

## Appendices

### An Interview Guideline

This interview is aimed to collect pre-service teachers' perception on developing listening test at EED of UMY. The interview guideline is set as follow:

#### Research Questions:

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?

Purposes	Theory	Interview Questions
<b>Pre-service teachers' experiences.</b>	<ul style="list-style-type: none"> <li>• Based on 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.</li> <li>• Stated by Brown (2010) that test is a system, a technique, and procedures for determining a person ability,</li> </ul>	1. Berdasarkan pengalaman anda, pernahkah anda membuat sebuah <i>assessment</i> dan <i>test</i> ?

	comprehension or performance in given domain.	
<b>Listening test</b>	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.	2. Berdasarkan pengalaman anda, pernahkah anda membuat sebuah <i>listening test</i> ?
<b>Types of questions that pre-service teachers used.</b>	<ul style="list-style-type: none"> <li>• Multiple-choice question is quick and easy to be scored both manually or electronically (Weimer, 2015).</li> <li>• 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 to (Clay and Root, 2001).</li> <li>• An essay question offers the students an opportunity to reveal knowledge, skills, and abilities in a multiplicity of ways (Weimer, 2015).</li> <li>• As stated by Clay and Root (2001), that matching question is traditionally consist of two different</li> </ul>	3. Berdasarkan pengalaman anda dalam membuat <i>listening test</i> , jenis pertanyaan apa yang anda gunakan?

	<p>columns which the column of stems is place on the left and the column of responses is placed on the right.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p><b>Obstacles that pre-service teachers faced on developing listening test.</b></p>	<p><b>a. Finding the material</b></p> <ul style="list-style-type: none"> <li>- As also state by Azizah (2016), that the major problem for listening test is the way the materials are presented to the students.</li> </ul> <p><b>b. Test text types</b></p> <ul style="list-style-type: none"> <li>- 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).</li> </ul> <p><b>c. Speed of speech</b></p> <ul style="list-style-type: none"> <li>- The speech rate variable is difficult to operationalize when rates may vary in a text (Vandergrift &amp; Goh,</li> </ul>	<p>4. Berdasarkan pengalaman anda, apa saja kesulitan yang anda hadapi saat membuat <i>listening test</i>?</p>

	<p>2009).</p> <p><b>d. Accent</b></p> <ul style="list-style-type: none"> <li>- Referring to Hamouda (2013) that varied accent only on a listening audio is causing problems of listening comprehension.</li> </ul> <p><b>e. Noises</b></p> <ul style="list-style-type: none"> <li>- According to Rost (2011) that the instrument used for recording is introducing noises surrounding the speech signal.</li> </ul> <p><b>f. Validity</b></p> <ul style="list-style-type: none"> <li>- Validity is the most important indicator of test quality which measure the right knowledge, skills or other attributes in the right way (ETS, 2015).</li> </ul> <p><b>g. Reliability</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	
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<p><b>Pre-service teachers' strategies to solve the obstacles.</b></p>	<p><b>a. Checking content guideline</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>b. Improving listening material</b></p> <ul style="list-style-type: none"> <li>- As also indicated by Myrick (2010) teachers can create by themselves, download them, link them or buy them.</li> </ul> <p><b>c. Editing audio recordings</b></p> <ul style="list-style-type: none"> <li>- According to (Developing Online Teaching Skill [DOTS], 2011), audacity is a tool for creating and editing audio files (downloading and editing podcasts, recording interviews, creating personal audio messages and so on).</li> </ul> <p><b>d. Try out</b></p> <ul style="list-style-type: none"> <li>- According to Language</li> </ul>	<p>5. Berdasarkan pengalaman anda, strategi apa saja yang anda gunakan ketika mengalami kesulitan dalam membuat <i>listening test</i>?</p>
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	Policy Division Council of Europe (2011), piloting, consulting colleagues and consulting other stakeholders is the next process in developing test.	
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