

# CHAPTER I

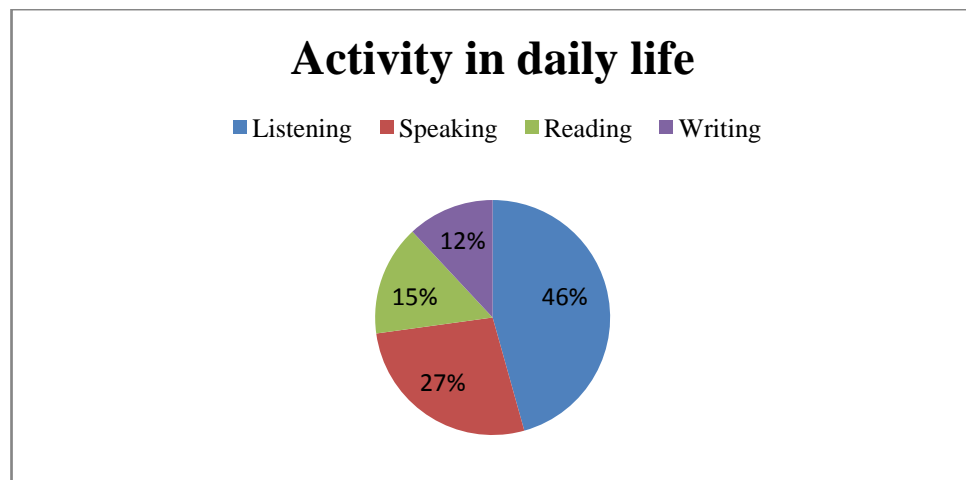
## INTRODUCTION

### **A. The Background of the Study**

English is a compulsory subject in every level of education in Indonesia. English is required to be learned from early elementary school to finish high school, even every university departments also require English language courses studied. English language has basic competencies that must be mastered by the student they are listening, speaking, reading and writing. The four of these competencies related one another.

Listening is a basic skill in language acquisition. To learn it, the student should listen to words or sentences so that he can pronounce them, read them even write down a sentence. It would be difficult for someone to learn language without ever listening to the language itself. It is same when a teacher explains something to the students, listening is the major ability for students in accepting what the speaker's intention was saying. The result of Paul T. Rankin's research in Setyaningsih (2007) shows activities in daily life consist of 46% listening, 27% speaking, 15% reading, and 12% writing. Besides, the ability of listening plays an important role as additional aspect for another language abilities (speaking skill, reading skill, and writing skill) and as a supported tool in communication.

Figure 1.1 Percentage of Activity in Daily Life



According to Dunkel and Lim (2006), in recent years, ESL (English as second language) and EFL (English for foreign language) learners develop their listening comprehension has become a major focus of teaching for several reasons. First, Listening plays a key role in the development of a learners' first language (L1), and listening is believed, by extension, to play a prime role in the development of a learner's second language (L2).

Listening can be creating a hypothesis of what will come for the next of a word based on their knowledge background or situation. This is called by a top-down process. According to Buck (2001), listening comprehension is a top-down process in the sense that the various types of knowledge involved in understanding language are not applied in any fixed order-they can be used in any order, or even simultaneously, and they are capable of interacting and influencing each other. It sees that language comprehension as a process of passing through a

number of consecutive stages, or levels, and the output of each stage becomes the input for the next higher stage.

Determining students' achievement is crucial in measuring the listening skill. It is important to measure whether the students have already mastered the listening material or not. By giving the listening test, the teacher can measure the students' understanding and the success degree in teaching and learning program. Brown (2000:396) states a test is a method of measuring a person's ability or knowledge in a given domain. Test is first a method. It is an instrument, a set of techniques, procedures, or items that requires performance on the part of the test-taker. Second, a test must measure. Test cannot be named test if it can't measure what is need to be measured. A test should also measure students' performance. Measurement by a test should be done in order to know students' achievement. By doing the test, teachers might be known how well students' mastery in listening comprehension.

Adapted from Valette in Weir (1990:51), the main object of listening test is to evaluate the student's listening comprehension. And the degree of listening comprehension will depend on his ability to discriminate phonemes, to recognize stress and intonation patterns, and to retain what the learner has heard. Heaton (1990:64) points out that an effective way of developing the listening skill is through the provision of carefully selected material. Such material is in many ways similar to that used for testing listening comprehension. So it is need to design a test based on the provided material in the used textbook.

However, based on interviews with English teachers in Galih Agung Senior High School of Darularafah Raya Islamic Boarding School a few months ago in 2016, it was found that listening is almost neglected; teachers tend to put more emphasis on writing and reading but not in listening. The text book that teachers and students use is *Talk Active for Grade XI senior High School*. The text book is published by Yudistira in early 2014 ago, written by Lanny Kurniawan and has been developed based on the National Curriculum 2013. The writer found some problems with the measurement existing in the textbook. First, there's no listening test in the textbook. The textbook only presents some tasks which are directed only about listening and learning the task without any measurement. Second, the tests aren't matched with the need of student. Considering the matter above, the writer decides that designing English test based on Islamic Boarding School foundation is important.

English teachers should have a test which can be used to develop the students' language skills in their daily life. Backman and Palmer (1996) suggest that, establishing test validity requires an analysis of the degree of correspondence between the test task and the target language use domain, where the learner's ability might be generalized beyond the assessment context to a real life situation. In line with it, listening test which is matched between Islamic boarding system to the learning instrument like curriculum, syllabus, lesson plan, and text book is need to be designed.

Since listening is seldom be taught yet listening is a compulsory skill that must be owned in language learning, the teachers did not have achievement data

of students in listening progress. Then how can the teachers know about their students' competence in listening. Therefore, teachers should realize the importance of measuring the ability of students by using a series of specific tests and are also required to have an appropriate guidelines measurement to measure the extent of students' skills in listening comprehension.

Based on the problems above, this research aims to design a listening test which is matched with the students' needs in improving their listening skill. It could support the teaching and learning process in the school based on learning instrument and Islamic Boarding School foundation purpose.

### **B. The Problem of the Study**

There are some problems that usually come through Listening Test. There are many factors can affect the problems emergence such as:

1. What is the appropriate listening tests design for grade 11 students of Islamic Boarding School based on the foundation of Islamic boarding school and the learning instrument?
2. Is the designed listening test useful for the students in supporting their listening skill?

### **C. The Objective of the Study**

1. To design the listening tests for students in Islamic Boarding School grade 11 based on the foundation of Islamic boarding school and the learning instrument.

2. To find out whether the designed test is support the listening skill of the students or not.

#### **D. The Scope of the Study**

In order to give the best result, this study will focus on listening skill during teaching and learning process which can be the source to design the listening test.

The scope of study is to design listening test based on Islamic boarding school needs. It will be conducted in eleventh grade in Darul Arafah Islamic Boarding School. And the skill that will be concerned is Listening comprehension.

The limitation of the study is in analyzing and designing the listening test, the writer will limit the material only for the first semester which consisted of four chapters.

#### **E. The Significance of the Study**

The product of the study is recommended listening test which is matched with the Islamic Boarding School foundation students.

By conducting this product, it will be expected to give significances for:

- The students :

The researcher intends to develop students' Listening skill by giving the suitable test for them.

- The teacher :

This study will be beneficial for the teacher to give new information and theories about how to create listening test.