

**DESIGNING THE COMMON EUROPEAN FRAMEWORK OF  
REFERENCE (CEFR) FOR LANGUAGES BASED ENGLISH  
LISTENING TEST SPECIFICATIONS  
FOR S1 ENGLISH STUDY PROGRAM**

A THESIS



*Building  
Future  
Leaders*

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master  
Program of English Language Education**

**ALI SATRI EFENDI**

**2236149040**

**FACULTY OF LANGUAGE AND ART**

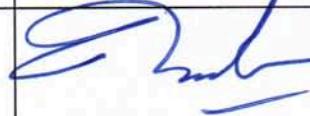
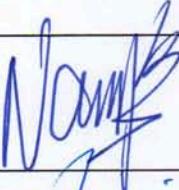
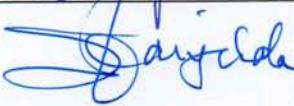
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Nama : Ali Satri Efendi  
 Nomor Registrasi : 2236149040  
 Program Studi : Magister Pendidikan Bahasa Inggris

NO	NAMA	TANDA TANGAN	TANGGAL
1	Prof. Dr.Aceng Rahmat, M. Pd.  Dekan Fakultas Bahasa dan Seni		
2	Dr. Ratna Dewanti, M.Pd.  Ketua Program Magister Pendidikan Bahasa Inggris		
3	Dra. Helena Damongilala, M.Pd.  Sekretaris Program Magister Pendidikan Bahasa Inggris		25/07/16
4	Dr. Ifan Iskandar, M. Hum.  Pembimbing I		25/07/16
5	Dr. Ratna Dewanti, M.Pd.  Pembimbing II		
6	Dr. Darmahusni, M. A.  Penguji I		25/07/16
7	Dr. Ratna Dewanti, M.Pd.  Penguji II		
8	Dra. Helena Damongilala, M.Pd.  Penguji III		25/07/16



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Nama : Ali Satri Efendi, M.Pd.  
NIM : 2236149040  
Fakultas/Prodi : Fakultas Bahasa dan Seni / Program Magister Pendidikan Bahasa Inggris  
Alamat email : [alisatriefendi@gmail.com](mailto:alisatriefendi@gmail.com)

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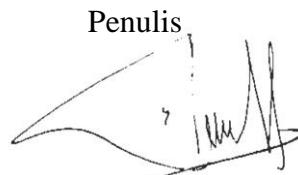
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## **DECLARATION**

I declare that this research paper entitled *Designing CEFR for Languages-Based English Listening Test of Specifications for S-I English Study Program* submitted for *Magister Pendidikan* degree is entirely the result of my own work. I am fully aware that I have quoted some statements and ideas from various sources. All quotations are already properly acknowledged.



## **ACKNOWLEDGEMENT**

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Jakarta, Juni 2016

Ali Satri Efendi

## **ABSTRACT**

Efendi, Ali Satri. 2016. Designing The Common European Framework of Reference (CEFR) for Languages Based English Listening Test Specifications for S1 English Study Program. Thesis. Faculty of Language and Art, Master Program of English Language Education, State University of Jakarta, 120 pages, 6 group of appendixes.

The Common European Framework of Reference (CEFR) for Languages provides a widespread foundation for the development of languages syllabuses, curriculum guidelines, assessments, and textbooks. This research aims to design appropriate CEFR for languages based English listening test specifications for S1 English Study Program. The Design and Development Research (DDR) accommodates this research to produce the models and principles guided by the design, development, and evaluation processes. The data of this research are standard competences, learning materials and lexicogrammar gathered from the seven universities existing syllabi of S-1 English Study Program and the CEFR documents of the European Association for Quality Language Services (EAQUALS). The writer conducts three phases: need analysis, where the writer analyses the existing syllabi of seven universities and compare them to the CEFR components, information gathering, and prototypical design. The result shows the seven universities position in A1 (9,74%), A2 (11,09%), B1 (7,36%), B2 (8,66%), C1 (5,94%), and C2 (0,60%) of CEFR levels. The result is a basis for the writer to design English listening test specifications that range from A1 to C1 divided into Basic Listening, Intermediate Listening, and Advanced Listening. The Regional Language Centre (RELC) Singapore table of specification becomes a reference for the writer to design the current English listening test specifications. The writer adapts IELTS as standardized test to determine the amount of sections, question types, number of items and time allocation.

Keywords: CEFR for Languages, English Listening Assessment, Test of Specification.

## ABSTRAK

Efendi, Ali Satri. 2016. Merancang Spesifikasi Tes Keterampilan Bahasa Inggris berbasis *Common European Framework of Reference* (CEFR) untuk Program Studi S1 Bahasa Inggris. Tesis. Fakultas Seni dan Bahasa, Program Magister Pendidikan Bahasa Inggris, Universitas Negeri Jakarta. 120 halaman dengan 6 jenis lampiran.

*Common European Framework of Reference* (CEFR) untuk bahasa menyediakan pondasi menyeluruh bagi pengembangan silabus, kurikulum, pedoman, penilaian dan buku pelajaran bahasa. Penelitian ini bertujuan untuk merancang spesifikasi tes keterampilan mendengarkan bahasa inggris berbasis CEFR untuk bahasa yang cocok untuk Program Bahasa Inggris S1. Metode Penelitian Rancangan dan Pengembangan mengakomodasi penelitian ini untuk menghasilkan model-model dan dasar-dasar yang diarahkan oleh proses rancangan, pengembangan dan penilaian. Data yang digunakan dalam penelitian ini antara lain kompetensi-kompetensi standar, materi belajar, dan tata bahasa yang dikumpulkan dari silabus tujuh universitas Program S1 Bahasa Inggris dan dokumen-dokumen CEFR dari *European Association for Quality Language Services* (EAQUALS). Penulis melakukan tiga fase penelitian berupa analisis kebutuhan, dimana penulis menganalisa silabus tujuh universitas dan membandingkannya dengan komponen-komponen CEFR, pengumpulan informasi, dan prototipe rancangan. Hasilnya menunjukkan posisi tujuh universitas di tingkat CEFR ada di A1 (9,74%), A2 (11,09%), B1 (7,36%), B2 (8,66%), C1 (5,94%), dan C2 (0,60%). Hasil tersebut merupakan dasar bagi penulis untuk merancang tes spesifikasi keterampilan mendengarkan bahasa inggris yang berkisar di tingkat A1 hingga C1 dan dibagi ke dalam Keterampilan Mendengarkan Dasar, Keterampilan Mendengarkan Menengah, dan Keterampilan Mendengarkan Tingkat Tinggi. Tabel spesifikasi milik *Regional Language Centre* (RELC) Singapura menjadi referensi bagi penulis untuk merancang spesifikasi tes keterampilan mendengarkan Bahasa Inggris yang ada di dalam penelitian ini. Penulis mengacu pada IELTS sebagai tes yang dистандаркап для определения количества частей, типов вопросов, количества вопросов и распределения времени.

Kata Kunci: CEFR untuk Bahasa, Penilaian Keterampilan Mendengarkan Bahasa Inggris, Spesifikasi Tes.

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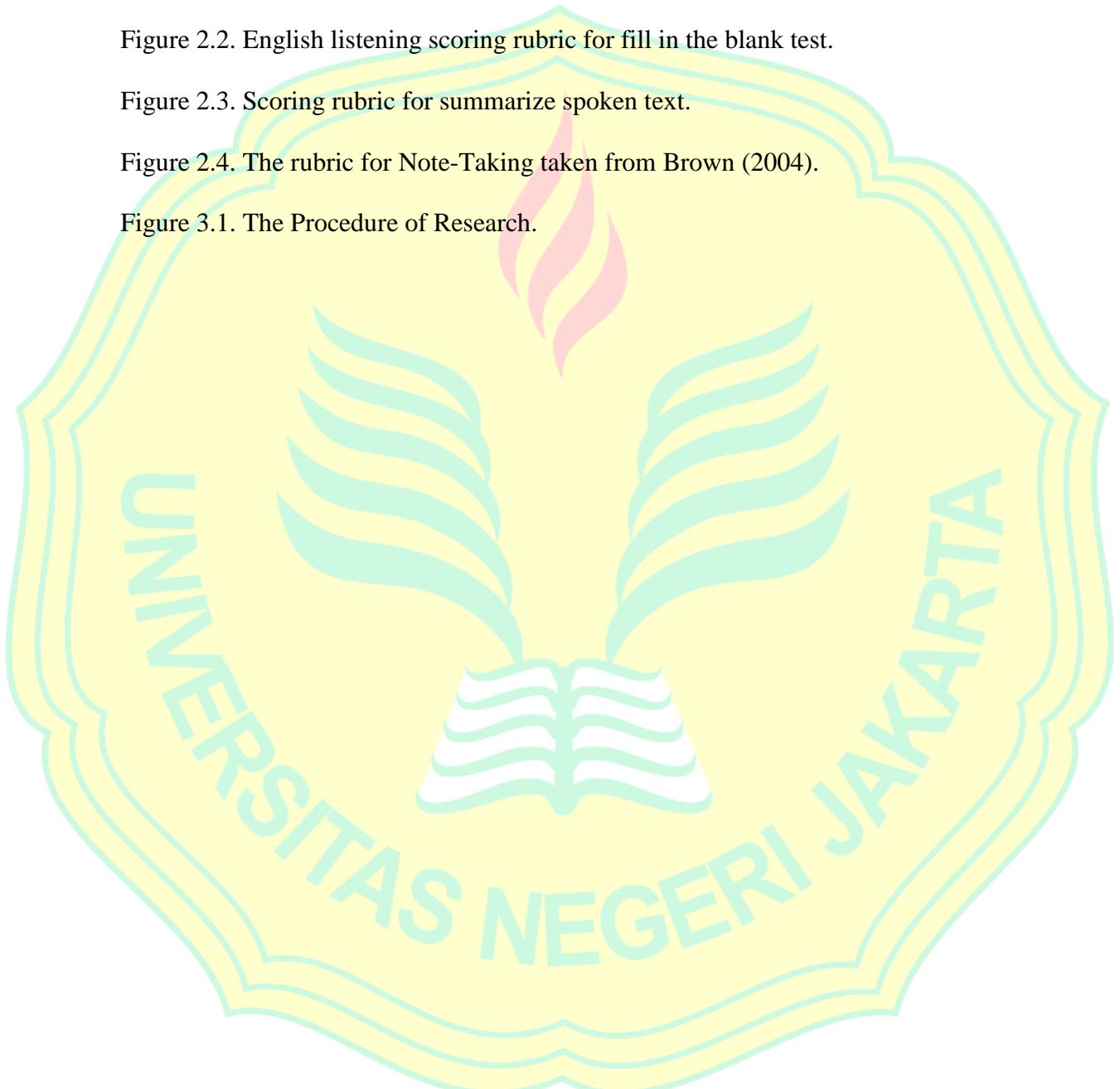
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