Chapter Five

Conclusion and Recommendation

This chapter consists of two major parts, there are conclusion and recommendation. First, on the conclusion part the researcher will summarized the result from the data. Second, on the recommendation part it consists of recommendation for pre-service teacher, English foreign language teacher, and the other researchers.

Conclusion

A teacher as assessors is an important role on language teaching especially for second language or foreign language teacher. Therefore, teachers need to improve their teaching pedagogy and competence to be ready for assessing students. It can be done start from being a pre-service teacher at college. Then, it is compulsory to make more attention at listening skills since it has a lot of importance considerations. Next, one of the techniques to assess students is by test. Besides, English Education Department of UMY facilitates its students with several courses to prepare them to be an English teacher. There was one course that prepares the pre-service teachers to develop their own assessment and evaluation skill.

This research is descriptive qualitative research design. It was purposed to find out kind of listening test types that pre-service teachers used on developing listening test, to find out the obstacle that they faced and also to find out the

strategies that pre-service teachers EED of UMY made. This research also focused on Pre-service teachers' perception at EED of UMY batch 2013. To analyze the data, the researcher checked the interview transcription and coding it.

To summarize, pre-service teachers' perception on developing listening test at EED of UMY had some various answer. Based on the research question of this research, this research consists of three major questions. The first is about type of questions used by pre-service teachers at EED of UMY. The obstacles that they faced on developing listening test. And the last is the solutions that pre-service teachers used to overcome the obstacles.

The first it is about kind of question types that pre-service at EED of UMY used while developing listening test. The first finding was discussed about the use of multiple choice questions. The results shows that from all of the participants were using multiple choice questions, because it is simple and easy to score. Then, fill in the blank questions were also used by the participants because it is easy to understand. In fact, another participant said that it can make the students result down. The third finding revealed that true and false questions are used by the participant of this study. Several statements are mention that true and false questions were easy and have relevance with listening itself. Last, findings on this research are also revealed about using matching test questions to know how far the listening skill of the students from listening to the audio was. Second is about developing listening test obstacles. As also mention on the conceptual framework, this part was focused on several obstacles. That is consisting of six points; there

are finding the material, test text types, speed of speech, accent, noises, and validity reliability.

The second purpose of this research was to find out the obstacles that pre-service teachers of EED UMY faced in developing listening test. That is also consists of seven aspect such as finding the material, test text types, speed of speech, accent, noises, validity and reliability. The first finding showed that all of the participants of this research have obstacles on finding the material. In fact, finding materials by searching on the internet, audio materials availability and text books cost can cause obstacles. Second, this research also found that test text types on developing listening test were became another obstacle. It is because pre-service teacher at EED of UMY were afraid of their own test items if it is inappropriate with the students needs and students' difficulty levels. Further, the first research question also discussed about speed of speech obstacles on audio listening materials. The majority of participants felt that the speed tempo and tone from the speaker were not appropriate with pre-service teacher expected.

Moreover, the first research questions also discussed about the speaker accent. On this finding showed that the accent from the speaker might make the students not familiar and get confused. Next, finding also showed that noises were other obstacles that found based on the data result. The participants mentioned some causes where was the audio noises comes from such as from the audio recording and environment. Last, from the first research question it is also showed that validity and reliability during developing listening test was hard to be measured.

The third purpose of this study was to find out the solutions or strategies that pre-service teachers EED of UMY made to deal with the obstacle in developing listening test. The first finding showed that checking for content guidelines is needed to make the listening test match with the students needs or the objective of the subject matter. Several statements from the participants we know that checking text books, standard competence, basic competence, and making lesson plan as a guideline will help us to developing listening test. Moreover, improving listening materials was the other solution that offers by the pre-service teacher. Some participants are using their own voice while another participants using internet for searching or improving the listening material. The third finding from this topic was about editing audio recording. From those statements that come from the participant, we know that they used audio editing software such as audacity, podcast and text to speech. Last, the finding on this topic was about try out test items. The finding showed that piloting, consulting with colleagues or stakeholders can solve obstacles on test validity and reliability.

Recommendation

This research also provides suggestion regarding to the results of pre-service teachers' perception on developing listening test at EED of UMY. Therefore, this recommendation is addressed to pre-service teacher, English foreign language teacher and the other researchers.

Pre-service teachers. Regarding the data, there were several obstacles that pre-service faced on developing listening test. Although, there were also strategies that they used to make a deal with the obstacle. Moreover, pre-service teacher

have a different obstacles and solutions. It was different from one to another. Therefore, it is better for pre-service teacher to look up some references, guidelines and try outing the test before it is used for the real listening test.

English foreign language teachers. In Indonesia, English was became a second language or foreign language that have been taught from elementary level until higher education. Therefore, an English foreign language teacher was needed for give a great exposure for students in Indonesia toward English. For those who are an English foreign language teacher, assessing students was not new. But then, the curriculum in Indonesia was always changed. Therefore, it is compulsory for an English foreign language teacher to upgrade their competence to developing a better listening test for their students.

The other researchers. The future researcher needs to expand the study in case of listening test. The future researcher is recommended to explore the case of how was listening test be implemented in Indonesia as non-English speaking country. Thus, it can be evaluation, reflection and consideration for teacher, institutions, and also the future researcher to make a good listening test and also give the positive effect for students.