DESIGNING A COMPUTER-BASED LISTENING TEST FOR THE SECOND SEMESTER STUDENTS OF ELESP SANATA DHARMA UNIVERSITY

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By Leonardo Chandra Pratama
Student Number: 131214081

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

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Date
15 June 2017

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A Sarjana Pendidikan Thesis on

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Yogyakarta, 12 July 2017
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Rohandi, Ph.D.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotation and the references, as a scientific paper should.

Yogyakarta, 12 July 2017

The Writer

Leonardo Chandra Pratama
131214081
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ABSTRACT

Pratama, Leonardo Chandra. (2017). Designing a Computer-Based Listening Test for the Second Semester Students of ELESPE Sanata Dharma University. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.

Listening is one of important skills that must be learned by students of English Language Education Study Program. According to Nunan (2013) listening is a receptive skill that expects someone to receive and understand incoming information or input. It was because listening is learnt first before other skills such as speaking, reading and writing skill (Brownell, 1996). It means that listening is not easy to be learned. In fact, the students think that listening is the hardest part of learning English. It is caused by the limited access to the listening exercise.

In the 21st century, the students who live in a digital era have known well about technology. The use of technology is very useful and meaningful for each aspect especially in education. Many products of technology in education support the learning process such as a computer-based test as a learning media. Therefore, the researcher designed a computer-based test for the second semester students.

In designing a CBT, there were two research problems to be answered: (1) how is a computer-based listening test for the second semester students of English Language Education Study Program designed? (2) how does the computer-based listening test for the second semester students of English Language Education Study Program look like?

In order to answer the research problems, the researcher used Research and Development method (R&D) from Borg and Gall (1983). The researcher applied five steps from Borg and Gall. They were (1) need analysis, (2) planning, (3) development, (4) testing and (5) revision. Based on the data of the questionnaire, the result showed that the designed test was well-developed. It can be proven from the central tendency which is the result is 3.4 out of 4.0.

Keywords: computer-based test, listening, skill, exercise.
ABSTRAK

Pratama, Leonardo Chandra. (2017). Designing a Computer-Based Listening Test for the Second Semester Students of ELESP Sanata Dharma University. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.

Mendengarkan merupakan salah satu keterampilan yang sangat penting yang harus di pelajari oleh mahasiswa program studi Bahasa Inggris. Menurut Nunan (2013) mendengarkan adalah sebuah keterampilan reseptif yang mengharapkan seseorang menerima dan memahami informasi. Oleh karena itu, mendengarkan harus dipelajari terlebih dahulu sebelum mempelajari keterampilan lain seperti kemampuan berbicara, membaca dan menulis (Brownell, 1996). Mempelajari keterampilan mendengarkan sangatlah tidak mudah. Faktanya, siswa merasakan mendengarkan adalah hal yang paling sulit untuk dipelajari. Itu disebabkan terbatasnya akses untuk latihan mendengarkan.

Pada abad ke-21, siswa yang tinggal di era digital sudah mengenal dengan baik tentang teknologi. Penggunaan teknologi sangat berguna dan bermakna bagi setiap aspek terutama di bidang pendidikan. Banyak produk teknologi dalam pendidikan mendukung proses pembelajaran seperti tes berbasis komputer sebagai media pembelajaran. Oleh karena itu, peneliti merancang tes berbasis komputer untuk siswa semester dua.

Dalam merancang sebuah CBT, ada dua pertanyaan yang harus dijawab oleh peneliti: (1) bagaimana sebuah uji berbasis computer untuk mahasiswa semester dua program studi Pendidikan Bahasa inggris di rancang? (2) bagaimana bentuk dari sebuah uji berbasis computer untuk mahasiswa semester dua program studi Pendidikan Bahasa Inggris?

Untuk menjawab permasalahan yang ada di dalam penelitian, peneliti menggunakan metode Penelitian dan Pengembangan dari Borg and Gall (1983). Peneliti menerapkan lima tahap yaitu (1) analisa kebutuhan, (2) perencanaan, (3) pengembangan, (4) uji coba dan (5) perbaikan. Berdasarkan data kuesioner, hasilnya menunjukkan bahwa tes yang dirancang sudah sangat baik. Hal itu dapat dibuktikan dari kecenderungan sentral yang hasilnya adalah 3,4 dari 4,0.

Kata kunci: uji berbasis komputer, mendengarkan, keterampilan, latihan.
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“No Effort No Hope”

First of all, I want to say thanks to God for giving me wonderful parents who always support me until this day. Without their money and love I will not know what university is like.

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Leonardo Chandra Pratama
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the introduction of research about designing a computer-based listening test for the second semester students of English Language Education Study Program. This chapter is divided into four parts. They are the research background, research problems, research significance, and definition of terms.

A. Research Background

In English Language Education Study Program (ELESP), there are four main basic skills that must be mastered by the students. Those basic skills are reading, writing, listening and speaking. Nunan (2001) states that listening is a receptive skill that expects someone to receive and understand incoming information or input. It means that listening skill is very important to be learned by the students of ELESP in order to get the meaning of a conversation.

Therefore, listening is learnt first before other skills such as speaking, reading and writing (Brown, 1996). Furthermore, compared with speaking, reading or writing, listening is used far more than any other single language skill in our daily lives. We listen twice as much as we speak, four times as much as we read, and five times as much as we write. Nevertheless, the most of students take listening for granted and have little awareness of our “performance” as listeners (Morley, 1999).
Based on the researcher’s preliminary interview, which is held on 11 October 2016, eight of ten students say that they feel unmotivated and bored when attending the listening class. The students think that listening is the hardest part of learning English. Despite the importance of accommodating listening skills in learning language, listening does not seem attractive compared to the other classes. It is also caused by the limited access to the listening exercise. According to Nunan (2002, as cited by Kristiyanti 2011), listening skills is the Cinderella of the language teaching, for being neglected as a stepchild. Therefore, the researcher concludes that listening is more difficult than other skills for the ELESP students especially for 21st century young learners.

In the 21st century, the students who live in a digital era have known well about technology. The use of technology is very useful and meaningful for each aspect especially in education. In education, technology can be used in order to help the students in learning and teaching process. Many products of technology in education support the learning process such as a Computer-Based Test (CBT) as a learning media. CBT is defined as a test or assessment that is administered by computer in either stand-alone or networked configuration or by other technology devices linked to the Internet or the World Wide Web (Olsen, 2000). Many educational instances are using CBT to improve the quality of teaching and learning process. Moreover, many websites on the Internet provide the CBT such as Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC) and International English Language
Testing System (IELTS). Therefore, the researcher decides to integrate the use of CBT with the listening skill.

The reason for integrating the CBT with the listening activity is because the researcher wants to create a new simulation of listening exercise in the computer. Moreover, the researcher wants to help the students to prepare their readiness in facing the listening class and also it helps the students to learn listening outside of the class as long as they are connected to the Internet network. Then, the purpose of creating a test is measuring a person’s ability, knowledge, or performance in a given domain (Brown, 2004). In this case, the researcher uses achievement test.

B. Research Problems

Based on the research background, there are two research problems formulated in this research.

1. How is a computer-based listening test for the second semester students of English Language Education Study Program designed?
2. How does the computer-based listening test for the second semester students of English Language Education Study Program look like?

C. Research Significance

By conducting the research, the researcher wants to give some benefits to the students of English Language Education Study Program, the lecturers of English Language Education Study Program and other researchers.
1. The Students of English Language Education Study Program of Sanata Dharma University

The researcher expects that the implementation of computer-based test for the students can help them to improve their quality especially in listening skill. In this research, the use of computer-based test can be used as a new media learning in order to prepare the listening test.

2. The Lecturers of English Language Education Study Program of Sanata Dharma University

The researcher expects that the implementation of computer-based test for the lecturers can help them to make a new way in listening and teaching processes. Moreover, the lecturers can elaborate many question types in one platform so that the use of CBT can have a positive result and also build a new habit in listening and teaching processes.

3. For Future Researchers

This research can be used to help the future researchers as foundation and reference for developing and conducting a similar research. In the future, the researcher expects this research can be developed better.

D. Definition of Terms

In this part, the researcher provides the definitions of essential terms used in this study in order to avoid misunderstanding. They are:
1. **Intermediate Listening**

   Intermediate Listening is one of the subjects in EESP of Sanata Dharma University. Intermediate Listening is learned by the second semester students. According to (Buku Panduan Akademik PBI 2011), Intermediate Listening is to give students practice listening to various kinds of discourses for post-elementary to pre-intermediate levels. The meetings deal with practicing students skills on listening to announcements, short monologs, descriptions, instructions, and practical dialogues. On completing the course, the students are able to 1) employ strategic skills to comprehend simple extended discourse and 2) paraphrase, take notes and summarize simple extended discourses.

2. **Computer-Based Testing**

   Computer-based testing is an existing paper-based test application that is designed for many people especially for the students. According to Olsen (2000), computer-based test is defined as a test or assessment that is administered by computer in either stand-alone or networked configuration or by other technology devices linked to the Internet or the World Wide Web. In this case, the researcher uses one of the CBT platforms in conducting this research, namely Tao Testing ([http://taotesting.com/](http://taotesting.com/)).
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some theories which support the researcher in conducting the research. This chapter is divided into two parts. They are the theoretical description and the theoretical framework.

A. Theoretical Description

In this chapter, the researcher discusses some theories that are relevant to the research. This chapter is divided into three main parts. They are the listening skills, the principles of language assessment and Computer-Based Tests (CBT).

1. Listening Skills

In this section, the researcher discusses three things about listening skills. They are the nature of listening skills, the types of listening skills and the format for testing listening comprehension. Those things are explained in the following paragraphs.

a. The Nature of Listening Skills

Listening is one of the English skills that must be mastered by students. It is because listening helps students to acquire detailed comprehension (Baker, 1971). Listening is the foundation upon which the other language skills are acquired (Feyten, 1991). It is because we listen twice as much as we speak, four times as much as we read, and five times as much as we write (Morley, 1999, p.16). Therefore, if they can create a small group of listening activity it will be
useful to stimulate students to use their imagination, challenge them to think and
 ginger them to speak (Harrowoth, 1966). It can assist students to approach the foreign language with more confidence and a greater expectation of success.

In nature of listening, Listening is a process of identifying the component of sounds and sound sequences, whereby known words are recognizable (Asemota, 2015). It means that the ears will provide a conduit through the sounds and it will reach the brain while the eyes provide the means of seeing and a vital component of the ways of identifying meaning (Allan, 1986).

b. Types of Listening skills

After discussing the nature of listening skills, the researcher presents the types of listening skills. According to Brown (2004), there are four types of listening skills. They are intensive listening, responsive listening, selective listening and extensive listening.

1) Intensive Listening

According to Brown (2004), intensive listening requires students to perceive phonemes, words, intonation, discourse markers, and other components of a larger stretch of language. In this part, the students have to listen to the recording and read along, filling in any blanks by selecting the word choice that matches the words heard in the recording. Then, the students have to listen to short dialogue while reading the script in order to answer in the words that are left blank. Then, there are two types of intensive learning. They are phonology and morphology of language and paraphrase recognition. In phonological and morphological, a classic test task gives a spoken stimulus and asks the test-takers
to identify the stimulus from two or more choices (Brown, 2004). For example, of phonology and morphology of language is presented below.

**Phonology**

Test-takers hear: Is he leaving?

Test-takers read: (a) is he leaving?

(b) is he living?

**Morphology**

Test-takers hear: I missed you very much.

Test-takers read: (a) I missed you very much.

(b) I miss you very much.

*(Source: Language Assessment by Brown, 2004 p.123)*

Furthermore, paraphrase recognition is words, phrases, and sentences, which are frequently assessed by providing a stimulus sentence and asking the test-taker to choose the correct paraphrase from a number of choice (Brown, 2004). The example of paraphrase recognition is presented below.

Test-takers hear: Hello, my name is Keikko. I come from Japan.

Test-takers read: (a) Keikko is comfortable in Japan.

(b) Keikko wants to come to Japan.

(c) Keikko is Japanese.

(d) Keikko likes Japan.

*(Source: Language Assessment by Brown, 2004 p.124)*
2) **Extensive Listening**

Extensive listening is used to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to long lectures to listening to a conversation and deriving a comprehensive message or purpose. It means that the students need extra effort to understand the points or main ideas while listening to the audio recording. The example of extensive listening is presented below.

**Test-takers hear:**

Directions: Now you will hear a conversation between Lynn and her doctor. You will hear the conversation two times. After you hear the conversation the second time, choose the correct answer for questions 11-15 below. Mark your answers on the answer sheet provided.

Doctor: Good morning, Lynn. What's the problem?
Lynn: Well, you see, I have a terrible headache, my nose is running, and I'm really dizzy.
Doctor: Okay. Anything else?
Lynn: I've been coughing, I think I have a fever, and my stomach aches.
Doctor: I see. When did this start?
Lynn: Well, let's see, I went to the lake last weekend, and after I returned home I started sneezing.
Doctor: Hmm. You must have the flu. You should get lots of rest, drink hot beverages, and stay warm. Do you follow me?
Lynn: Well, uh, yeah, but ... shouldn't I take some medicine?
Doctor: Sleep and rest are as good as medicine when you have the flu.

Lynn: Okay, thanks, Dr. Brown.

Test-takers read:

11. What is Lynn's problem?
   (a) She feels horrible.
   (b) She ran too fast at the lake.
   (c) She's been drinking too many hot beverages.

12. When did Lynn's problem start?
   (a) When she saw her doctor.
   (b) Before she went to the lake.
   (c) After she came home from the lake.

13. The doctor said that Lynn ___
   (a) flew to the lake last weekend
   (b) must not get the flu
   (c) probably has the flu

(Source: Language Assessment by Brown, 2004 p.133)

3) Responsive Listening

According to Brown (2004), responsive listening requires students to listen to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response. It means that the students are asked to choose the answer of multiple choice options and
create a short answer in open-ended question while listening to the audio. The examples of responsive listening is presented below.

**Multiple-choice**

Test-takers hear: How much time did you take to do your homework?

Test-takers read: (a) In about an hour.

(b) About an hour.

(c) About $10.

(d) Yes, I did.

**Open-ended question**

Test-takers hear: How much time did you take to do your homework?

Test-takers read: __________________________________________?

*(Source: Language Assessment by Brown, 2004 p.125)*

4) **Selective Listening**

According to Brown (2004) selective listening requires students to process stretches of discourse such as short monologues while scanning them for specific information like names, numbers, directions, or certain facts and events. It means that the students are able to choose the correct answers based on the specific information. In this part, the students are asked to give the information such as names, numbers, directions or facts and events. The example of selective listening is presented below.

Test-takers hear: Ladies and gentleman, I now have some connecting gate information for those of you making connections to other flights out of San Francisco.
Flight seven-o-six to Portland will depart from gate seventy-three at nine-thirty P.M. Flight ten-forty-five to Reno will depart at nine-fifty P.M. from gate seventeen. Flight four-forty to Monterey will depart at nine-thirty-five P.M. from gate sixty. And flight sixteen-o-three to Sacramento will depart from gate nineteen at ten-fifteen P.M.

Test-takers write the missing words or phrases in the blanks.

(Source: Language Assessment by Brown, 2004 p.126)

c. The Format for Testing Listening Comprehension

In this part, the researcher discusses four formats for testing listening comprehension. They are multiple-choice, true/false questions, cloze-test and open-ended questions.

1) Multiple Choices

Multiple choices are used as a format for conducting a test. In general, a multiple-choice item has four or five options. Buck (2001) states that multiple choices are complex and unpredictable. Hughes (1998) criticises the multiple choices and indicated that good multiple choice items are notoriously difficult to write. Many scholars believe that they have a strong method effect (Brindley, 1998) and that they make significant processing demands on test-takers (Handson and Jensen, 1996). They can force test-takers to re-adjust their interpretation if it does not agree with the options (Nissan, DeVincenze, and Tang, 1996). Wu (1998) finds that they favour more advanced listeners, and that misinterpretation of the options leads to test-takers selecting the wrong options for the wrong reasons.
2) True/False Statements

Creating a true/false question is easier than a multiple-choice question. It does not need to create four or five selection options. According to Buck (2001), the true/false question is very simple. After presenting a text, one or more statements are given, and test-takers have to decide whether each statement is true or false.

3) Cloze Tests

In general, cloze-test is one of testing in listening. Cloze-test is selected, and the blanks is replaced by the words in a systematic way, usually every fifth, seventh or tenth word (Ye, 1990). It is generally used by listening comprehension to fill in the blanks text while listening to the audio. Therefore, cloze-test has a significant role in measuring the students’ skills, especially in listening skill.

4) Open-Ended Questions

Open-ended questions are similar to essay tests. An open-ended question is easy to construct, but it is difficult in scoring the answers. It is because open-ended questions arise when there is no sufficient indication of how much information should be included in the answer (Buck, 1991). Therefore, the examiner must pay attention to the details carefully while checking the test. In general, the examiner would use a scoring rubric to make sure whether the answer is appropriate or not.
2. The Principles of Language Assessment

In this part, the researcher discusses how to develop a test to be a good test. A test is designed for particular uses, and the most desirable aspect of a test must be its usefulness (Buck, 2001). Bachman and Palmer (1996) have taken this idea and used it as the basis for quality control in test development and suggestion that usefulness incorporates the test’s measurement properties as well as the social consequences of test use and the practicality of the test for its particular purpose. Therefore, a test must be measured to know whether it is proper or not. Brown (2004) states that there are four cardinal criteria for measuring a test. They are practicality, reliability, validity, and washback.

a. Practicality

According to Brown (2004), an effective test is practical. It means that a test is not excessively expensive, stays within appropriate time constraints. It is relatively easy to administer, and it has a scoring/evaluation procedure that is specific and time-efficient.

b. Reliability

A reliable test is consistent and dependable (Brown, 2004). It means that the test maker has to be consistent in creating a test for different students and the result must be the same. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test.

c. Validity

Validity is the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment
(Brown, 2004). It means that a test must be valid in order to measure the students’ abilities in the learning process.

d. Washback

According to Brown (2004), washback usually refers to the effects the tests have on instruction in terms of how students prepare for the test. It means that washback is used to give an effect or feedback of an assessment of teaching and learning processes before the assessment itself.

3. Computer-Based Testing

CBT is defined as a test or assessment that is administered by computer in either stand-alone or networked configuration or by other technology devices linked to the Internet or the World Wide Web (Olsen, 2000). Many educational instances have implemented the use of CBT as a learning media. It is because CBT is an innovation in the development of technology especially in education.

Dunkel (1991b, 1996) states that computer-based testing is developing rapidly, and the computer-based testing already deliver even large-scale listening test, such as the TOEFL, IELTS, and much more. Therefore, CBT is very needed for the students in the 21st century.

B. Theoretical Framework

The theoretical framework was used to summarise all the main relevant theories to conduct this study. It was used as a guidance to help the researcher to answer the research problems. They were (1) how is a computer-based listening
test for the second semester students of English Language Education Study Program designed? (2) how does the computer-based listening test for the second semester students of English Language Education Study Program look like?

In answering the research problems, the researcher used some theories to conduct the research. Those theories were the types of listening, the format of testing listening comprehension theory, the principles of language assessment and computer-based testing theory. First of all, the researcher analysed the use of computer-based testing in order to conduct the research. The researcher wanted to know whether the use of computer-based test could be implemented and used in English skills such as speaking, listening, reading and writing. After analysing the use of the computer-based test, the researcher found that there were many theories explained that the use of the computer-based test is very useful and meaningful for listening skill. According to Dunkel (1991b, 1996), computer-based testing is developing rapidly, and even large-scale listening test, such as the TOEFL, is already delivered by computer.

Therefore, the researcher decided to develop the use of CBT with listening skills. In creating a test, the researcher used three types of listening such as responsive, selective and intensive listening. After choosing the types of listening, the researcher continued to choose the question types in listening. In this part, the researcher used multiple-choice, true/false statement, filling in the blank (cloze-test) and open-ended questions. The reason why the researcher used them was because those question types were appropriate for the students in order to improve their note-taking, paraphrasing and summarizing skills. Furthermore, the
researcher used the principles of language learning assessment such as practicality, validity, reliability and washback as a consideration in order to create a test and also to measure the student’s abilities in the learning process.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher presents the research methodology of designing a computer-based listening test to improve listening skill for the second semester of English Language Education Study Program. This chapter is divided into five parts. They are research methods, research setting, research participants, instruments, and data gathering and analysis technique.

A. Research Methods

In this chapter, the researcher presents the research methods. This research aimed to answer two questions in the research problems. Those questions were how a computer-based listening test for the second semester students of English Language Education Study Program was designed and how the computer-based listening test for the second semester students of English Language Education Study Program looked like. In answering those questions, the researcher decided to use Research and Development (R&D) by Borg and Gall (1983).

“Research and Development is a process used to develop and validate educational products. The products here not only material objects, such as textbooks, instructional films, but it is also intended to refer to established procedures and processes, such as method of teaching or a method for organization instructions”.(p.772).

The reason why the researcher used Borg and Gall (1983) theory was because it provided 10 steps which were appropriate with the researcher’s need for conducting the research. Those steps were analysis, planning,
development of preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision and dissemination and implementation.

Here are the ten main steps in R&D cycle (Gall, M., D., Gall, J.P., & Borg, W. R. Educational Research and Introduction. p 755-766).

As seen in the steps above, the steps indicated so much revision and testing. There were only five important steps in Borg and Gall scheme (1983). They were needs analysis, planning, development of preliminary form of product, main field testing and main product revision. Those steps were used in order to
reduce the frequency of revision and testing. Moreover, those steps would be a foundation in designing the platform of the test or exercise.

![Five Steps Scheme](image)

**Figure 3.2 Five Steps Scheme (Modified from Borg & Gall, 1983, p.775)**

Therefore, the researcher would apply those steps to conduct the research and the implementation of those steps will be explained in the following paragraphs.

1. **Needs Analysis**

The first step was needs analysis. In this step, the researcher collected some information by interviewing five second semester students and two Intermediate Listening lectures of English Language Education Study Program of Sanata Dharma University. In this part, the researcher asked some questions to the students in order to know their needs and difficulties when learning Intermediate Listening course. At the end of interviewing the participants, the researcher collected and analyzed the result of the interview to determine whether the product could be implemented and developed.

2. **Planning**

Borg and Gall (2003, p. 35) said that” after identifying the research problems, you will need to develop a plan for investigating it. The plan should cover such matters as selection of a sample or case, administration of tests or
other measures, and choice or statistics for data analysis.” (Borg and Gall, 2003, p. 35).

Therefore, the researcher determined a planning for the second semester students of ELESP Sanata Dharma University. In determining a planning, the researcher will develop a computer-based test namely Tao Testing with Listening skills.

3. Development

The third part was development. In this part, the researcher would use a computer-based test program namely Tao Testing. In Tao Testing, the researcher would develop two question types. They were filling in the blank (cloze-test) and true/false statement. Each question type was divided into three sections. The first section was multiple-choice, true/false statement, and filling in the blank.

4. Testing

The fourth part was testing. In this part, the researcher would provide a questionnaire for the participants of data collecting. They were the second semester students and two lecturers of ELESP Sanata Dharma University. Then, the result of the questionnaire would be a consideration whether the program should be revised or not.

5. Revision

After collecting the results of the evaluation, the researcher would start to revise the designed test. The revision would be a guidance for the researcher to fix the errors in a computer-based listening platform. The revision was based on the comments and suggestions that were obtained from the testing step.
B. Research Setting

The research was conducted in one of the multimedia laboratories of English Language Education Study Program of Sanata Dharma University. The research was started on February until March 2017.

C. Research Participants

In this study, the research participants were divided into two types. They were the participants of data collection and the participants of materials validation.

1. The Participants of Data Collection

In this part, the participants of data collection were divided into two groups. The first group was the second semester students who learnt Intermediate Listening course in ELESP of Sanata Dharma University. In order to collect the data, the researcher chose the students randomly. The reason why the researcher chose the students randomly was because to prevent the subjectivity. Furthermore, the researcher also interviewed the students in order to get the information which was related to Intermediate Listening course.

The second group was two lecturers of ELESP Sanata Dharma University who had an experience teaching Intermediate Listening course and also in using a learning media especially online tests. Then, they would be interviewed by the researcher about the students’ needs and the use of the computer-based listening test in Intermediate Listening.
2. The Participants of Materials Validation

In order to design a computer-based listening test, the researcher needed some experts to examine and evaluate the use of computer-based listening in Intermediate Listening. In this part, the researcher chose two lecturers who had an experience teaching Intermediate Listening and a skill in using a media especially technology education. Furthermore, they would be given a questionnaire about the use of computer-based listening test in Intermediate Listening course. The result of the questionnaire would be a consideration whether the computer-based listening could be implemented and used for the second semester students of ELESP or not.

D. Instrument and Data Gathering Technique

In order to develop the designed test, the researcher gathered the data that were needed for this study. The researcher used two instruments. They were interview and questionnaire. Those instruments would be formed to gather the data of students’ need characteristics and preferences in the listening section.

1. Interview

In this part, the interview was used to obtain the data for needs analysis. The interview aimed to gather the data of students’ characteristics, lacks, needs, preferences and also lecturer’s difficulties and opinions when teaching in the listening class. Therefore, this interview was conducted personally with Intermediate Listening lecturers and five second semester students of English
Language Education Study Program of Sanata Dharma University. The result of interview would be analyzed and discussed in Chapter IV.

2. Questionnaire

After examining the product, the researcher would distribute two different questionnaires. The first one was for the participants of test validation and the second one was for the participants of product validation. The questionnaire would be divided into two types of questions. They were open-ended questions and close-ended questions. The questionnaire for the participants of product validation consisted of 14 questions. 12 questions were for close-ended questions and 2 questions were for open-ended questions. Then, the questionnaire for the participants of test validation consisted of 10 questions. 8 questions were for close-ended questions and 2 questions were for open-ended questions. The result of this questionnaire would be in form of ratings, comments, feedbacks and suggestions for developing the product. The format of questionnaires was attached in Appendix B.

E. Data Analysis Technique

In this part, the data that had been collected would be analyzed to identify the students’ needs in listening and also to evaluate the designed material. As stated in the previous section, this research used two instruments. They were interview and questionnaire. The results of those instruments would be the basic guidance and the objectives for developing the product. The information such as comments, suggestions, and feedbacks were used as the consideration in creating
the listening test for second semester students. Therefore, the researcher provided four points of agreement degree in the questionnaire to measure whether the program could be used. They are (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. The points were presented below.

<table>
<thead>
<tr>
<th>Degree of Agreement</th>
<th>Point of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

In order to calculate the results of the questionnaires, the researcher used the formula as follows:

\[
\text{Mean} = \frac{\sum x}{n}
\]

**Figure 3.3 The formula to calculate the data**

Note:

Mean: the average number

\(\sum x\): numbers of participants who chose certain statement times the number of the degree of agreement.

\(n\): the total numbers of the students who joined the observation.

The formula above was used to find the result of mean. To calculate the data, the number of participants who chose certain statements timed the number of the degrees of agreement. Then, the result of \(\sum x\) was divided by the total number of the students who joined the observation.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and the discussions of the research. In this part, the researcher will answer two research questions. They are (1) how is a computer-based listening test for the second semester students of English Language Education Study Program designed? (2) How does the computer-based listening test for the second semester students of English Language Education Study Program look like? Besides, the discussion will be divided into two parts. They are the process of the steps in designing the test and the presentation of designing a computer-based test for the second semester students of ELESP Sanata Dharma University.

A. The Process of the Steps in Designing the Computer-Based Test

In this part, the researcher will explain the process of the steps in designing a computer-based test. The researcher used five steps that were modified from Borg and Gall’s steps (1983). They were needs analysis, planning, development, field testing, and revision. Those steps would be explained in the following paragraphs.

1. Needs Analysis

In order to create a computer-based test, the researcher conducted the need analysis by interviewing two lecturers and five-second semester students of ELESP Sanata Dharma University. The interview was divided into two sections.
The first section, the researcher interviewed two lecturers to ask some questions about the student’s needs while teaching Intermediate Listening. The first interview was held on 22 March 2017. In the second session, the researcher interviewed five students to ask the same questions about the students’ needs while learning Intermediate Listening. The second interview was held on 22 March 2017 at Sanata Dharma University. The result of the interview would be discussed in the following paragraphs.

a. Students’ Needs Based on the Interview with the Lecturers of ELESP

First of all, the researcher had conducted an interview with two lecturers of Intermediate Listening of ELESP Sanata Dharma University. The questions of the interview were related to the students’ needs while teaching Intermediate Listening students. After asking some questions to two lecturers, the researcher found that there were two interesting statements about the students’ needs while teaching Intermediate Listening. The first statement was the students required an appropriate audio and video. It meant that the duration and the speed must be paid attention in choosing the audio and video. The inappropriate audio and video would make the students feel difficult in learning.

In this part, the lecturers suggested the researcher to find an appropriate audio for the students who learned Intermediate Listening. It meant the researcher had to find the audios of which time duration was around one up to two minutes. Furthermore, the lecturer suggested finding an audio which contained the main ideas of syllabus such as note-taking, paraphrasing, and summarizing.
The second statement was the lecturers did agree if Intermediate Listening was integrated with a computer-based test. In order to improve listening skills, the students needed a new habit in Intermediate Listening. It meant that the students required more interactive learning media to increase their skills. Consequently, the students did not only learn the Intermediate Listening inside the class but also outside the class. If the computer-based test were launched publicly, it would help the students to practice the listening more than once or frequently.

b. Students’ Needs Based on the Interview with The Students of ELESP

In this part, the researcher also conducted an interview with five-second semester students of ELESP Sanata Dharma University. The students were chosen randomly to prevent subjectivity. Besides, the researcher asked some questions which were related to the students’ needs in learning Intermediate Listening. After asking some questions, the researcher had analyzed some statements from the students. The researcher found that there were two difficulties in learning Intermediate Listening. The first difficulty was the students felt that the sound of the recording was not clear. It was because some headphones of the recording made strange voices (noises). Therefore, some of them difficult to identify and focus on the recording.

2. Planning

In this step, the researcher used the data from the need analysis as a basis for planning the designed test. After collecting and analyzing the result of the need analysis, the researcher decided to integrate a computer-based test with listening activities. The computer-based test was defined as tests or assessments
that were administered by a computer in either stand-alone or networked configuration or by other technology devices linked to the Internet or the World Wide Web (Olsen, 2000). In order to design the computer-based listening test, the researcher created three types of questions which were based on the main ideas of the syllabus. The main ideas were note taking, paraphrasing, and summarizing. Based on those main ideas, the researcher determined the topics and the question types of the test. The topics and the question types would be discussed in the development section. The researcher attached the syllabus in appendix B.

3. Development

In this step, the researcher started to develop the computer-based listening test for the second semester students. First of all, the researcher determined the question types and topics which were based on the main ideas of the syllabus. The question types are the multiple choices, true/false statements, cloze tests (filling in the blank) and essay tests. After determining the question types, the researcher decided the topics of the test for the second-semester students of ELESP. The topics were about education, environment and politics. Those topics were suggested by the lecturers to be implemented into the CBT platform. Moreover, the topics should be able to cover the entire purpose in the main ideas of the syllabus.

After deciding the topics, the researcher downloaded three audios from http://www.breakingnewsenglish.com which were related to the topics. The audios are free to be downloaded as long as they are used for positive educational purposes. Then, the researcher downloaded the Tao Testing from
http://www.taotesting.com. Tao Testing is a leading open source assessment platform for Education, Career, and Industry Advancement. It is proven, feature-rich, and offers the most mature QTI authoring and test delivery system on the market (https://www.taotesting.com). In order to install the platform, the researcher was asked to fulfill the installation requirements. For the operation system, the researcher used Microsoft Windows (10) anniversary edition. Other specifications were be presented below.

<table>
<thead>
<tr>
<th>Software</th>
<th>Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apache</td>
<td>2.2/2.4</td>
</tr>
<tr>
<td>PHP</td>
<td>5.6 or newer</td>
</tr>
<tr>
<td>MySQL</td>
<td>5.7</td>
</tr>
<tr>
<td>Browser</td>
<td>Google Chrome, Mozilla Firefox, Microsoft Edge</td>
</tr>
</tbody>
</table>

After completing the installation requirements of the platform, the researcher installed the TAO Testing in an offline mode or Local Area Network (LAN)/ Intranet. The sources of Tao’s platform could be downloaded from the website (https://www.taotesting.com/get-tao/official-tao-packages).

After installing the TAO Testing platform, the researcher accessed the TAO Testing by using a Google Chrome browser. After that, the researcher tried to log-in to the website in order to check the features on the platform. The picture of the front platform page was presented below.
In accessing the platform, the researcher found that there were many question types in creating a test, such as multiple-choice, matching, fill in the blank, true/false statement, gap-matching, order item, slider item, media item and extended media item. The picture of question types was presented below.
Then, the researcher had chosen four types of the questions based on the suggestion from the experts. They were multiple choice, true/false statement, cloze-test (filling in the blank) and essay test. In this case, the researcher was asked to pay attention more details in creating a test. The questions should be contained or integrated with the learning language assessment principles such as practicality, reliability, validity and washback. It was because in creating a test, it should be practical, consistent, useful and had a feedback to know the student’s ability in answering a test. Then, the researcher divided into three sections of listening exercises. The screenshots of each section were presented below.

Figure 4.3 The First Section of the Designed Test

In the first section, the researcher attached an audio with a political theme. The title of the audio was about Pope Francis is more popular than any political leader. Then, the researcher had chosen multiple choices and essay tests as question types. The total number of the questions in section one was 8
questions. 5 questions were for multiple choices and 3 questions were for essay tests. The aim in the first section was to improve the second semester students’ skills about note taking and pharaprising. Then, the researcher implemented responsive listening in order to train the students to understand the main ideas while listenning to the audio recording.

In the second section, the researcher attached an audio with an education theme. The title of the audio was about parents in the U.K. face being punished if their children are continually late for school. Then, the researcher had chosen true/false statements and essay tests as question types. The total number of the questions in section one was 7 questions. 5 questions were for true/false statements and 2 questions were for essay tests. The aim in the first section was to
improve the second semester students’ skills about summarizing, note taking and paraprasing.

Then, the researcher implemented intensive listening in order to train the students to understand the structure of language while listening to the audio recording.

Figure 4.5 The Third Section of the Designed Test

In the last section, the researcher attached an audio with an environment theme. The title of the audio was about cycling is bad for the environment. Then, the researcher had chosen filling in the blank and essay tests as question types. The total number of the questions in section one was 15 questions. 10 questions were for filling in the blank and 5 questions were for essay tests. The aim in the first section was to improve the second semester students’ skills about note taking.
and pharaprising. Then, the researcher implemented selective listening in order to train the students to understand the specific information such as names, numbers, directions, or certain facts while listening to the audio recording.

4. Field Testing

After developing the designed test, the computer-based listening test was needed to be reviewed to know whether it could be used for the second-semester students or not. Therefore, the researcher created two different questionnaires. The first one was for two lecturers and the second one was for five-second semester students of ELESP. Furthermore, the researcher tested a computer-based listening test platforms which was held on 20 April 2017. After testing a computer-based listening test, the researcher gave the sheet of a questionnaire to the participants. The result of the questionnaires was used as a evaluation in designing a computer listening test. The result of the questionnaires was presented below.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Degree of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The audios are attractive to the students.</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>The students can comprehend the audios well.</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>3</td>
<td>The audios are not too long to listen.</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>4</td>
<td>Listening through gadgets are interesting.</td>
<td>1 1</td>
<td>2.5</td>
</tr>
<tr>
<td>5</td>
<td>The students will get useful information from the audios.</td>
<td>1 1</td>
<td>2.5</td>
</tr>
</tbody>
</table>
The questions are well arranged. | 1 | 1 | 3.5
The audios’ level is appropriate for the level of the students | 2 |   | 4.0
The practice is useful for the students | 2 |   | 4.0
The user interface is interesting | 2 |   | 4.0
The listening practice’s platform is easy to access | 2 |   | 4.0
The content of the platform can draw student’s interest to access and use it again | 1 | 1 | 3.5
Using this platform can trigger positive attitude of listening | 2 |   | 4.0

Mean |   |   | 3.4

Table 4.2 presented the questionnaire result from the lecturers of ELESP Sanata Dharma University. Based on table 4.2, the researcher concluded that the experts agreed that the designed test could be used in Intermediate Listening class. Those statements were supported by the average (mean) result of each statement. It could be seen that the average (mean) achieved 3.4 points.

Furthermore, both of the participants were asked to give their comments and suggestions about the designed test. The comments and suggestions were presented below.

Table 4.3 The Comments and Suggestions from the Lecturers

<table>
<thead>
<tr>
<th>Participants</th>
<th>Comments</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(1) Consider the level of difficulty when selecting the audio. (2) Maybe you can add more types such as matching or multiple choice.</td>
<td>Enable the website to show students their answers so that they can know their mistakes.</td>
</tr>
<tr>
<td>2</td>
<td>Add more items or questions</td>
<td>Add more items or questions</td>
</tr>
</tbody>
</table>
Based on table 4.3, the researcher was asked to fulfil the deficiency of the designed test such as the level of the audio, add more question types, enable the website to show the students their answers so they will know their mistakes and add more items or question. Those comments and suggestions would be discussed in revision part.

Furthermore, the researcher identified the results from the participants of test validation. In this part, the researcher asked five second semester students of ELESP to examine or test the computer-based listening platform. The result from participants of test validation was presented below.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Degree of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The interface of the designed test is clear.</td>
<td>4 1</td>
<td>3.2</td>
</tr>
<tr>
<td>2</td>
<td>The instructions of the designed test are clear.</td>
<td>3 2</td>
<td>3.4</td>
</tr>
<tr>
<td>3</td>
<td>The questions are relevant to the materials (Grammar, Listening, Reading, and Vocabulary).</td>
<td>3 2</td>
<td>3.4</td>
</tr>
<tr>
<td>4</td>
<td>The questions are well arranged.</td>
<td>3 2</td>
<td>3.4</td>
</tr>
<tr>
<td>5</td>
<td>The designed test helps the ELESP students to assess their understanding of the materials.</td>
<td>1 4</td>
<td>2.8</td>
</tr>
<tr>
<td>6</td>
<td>The designed test is easy to access.</td>
<td>3 2</td>
<td>3.4</td>
</tr>
<tr>
<td>7</td>
<td>The procedure of the designed test is easy to follow. (How to log in, access the test, submit the test, etc.)</td>
<td>3 2</td>
<td>3.4</td>
</tr>
<tr>
<td>8</td>
<td>Generally, the designed test is well developed.</td>
<td>1 3 1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Mean 3.2
Table 4.4 presented the questionnaire results from the second semester students of ELESP Sanata Dharma University. Based on table 4.4 above, the designed test is agreed by the second semester students. Therefore, the researcher concluded that the designed test could be used and implemented in Intermediate Listening class. It could be seen from the average result of each statement. The average result of each statement achieved 3.2 points.

Furthermore, the students were asked about the comments and suggestions on the designed test. The comments and suggestions were presented below.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Comments</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think the design is good, but it needs to add more information about the test.</td>
<td>Give extra questions.</td>
</tr>
<tr>
<td>2</td>
<td>The designed test is good.</td>
<td>It is already good; Maybe it can add more types of exercises.</td>
</tr>
<tr>
<td>3</td>
<td>Everything is clear. I can understand the questions, materials, and it is easy to access.</td>
<td>Put some colours so that the design will be more attractive.</td>
</tr>
<tr>
<td>4</td>
<td>There are some problems to fix. I Hope can figure it out.</td>
<td>I found a mistake in the answer options. I hope it can be fixed.</td>
</tr>
<tr>
<td>5</td>
<td>The interface of designed test is good, simple and easy to be accessed for user. The procedure is easy.</td>
<td>Maybe the audio of the recording can be fixed.</td>
</tr>
</tbody>
</table>

Based on table 4.5, the researcher got some positive responses about the designed test such as the platform of the designed test were good, the questions and the materials were easy to be understood and the interface of the designed test was good, simple and easy to be accessed for the users. In the other hand, the
The researcher got some suggestions about the designed test such as the computer-based listening test needed to add some extra questions, put some colors, and add some types of questions.

5. **Revision**

In the last step of designing a computer listening test, the researcher had analyzed the data from the field testing. According to the data, the researcher found many errors in testing the computer listening test such as the volume of the audio was not clear, some bugs in answer options and the feedback did not appear after finishing the test. Therefore, the researcher concluded that the program of computer-based listening test needed to be revised.

After revising the errors of the designed test, the researcher had added 10 extra questions. 5 questions were for multiple-choice and 5 questions were for filling in the blank. Then, the researcher enabled the functions of the feedback in the designed test so that the students would know their mistakes after answering the questions. Furthermore, the researcher fixed some problems in the answer options of designed test and also the researcher fixed the content of the designed test such as the font and the audios of recording. The result of revision was attached in Appendix D.

**B. The Presentation of Designing Test**

The presentation of designing test aimed to respond to the second research problem, namely “how does the computer-based listening test for the second semester students of English Language Education Study Program look like?” In
conducting the test, the sections were divided into three parts. In the first section, the researcher attached an audio with a political theme. In this section, the researcher used the multiple-choice and essay test as question types. The total number of the questions in section one was 13 questions. 10 questions were for multiple-choices and 3 questions were for essay test. In the second section, the researcher attached an audio with an educational theme. In this section, the researcher used the true/false statement and essay test. The total number of the questions in section two was 7 questions. 5 questions were for true/false statements and 2 questions were for the essay test.

In the last section, the researcher attached an audio with an environmental theme. In this part, the researcher used the cloze-test (filling in the blank) and essay test. The total number of the questions in section three was 20 questions. 15 questions were for the cloze-test and 5 questions were for the essay test. Therefore, all of the sections consisted 40 questions to be tested and would be given a time duration for 60 minutes. The designed test was attached in Appendix D.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two parts. The first part is the conclusions of research findings and discussion in the Chapter IV in order to answer the research problems. The second part is the recommendation for the lecturers, the students of ELESP Sanata Dharma University and future researchers.

A. Conclusions

This research aims to design a computer-based listening test for the second semester students of ELESP Sanata Dharma University. In designing a computer-based listening test, the researcher focuses on two research problems. The first research problem is how a computer-based listening test for the second semester students of English Language Education Study Program is designed and the second research problem is how the computer-based listening test for the second-semester students of English Language Education Study Program looks like.

In order to answer those research problems, the researcher adapts Research and Development (R&D) theory by Borg and Gall (1983). In adapting R&D theory, the researcher uses five steps that are modified from Borg and Gall’s scheme. They are needs analysis, planning, development, testing, and revision. In the needs analysis, the researcher obtained the data from interviews and questionnaires. The purpose of obtaining the data is to know the students’ needs and difficulties when learning Intermediate Listening. After obtaining the data,
the researcher conducts the research planning. In the research planning, the researcher plans to determine the goals and the topics for the second semester students who take the Intermediate Listening class. The next step is developing. In this step, the researcher begins to develop the designed test by using a computer-based listening test namely, Tao Testing. Tao Testing provides some functions for developing a test. In this step, the researcher inputs the questions into the platform of the test. To answer the questions, the researcher gives the students a time duration for 45 minutes. The next step is testing. In testing, the test is evaluated by two lecturers and five students of ELESP Sanata Dharma University in order to get the comments and the suggestions. The comments and the suggestions are used as guidance for the researcher to know whether the computer listening test can be implemented in the Intermediate Listening class. After testing the designed test, it is needed to be revised. It is because the designed test has some errors such as the volume of the recording is not clear, the feedback does not appear, and the question types should be added more.

Based on the data above, the computer listening test is expected to attract and motivate the students to develop their skills in listening. Besides, the use of computer listening test is appropriate with the students in the 21st century.

B. Recommendation

In this section, the researcher purposes some recommendations to the lecturers, the second semester students of ELESP Sanata Dharma University and future researchers. Hopefully, the recommendations can give some advantages to
them in learning and teaching processes and a new inspiration in conducting a research paper.

1. The Lecturers of ELESP Sanata Dharma University

This research is a chance for the lecturers to apply the computer-based listening test in learning and teaching process. It is because the computer-based listening test can help the students to improve their listening skill whenever and wherever as long as they are connected to the Internet network. Moreover, the lecturers can put the feedbacks directly into the computer-based listening test platform. So, the students know their mistakes after answering the test.

2. The Students of ELESP Sanata Dharma University

Based on the data of student’s interview, some of the students say that they feel nervous when doing a listening test. It is because they cannot prepare the test well. Therefore, the researcher recommends the use of computer-based listening test for the students of ELESP Sanata Dharma University. The use of computer-based listening test can improve their skills in listening to be better. In the other hand, the use of computer listening test can be a learning media to do listening exercises so that they can prepare the test well.

3. Future Researchers

The researcher does agree to recommend this research for future researchers who conduct similar research about technology especially in developing a computer-based listening test. Moreover, this research can be a reference for the future researchers. One important thing for the future researchers
is they have to pay attention to the students’ needs and also the comments or suggestions from the experts in order to design the test.
REFERENCES


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APPENDICES
APPENDIX A

The Syllabus of Intermediate Listening
Course Description:

Intermediate Listening is designed to introduce the students to listening strategic skills. On completing the course, the students will be able to employ strategic skills to comprehend, take notes and summarize intermediate listening passages such as dialogues, lectures, seminars, and broadcasted programs.

The prerequisite course for Intermediate Listening is Basic Listening.

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 17</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>Listening for main ideas: Paraphrasing, Note Taking</td>
</tr>
<tr>
<td>3</td>
<td>March 3</td>
<td>Listening for main ideas: Paraphrasing, Note Taking</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>Listening for main ideas: Paraphrasing, Note Taking</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>Listening for main ideas: Paraphrasing, Note Taking</td>
</tr>
<tr>
<td>6</td>
<td>24</td>
<td>Listening for main ideas: Paraphrasing, Note Taking</td>
</tr>
<tr>
<td>7</td>
<td>31</td>
<td>Listening for main ideas: Paraphrasing, Note Taking</td>
</tr>
<tr>
<td>8</td>
<td>April</td>
<td>PROGRESS TEST 1</td>
</tr>
<tr>
<td>9</td>
<td>21</td>
<td>Listening for main ideas: Paraphrasing, Note Taking</td>
</tr>
<tr>
<td>10</td>
<td>28</td>
<td>Listening for main ideas: Paraphrasing, Note Taking</td>
</tr>
<tr>
<td>11</td>
<td>May 5</td>
<td>Listening for main ideas: Paraphrasing, Note Taking</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>Listening for main ideas: Paraphrasing, Note Taking</td>
</tr>
<tr>
<td>13</td>
<td>19</td>
<td>PROGRESS TEST 2</td>
</tr>
<tr>
<td>14</td>
<td>June 2</td>
<td>Listening for general ideas: Summarizing</td>
</tr>
<tr>
<td>15</td>
<td>June 19</td>
<td>Listening for general ideas: Summarizing</td>
</tr>
<tr>
<td>16</td>
<td>June 26</td>
<td>FINAL TEST</td>
</tr>
</tbody>
</table>

Learning Strategies

- Lectures, questions and answers, listening to recorded materials, discussions, group works.

Classroom Rules of Conduct:

1. Cell-phones must be switched to silent mode during the course.
2. Students coming after 10 minutes of the scheduled time are **not allowed** to join the class.
3. Students must be present for at least 75% of class activities. Students who miss any class must be responsible for their own work.
4. Students who are absent for more than 25% will be automatically dismissed from the class and thus considered **FAIL**.
5. Late submission of the assignments is **NOT accepted**.
6. **SANDALS** and **T-SHIRTS** are **not allowed**.
7. Drinks and food are **not allowed** to be put on the booths in the laboratory.

Evaluation

- Progress Test 1: 25 %
- Progress Test 2: 25 %
- Final Test: 30 %
- Quizzes: 20 %

Sources

- Various online sources and podcasts
APPENDIX B

The Questionnaire for expert and students validation
EVALUATION SHEET OF LISTENING PRACTICE WEBSITE

(For Expert Validation)

Tick (√) one of the agreements’ options based on your opinion related to the statements!

*(5) Means strongly agree, (4) means agree, (3) means unsure, (2) means disagree, and (1) means strongly disagree.*

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Frequency Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>The audios are attractive to the students.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The students can comprehend the audios well.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The audios are not too long to listen.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Listening through gadgets are interesting.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The students will get useful information from the audios.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The questions are well arranged.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The audios’ level is appropriate for the level of the students</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The practice is useful for the students</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The user interface is interesting</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The listening practice’s platform is easy to access</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The content of the platform can draw student’s interest to access and use it again</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Using this platform can trigger positive attitude of listening</td>
<td></td>
</tr>
</tbody>
</table>
Opinion and suggestion related to the designed the reading activities:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Opinion and suggestion related to the designed website:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

~Thank you for your participation~
EVALUATION SHEET OF LISTENING PRACTICE WEBSITE
(For Students Validation)

The questionnaire is used to get the feedback on the designed test. The feedback will be used to revise and improve the designed test.

Name : 

Please complete the following information by giving check marks (✓) based on your degree of agreement. All of your information will be kept confidentially.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The interface of the designed test is clear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The instructions of the designed test are clear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The questions are relevant with the materials (Grammar, Listening, Reading, and Vocabulary).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The questions are well arranged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The designed test helps the ELESP students to assess their understanding of the materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The designed test is easy to access.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The procedure of the designed test is easy to follow. (How to log in, access the test, submit the test, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Generally, the designed test is well developed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What is your comment about the designed test?

10. What are your suggestions in order to improve the designed test?

Thank you for your participation. I hope you can rip a good fruit form your kindness. 😊
APPENDIX C

Transcript of Interview
Interview Transcript

Interviewer: The Researcher
Interviewee: An Intermediate Listening Lecturer of ELESP
Setting: The interview conducted in the lecturer’s office room at 2:41 PM (22/03/2017)
Duration of the interview: 04:43 seconds

Interviewer: Hello, Good morning. Can I do an interview about Intermediate Listening?
Interviewee: Yes, of course. How much the questions?
Interviewer: Hmmmm, only two questions.
Interviewee: Oh okay
Interviewer: This question is related to the Intermediate Listening course. In teaching Intermediate Listening, what the difficulties that you found while teaching Intermediate Listening?
Interviewee: The video, the previous lecturers are had keeping the old video and some videos are not up to date. I think some difficulties the students could not understand in determining the main ideas of the video. Sometimes, some videos are not appropriate with the level of students so that the students difficult to organizing and paraphrasing the main ideas.
Interviewer: What do you think about the Intermediate Listening is integrated with E-Learning?
Interviewee: E-Learning? What do you mean about E-Learning?
Interviewer: E-Learning like online test. It is a test platform which is help the students to do an exercise.
Interviewee: Okay, I do agree. It is because to increase our listening skills we have to categorize new habit
Interviewer: New habit?
Interviewee: Yeah, actually how to we provide our time to do an exercise and
It would be better

Interviewer: Actually, I am focusing on developing a computer-based test for my research. I want ask one question about the students need in learning Intermediate Listening?

Interviewee: I think the credit video, you have to find the proper video such as the duration and the speed and also the volume should be clear.

Interviewer: Hmmm, Okay. I think that is enough. Thank you very much.

Interviewee: Yeah, your welcome.
APPENDIX D
The Final Version of
The Designed Test
The Front Page of Tao Testing Platform

Members Page
Section 1. An audio recording about Politic (1:32 seconds)

Section 1. Multiple Choice Questions

1. Pope Francis is more popular than any
   - political world leaders
   - political worldly leader
   - political world leader
   - political worldly leaders

2. It found that 54 per cent of people around the world have a favourable
   - opinion for the Pope
   - opinion of the Pope
   - opinion from the Pope
   - opinion off the Pope

3. Researchers asked over 1,000 people
   - in 564 countries
   - in 16 4 countries
Section 1. Open-ended Questions

1. What is the main idea of the audio?

2. Would you be a good leader? Why?

Are religious leaders better than political leaders? Why?

Section 2. An Audio Recording About Education (1:46 seconds)
Section 2. True/False Statements

Part A (True/False Statement)
Instruction: After listening to the audio, choose the correct statement by choosing True. If the statement is incorrect, choose False.

1. He said too many families succeed to "face up to their responsibilities"  
   - True  
   - False

2. Parents already get a $100 fine if their child is repeatedly late  
   - True  
   - False

3. However, less than 2,000 of these penalties were unpaid last year  
   - True  
   - False

4. It said they do not want children to show "grit"  
   - True  
   - False

5. The government said such policies created very low expectations for students with ambition and potential  

Section 2. Open-ended Questions

Part B (Essay Text)
Instruction: Listen to the audio carefully and answer the questions below. Pay attention to the grammatical and semantical sentences.

1. What is the main idea of the audio?

2. What do you think about the education in your mind?
Section 3. An Audio Recording About Environment (2:01 seconds)

Section 3. Cloze-Test (Filling in the Blank)

Instruction: Listen to the audio carefully and fill in the blank box with the correct answer.

An American has said cycling is bad for the environment. He also said cyclists should pay a fee to ride their bikes on the roads. Ed Occutt, a representative from Washington State, sent an email to the manager of a local bike shop to outline his thinking. He wrote: "A cyclist has an increased heart rate and respiration. That means that the act of riding a bike results in greater emissions of carbon dioxide from the rider. Since CO2 is... a greenhouse gas... cyclists are actually [6] more CO2 if you are riding a bike than driving in a car." Occutt also believes cyclists should be required to help pay for the roads. He wrote: "Currently motorists are paying to use their cars on the roads... so if cars pay for the roads they use when they are actually biking on them." Dale Carlson, owner of the Tech Bike Shop said Mr. Occutt's ideas were: [7] "People who choose to ride a bicycle instead of driving a car actually reduce congestion." He added: "They save..."
Example of Feed Back in Tao Testing Platform

1) Pope Francis is more popular than any ____

True Answer: Political world leaders
APPENDIX E
Printed Materials
Section 1. Pope Francis is More Popular Than Any Political World Leader
Source: http://www.breakingnewsenglish.com/1603/160328-world-leader.html#ixzz4hI0L5TzQ

Part A. Multiple-Choice Questions

Instruction: Listen the audio carefully and choose the correct by clicking the empty box beside the answers.

1) Pope Francis is more popular than any ______

a. political world leaders
b. political worldly leader
c. political world leader
d. political worldly leaders

2) It found that 54 per cent of people around the world have a favourable ______

a. opinion for the Pope
b. opinion of the Pope
c. opinion from the Pope
d. opinion off the Pope

3) Researchers asked over 1,000 people ______

a. in 164 countries
b. in 16.4 countries
c. in 640 countries
d. in 64 countries

4) Around 85 per cent of Catholics who took part in the poll said they had a favourable ______

a. opinion of him
b. opinions of him
c. opinion of his
d. opinions of his

5) Pope Francis is a leader who transcends ______

a. his own religions
b. his own religion
c. his own religious
d. his own religiously
6) It was fairly predictable where Pope Francis, 79, was ______
   a. most popularity  
   b. most populate  
   c. most popular  
   d. most popularise

7) Portugal and the Philippines were the most enthusiastic ______
   a. above him  
   b. abet him  
   c. about him  
   d. about him

8) These were the only countries in the poll to give Francis a ______
   a. negative ratings  
   b. negative rating  
   c. negatively rating  
   d. negatively ratings

9) Most people in Azerbaijan said they did not know ______
   a. much about him  
   b. many about him  
   c. more about him  
   d. most about him

10) Francis has enjoyed enormous goodwill and won the ______
    a. heart and minds  
    b. hearts and minds  
    c. hearts and mind  
    d. heart and mind

**Part B. Open-Ended Questions**

Instruction: Listen the audio carefully and answers the questions below. Pay attention to the grammatical and semantical sentences

1. What is the main idea of the audio?
2. Would you be a good leader? Why?
3. Are religious leaders better than political leaders? Why?

Section 2. U.K. Parents Face Punishments If Their Children are Continually Late for School.
Source: [http://www.breakingnewsenglish.com/1406/140610-education-standards.html#ixzz4hlFf4FUE](http://www.breakingnewsenglish.com/1406/140610-education-standards.html#ixzz4hlFf4FUE)
Part A. True/False Statements

Instruction: After listening to the audio, choose the correct statement by choosing True. If the statement is incorrect, choose False.

1. He said too many families’ success to "face up to their responsibilities"
   (a) True
   (b) False

2. Parents already get a $100 fine if their child is repeatedly late
   (a) True
   (b) False

3. However, less than 20,000 of these penalties were unpaid last year
   (a) True
   (b) False

4. It said they do not want children to show "grit".
   (a) True
   (b) False

5. The government said such policies created very low expectations for students with ambition and potential
   (a) True
   (b) False

Part B. Open-Ended Questions

Instruction: Listen the audio carefully and answers the questions below. Pay attention to the grammatical and semantical sentences

1. What is the main idea of the audio?

2. What do you think about the education in your mind?
Section 3. An American Lawmaker Has Said Cycling is Bad for the Environment
Source: http://www.breakingnewsenglish.com/1303/130305-cycling.html#ixzz4jfwUmOGP

Part A. Cloze-Test (Filling in the Blank)

Instruction: Listen the audio carefully and fill the empty box with the correct answer

An American _[1]_ has said cycling is bad for the environment. He also said cyclists should pay a _[2]_ to ride their bikes on the roads. Ed Orcutt, a representative from Washington State, sent an e-mail to the _[3]_ of a local bike shop to outline his thinking. He wrote: "A cyclist has an increased heart _[4]_ and respiration. That means that the act of riding a bike results in greater _[5]_ of carbon dioxide from the rider. Since CO2 is…a greenhouse gas…cyclists are actually _[6]_ when they ride." Mr Orcutt said: "You can't just say that there's no pollution as a _[7]_ of riding a bicycle….You would be giving _[8]_ more CO2 if you are riding a bike than driving in a car."

Mr Orcutt also believes cyclists should be _[9]_ to use the roads. He said it was unfair that motorists have to pay all of the costs of building and _[10]_ roads. He wrote: "Currently motorists are paying to use their cars on the roads…so if cars pay for the roads they are _[11]_ , it only makes sense that bicyclists would also be _[12]_ to pay for the roads they use when they are actually biking on them." Dale Carlson, owner of the Tech Bike Shop said Mr Orcutt's ideas were _[13]_. He wrote: "People who choose to ride a bicycle instead of driving a car actively _[14]_ congestion." He added: "They save _[15]_ and tear on our roads and bridges, and reduce the [need for police] to _[16]_ our highways."