THE IMPLEMENTATION OF ASSESSMENT IN LISTENING SKILL AT SMKN 1 KEDIRI

SKRIPSI

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By:

Dwi Cahya Indra Saputra

NPM: 19.1.01.08.0025

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

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ABSTRACT

Title: THE IMPLEMENTATION OF ASSESSMENT IN LISTENING SKILL AT SMKN 1 KEDIRI

Listening comprehension is a fundamental aspect of language learning, yet many students face challenges in developing proficiency in this skill. The background of this research is based on the researcher's observations and experiences. This study aims to answer the questions:

1) How is the implementation of assessment in listening skills at SMKN 1 Kediri?
2) What problems faced by teacher when they apply assessment at SMKN 1 Kediri?
3) What are strategies that used by teacher to solve the problem while doing assessment in listening at SMKN 1 Kediri?

The researcher used observation, interviews, and documentation as research instruments. The researcher conducted interviews with teachers and collected answer sheets from eleventh-grade students. In this study, students were provided with listening audio and asked to rewrite their answers accordingly. Triangulation was employed in data collection procedures, ensuring that participants were presented with hypotheses and given opportunities for practice during classroom evaluations. The results revealed an improvement in students' listening scores, indicating the effectiveness of the implemented assessment strategies. Furthermore, qualitative analysis of students' feedback and interviews provided valuable insights into the students' perceptions of the assessment methods and their impact on their listening skill development.

Keyword: Assessment, Listening skill, Listening Assessment at School.

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APROVAL PAGE

SKRIPSI

By:

DWI CAHYA INDRA SAPUTRA

NPM: 19.1.01.08.0025

ENTITTLED:

THE IMPLEMENTATION OF ASSESSMENT IN LISTENING SKILL AT SMKN 1 KEDIRI

Approved by the Advisors to be proposed to

The English Education Department Examination Committee of

University of Nusantara PGRI Kediri

Kediri, 25th July 2023

The Advisors,

Advisor 1	Advisor 2
Dr. Dewi Kencanawati, M.Pd.	**Rika Riwayatiningsih, M.Pd.**
NIDN: 0707097102	NIDN: 0721107201

iv

APPROVAL SHEET
SKRIPSI

By:

DWI CAHYA INDRA SAPUTRA

NPM: 19.1.01.08.0025

ENTITLED:

THE IMPLEMENTATION OF ASSESSMENT IN LISTENING SKILL AT SMKN 1 KEDIRI

Approved and Accepted by all its qualification

By the Examination Committee of

University of Nusantara PGRI Kediri

Kediri, 25th July 2023

Board of Examiners,

Chairman	: Dr. Dewi Kencanawati, M.Pd.
First Examiner	: Dr. Diani Nurhajati, M.Pd.
Second Examiner	: Rika Riwayatiningsih, M.Pd.

The Dean of Faculty of Teacher Training
and Education, UN PGRI Kediri

Dr. Mumun Narmilawati M.Pd.
NIP 19680906 1994 032001

v

STATEMENT OF WRITING ORIGINALLY

The undersigned below, I:

Name	: Dwi Cahya Indra Saputra
Gender	: Male
Place/ Date of Born	: Tulungagung/ November, 22nd 2000
NPM	: 19.1.01.08.0025
Fac/ Dept	: FKIP/ English Language Education Department

State that:

1. This Skripsi as never submitted to any institute of higher education for any academic degree.
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DWI CAHYA INDRA SAPUTRA
19.1.01.08.0025

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MOTTO AND DEDICATION

"Don't stop when you're tired, stop when you're done."

Dedicated to:

1. Allah SWT who always gives me ease and fluency in every steps.
2. My beloved parents, thank you for always supporting me**.**
3. All my friend for all help and support.

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CHAPTER I

INTRODUCTION

This chapter presents the research foundation including background of the research, the identification of the problem, the purpose of the research, key of term, and organization of the paper.

A. Background of the Research

The research focuses on the importance of English language education and the need for effective assessment methods to improve students' listening skills. English is considered a crucial foreign language in educational contexts as it is used in various language lessons. The design and use of the English language play a significant role in international communication and language studies.

However, there seems to be a misconception in current educational practices regarding the terms "testing" and "assessing". Many individuals mistakenly believe that testing and assessing are the same, when in fact they are different. A test is a tool used to assess a person's skill, knowledge, or performance in a specific area, while assessment is a continuous process that covers a wide range of topics. Assessment includes any feedback or response from a student in relation to inquiries or comments on their learning. Teachers often assess students' performance, consciously or unconsciously, without relying solely on formal tests.

Assessment is not limited to end-of-course papers or pencil tests that determine how much material students do not know or have yet to master. It encompasses a broad range of activities and tasks that teachers employ on a daily basis to evaluate

student progress and growth. Assessment serves to identify learners' needs, document their progress, and evaluate the effectiveness of teaching and planning methods. Two common types of assessment are frequently utilized: formative assessment and summative assessment. Formative assessment is centered on utilizing feedback and information to enhance the learning process (Bridget D. Arend, 2006:5). Conversely, summative assessment is a formal evaluation conducted at the conclusion of lessons, projects, or courses to gauge overall learning achievement (Jeanne P. Sewell, 2010:302).

To ensure effective assessment, tests should be authentic and reflective of a student's learning, achievement, motivation, and attitude towards relevant classroom activities. Authentic assessment tasks resemble real-world reading and writing scenarios, allowing students to demonstrate various literacy abilities in contexts similar to those in which they would be used. Two important components of authentic writing assessment are the nature of the task and the scoring criteria. Guidelines for constructing writing tasks and examples of different scoring criteria are provided. Additionally, authentic assessments can include both tests and non-test formats, such as portfolios, which provide qualitative assessments of knowledge, attitude, and skills.

Additionally, listening challenges in the classroom can arise from factors such as rapid speech, limited vocabulary, different accents, and established linguistic habits. Every language is influenced by the unique culture of the region in which it is spoken. Therefore, learning a language also involves gaining insights into the culture of its speakers. Language and culture are interconnected since different

places around the world possess distinct cultures. Listening, among other essential skills, is the most communicative activity in daily life (Morey, 1991, Para. 1). Learners are expected to listen twice as much as they speak, four times more than they read, and five times more than they write. Listening holds significant importance in developing language proficiency. It is not only vital for language learning but also for everyday interactions in English with friends. For instance, when we ask for directions to a friend's house, we rely on listening skills to gather all the necessary details (Brown, 2006: 6). Listening is particularly crucial for English students in academic contexts as they need to acquire and develop effective listening skills to comprehend.

In this study, the researcher is interested in researching the results of the student's assessments and listening skills at SMAN 1 Kediri, and the researcher observed how teachers implemented assessment methods for measuring students' listening skills in the classroom. They focused on examining the strategies and techniques employed by teachers to assess listening abilities, as well as the various applications of these assessments during classroom activities. Through their observations, the researcher aimed to gain insights into the effectiveness of the assessment approaches used by teachers and how these assessments contributed to enhancing students' listening skills. Considering the above, the researcher wants to conduct research entitled **THE IMPLEMENTATION OF ASSESSMENT IN LISTENING SKILL AT SMKN 1 KEDIRI**

B. Scope of the Research

This research deals with the application of assessment to develop students' listening skill. Thus, the researcher describes what the aims of assessment on the listening class are. Hindering the misunderstanding, the researcher gives limitation for this research, as follows:

1. The researcher limits the problem on the application of assessment in listening skill in the tenth grade students of SMAN 4 Kediri.
2. The implementation of assessment to develop listening skill at SMKN 1 Kediri are limited in techniques to assess listening skills at the class in learning English at SMAN 4 Kediri.

C. Research Problems

In this research, the researcher formulates the problems as follows:

1. How is the implementation of assessment in listening skills at SMKN 1 Kediri?
2. What problems faced by teacher when they apply assessment at SMKN 1 Kediri?
3. What are strategies that used by teacher to solve the problem while doing assessment in listening at SMKN 1 Kediri?

D. The Purpose of the Research

The purpose of this research is:

1. Describe the implementation of assessment in listening skills at SMKN 1 Kediri.

2. To find out the problems faced by the teacher and the students when they do assessment in listening skill at SMKN 1 Kediri.
3. To describe the strategies used by the teacher to solve the problems while doing assessment in Listening skill at SMKN 1 Kediri.

The result of this research is expected to give a contribution to the teacher, students, and other researcher.

E. Significance of the Research

The significance of the studies are:

1. The Lecturer

   The researcher expects in this study helps the implementation of assessment for listening skill.

2. The Researcher

   By using this method, perhaps the researcher gets solution to evaluate. The researcher will know what the advantages are by using the assessment method in teaching the English language.

3. The student

   This research is a presence to increase students' interest in learning the English language, also can be used to broaden and develop the listening skill.

F. Key Terms

1. **Assessment** refers to the process of gathering information about a learner's language ability or achievement. It encompasses various methods used to evaluate student progress and can be distinguished into two main functions: formative assessment and summative assessment. Formative assessment is

conducted during the learning process to provide feedback and support students' ongoing development of language competencies and skills. The primary goal of formative assessment is to promote student learning and development by identifying areas where students may need additional support or clarification. On the other hand, summative assessment occurs at the end of a learning period and aims to summarize a student's overall achievement and proficiency in a particular area. The primary goal of summative assessment is to determine the extent to which students have achieved the desired learning outcomes.

2. **Listening skill** is a crucial component of effective communication as it enables us to understand others' intentions and messages. When we listen attentively, we can grasp the meaning and nuances of what is being conveyed. It involves actively participating in the process, as highlighted by Rost (1991:1). Successful communication relies on both the speaker and listener, with the listener's understanding dependent on their ability to accurately perceive and comprehend the speaker's words.
3. **Listening Assessment at School** involves students listening to a passage or audio recording instead of reading it. Following the listening task, students are usually required to answer multiple-choice questions that assess various levels of comprehension, including literal understanding and inferential comprehension.

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