the participants and researcher. Then, there are two part that pre-service teacher faced on developing listening test. It is about the listening text and the audio listening material also. Moreover, the findings of this research could be categorized in six points. There were finding materials, test of questions types obstacles, speed of speech, accent, noises, test validity and reliability.

Finding the material. On this research finding revealed that finding materials for developing listening test were cause obstacle. Moreover, all of the five participants were mentioning that finding material for developing listening test is one of the obstacles that they faced. Here are the statements based on the participants of this research.

The first statement which said that finding material is the obstacles on developing listening test came from Yuri, she said, "On the internet, the material that we plan before is not always available" (P3.13). Another participant Moli, shares the same experience on the obstacles of finding the listening material said that, "The obstacle that I face [in developing listening test] is finding the audio materials" (P2.11). Therefore, previous statement before also have accordance with the availability of the sources itself. Next, Anna found the same obstacles said that "If we are looking for the material from text books, we should buy them first and it was expensive right?" (P1.8).

From the above statements that came from the participant, we know that finding materials by searching on the internet, audio materials availability and text books cost can cause obstacles. Those finding are relevance with Language Policy Division Council of Europe (2011) who said that, dealing with a copyright picture or audio on the internet would be one of the obstacles on finding test materials. Moreover it is also in line with Azizah (2016) that the major obstacle for listening test is the way the materials are presented to the students. In fact, based on the finding above it shows that pre-service teacher at EED of UMY might be lack of information about how where they can find the materials.

Test text types obstacles. Next, the second finding that has been found on this study was about test types of questions obstacles that pre-service EED of UMY faced on developing listening test. A test types questions is an important factor 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 test type of question on developing listening test should reflect a clear context and understanding.

This research revealed that test type of questions obstacles were came from several obstacles. Almost, the same with the previous finding, the participants also have given their opinion related with this topic. Here is the statement from Moli "If I use my own voice, I am afraid that the pronunciation is not correct. Then, it is not understandable by the listener" (P2.18). Moreover, it is in line with Okim who has the same obstacle who said that "it is inappropriate with the students' needs, it should be this but the fact is like that" (P5.12). Next, test difficulty on test type questions will also became obstacles while developing listening test. As also said by Agil who said that "Second, why that questions? If it too easy and too difficult for us we can find the references on what kind of question it is" (P4.11).

From the above statement we know that pre-service teachers are having difficulties on designing test text obstacles. Contrary, a good listening test should have a main point topic, an obvious reason for what being said, and also it should provide a clear context and understandable for students as test-taker (Buck, 2015). That argument is in line with Mohamadi (2013) that knowing which variables were likely will affect test scores which offer a basis for supervisory test difficulty and for assembly test more equal in the interest of fairness. Therefore, it is compulsory needed for pre-service teacher to develop listening test which appropriate with students' need and students' difficulty levels.

Speed of speech. Another finding that was found based on the data interview revealed another obstacle. It was about speed of speech on the listening audio. In the speed of speech duration sometimes make pre-service teacher confused when developing it for listening test. The majority of participants were saying that speaker speed of speech can cause obstacles on developing listening test. Here is the statement of the participants.

The first statement came from Anna who said that "It is sometimes come from the speaker speed of speech from the example materials" (P1.9). Then, the Moli who has the same opinion about speaker speed of speech obstacles said that, "If we used text to speech it means that we used technology. Then, the speech tone was flat and not expressive if we made it for an expression opinion and conversation it cannot be more expressive" (P2.16).

On developing listening test whether we used our own voice, technology or search on the internet it will also keep in touch with the speaker speed obstacles. As also relevance with the speech rate variable which difficult to operate when rates may vary in a text (Vandergrift & Goh, 2009). Therefore, from the previous statement it is relevance with Renandya and Farell (2010) that speaker is speaking in normal phase, or even a low speed, but usually perceived as being very or even too fast in the beginning.

Accent. Next, there was also other obstacle that was revealed on this study. It was about accent that used or appears on developing listening test. Accent is a cumulative auditory effect of pronunciation which identifies where a person comes from, regionally or socially (Crystal, 2008). Besides of its definition, there were also disadvantages that were found and became obstacle.

Therefore, the first statement came from Yuri who said "Students can be not familiar with the accent" (P3.16). In fact, there were a lot of accent in the world that will confused whether the students as test taker and teacher. Moreover, another statements came from the Okim said that "….differentiate the accents" (P5.13).

From those statements above it is in line with Hamouda (2013) that varied accent only on a listening audio is causing obstacles of listening comprehension. Therefore, it is also supported by Major et al. (2005) that speaker accent can bias test against English as a second language. Last, a speaker accent sometimes can cause a obstacle if it not used in appropriate context and needs.

Noises. The fifth obstacles were found form the data interview result. This obstacle is about noises on listening audio materials while developing listening test. Therefore, noises were being one of the obstacles that faced by the pre-service teacher at EED of UMY. It is because while developing listening test noises can came from the audio recording and environmental noises.

In accordance with this, Anna said, "the place was disturbed by noises" (P1.15). Then, Okim who also has the same obstacles with Anna, he said "From

the inside and outside of audio material, maybe it is because we made it manually by ourselves so that there is some noises" (P5.16).

To conclude that, noise was one of the obstacles if we are made the audio listening material manually or while administering the listening test. It is in line with Rost (2011) who said that the instrument used for recording is introducing the speech signal. Environment noises while developing listening test was also the obstacles toward audio listening material. Then another expert also argues that listeners can also lose their concentration if they are disturbed by outside noises (Hamouda, 2013).

Validity and reliability. The last findings on this topic were about validity and reliability. This finding is found from the data interview between the researcher and participants of this research. The majority of their answers said that validity and reliability during developing listening test was hard to be measured. Whereas, validity and reliability are the crucial concept that related to test proposes.

In a further analysis, based on the data from interview, the participants mention some obstacles related with validity and reliability of listening test. Here is some statement from the Agil "Oh yes it is validity and reliability" (P4.13). Moreover, Okim were also have the same obstacle said that "is it valid or not?" (P5.18).

So, that it can be concluded that pre-service teachers at EED of UMY still do not know whether their listening test were valid and reliable or not. Based on

ETS (2015) said that validity is the most important indicator of test quality which measure the right knowledge, skills or other attributes in the right way. Then, for reliability itself referring to Clay and Root (2001) that reliability is the standard answer to test questions that consistently trusted to present what students know.

Strategies That Pre-Service Teachers Face on Developing Listening test

When there is an obstacle there should have strategies to solve it. It happens too when the researcher interviewing the participants of this study. The results shows that several strategies were pre-service used to face the obstacle that mention on the previous topic. It happens because developing a listening test is less convenient and more technically complicated than reading test, so suitable input material with good quality of sound is needed for students (Coniam, 2016). Moreover, the findings of this research topic could be categorized in fourth points. There were checking content guidelines, improving listening materials, audio recordings editing and the last about conducting try out.

Checking content guidelines. On developing listening test, checking for content guideline before or while the process of it was need for listening test. Not only for teachers, but also for pre-service teachers at EED of UMY too. It is because they still need to build up their own competences on developing assessment especially for designing a test. Therefore, the first step in developing listening test is a test items should be link with the test specifications, content standards, content and skill that the item is supposed to measure (ETS, 2009).

Based on the data interview result that the researcher found, every participants has their own strategies to solve the obstacles. In fact, most of them were having the same meaning of strategies. Here is some of the statement that Anna who said "We must consider the test with text books, standard competence, and basic competence that matched with our teaching guidance" (P1.21). Another argument that related with checking content guideline also came from Moli who said that "Then, make a lesson plan too" (P2.30).

Those previous statement were in accordance with McKimm (2003), that curriculum is outline the learning that is estimated to take place through assessment methods to support effective delivery of the course. Therefore, following the content standard or checking the content guideline before developing a test especially on listening test were needed. Besides, without those considerations test were sometimes became inappropriate with the students needs or the objective of the subject matter.

Improving listening materials. Another strategy that offers by the pre-service teachers at EED of UMY was about improving the listening materials. Moreover, an audio for listening test itself is the crucial thing that needs more attention. It is because they also relate with the score result of the students latter. This topic were categorized into two parts. The first are about things that pre-service can do to improved listening material and the second was about kind of sources that pre-service used to improve their listening materials.

For the first is about things that pre-service EED of UMY offer to improved listening materials. Here is the first statement from Anna, she said that

"We can find places that enable us to record our own voice" (P1.23). Then, Moli
who share the same opinion said "For me, I ever create my own listening test
questions. I used my own voice and record it too" (P2.17). Moreover, it seems like
pre-service teachers EED of UMY are recorded or used their own voice to
improved listening materials. Besides, a consideration why they do that was about
to ease the students while doing the listening test later. As also mention by the
Yuri that "To make the students familiar with my voice and they will not too
surprise with the speed and accent of native speaker" (P3.28).

Next, not only record and using their own voice to create the listening
materials, pre-service teacher at EED of UMY also offers another strategy. It is
about searching for the audio materials from several websites on the internet. Here
several statements that came from the Anna "Just searching it on the search engine"
(P1.31). Then, another websites were revealed by Moli who mention about
"…..busyteacher.org" (P2.27). Next, here is the statement from Agil said "Oh, for
the references for searching the listening test, it is from podcast" (P4.18). Last,
from Okim, who gave the references for improving the listening materials said
"Using eslflow.com and youtube.com" (P5.29).

To conclude that, every pre-service teachers has their own way to solve the
obstacle on developing listening test. Some participants are using their own voice.
It is in line with Hamouda (2013) stated that students are familiar with the
teacher's accent in listening. Otherwise, the other participant are using internet for
searching or improving the listening material. As also indicated by Myrick (2010)
teachers can create by themselves, download them, link them or buy them.

Therefore, those statements above are in line with Rost (2011) that internet sources for listening are also abundant.

Editing audio recordings. The third findings of this topic were about editing audio recordings. After created the audio materials through pre-service own voices or searching it from the internet, the next step was editing them. In order to make the audio materials produce a clear context and understandable for test taker, then pre-service teacher should edit the audio first. There were several statements that the researcher mention related to editing audio recordings.

On this part, the researcher revealed some findings related to the topic. The first statement was came from the third participant about editing the audio recording for reduce background noises. Here is the statement from Yuri for that "And for the noises itself maybe we need, we must edit the audio more, we can do it by using audacity or podcast" (P3.29). Any other audio editing software can also use for editing audio recordings based on the data interview that researcher found. It is also mention by Moli who said "For example, in editing I used text to speech" (P2.32).

Therefore, using software for helping us to edit the audio recording can be done for audio listening test. As also mention by Anna, she said that "Yes the audacity, do not be lack of technology knowledge to be a teacher in the future" (P1.28). As the future teacher an understanding of using technology for language learning even for language testing should be done by the teacher. Moreover, using audio editing software was helped pre-service teacher to adjust the audio material.

Here is the statement from the second participant said that "We can set the tempo and sounds to make sure that the audio latter was heard by the students or not?" (P2.34).

In conclusion for those statements above it is compulsory needed for pre-service teachers or an English teacher in order to prepare the audio materials. Therefore, it is in line with Buck (2015) that 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. Moreover, according with DOTS (2011) that 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.

Try out. The last finding of this topic was about try outing test items. As also mention before on the obstacles that pre-service teachers at EED of UMY faced on developing listening test, they also give the solutions for that. Therefore, a lot way that was found based on the data interview result. Here are some statements that show that for checking validity and reliability has several strategies that you can do.

The first statement was come from Anna who said "If I'm not mistaken I am doing the piloting first. Then tried again, do not give a test to the students that you never try it before" (P1.33). Moreover, another idea that offers more strategies was come from the Yuri. Here is the statement for that "Reliable or not, we maybe need like having a consultation first with our friends or lecturer or teacher that relate with this" (P3.25). That mean, if we want to develop our own

listening test we cannot just give the test without knowing that the test were valid and reliable or not. Nor, we need some more steps before the test were able to use and give it up to the students.

Therefore to conclude that, the statements above statements above are in line with Language Policy and Division Council of Europe (2011), consultation with colleagues or stakeholders can be done through a small group, face-to-face communication, and questionnaire or feedback reports. Next, it is also relevance with Schade (2015) that a pilot testing is a session or two before the real test that offers on occasion to validate the wording of the tasks, leading to more reliable results and may even supplying an additional data point.