

CHAPTER IV

RESULT OF THE STUDY

This chapter discusses the result of this study and answers the research questions stated in chapter 1. The researcher divides this chapter into three parts: data description, findings and discussions. The explanation of each part is presented below.

1.1 Data Description

This research aims at describing the assessment of receptive skills at English Department of State University of Jakarta. The data were collected by means of documents and interview. The data collected were 1) SAP (Satuan Acara Perkuliahan), 2) instruments used in the test, 3) tape recording from the interviews with 48 students from year 2008 and teachers in six courses: Listening 1, Listening 2, Listening 3, Reading 1, Reading 2 and Reading 3.

The data in this study are described in three major groups, namely: the SAP (Satuan Acara Perkuliahan) components, SAP implementation and students' responses to the implementation of SAP. To see the completeness of the SAP components, the researcher uses checklist. And for SAP implementation and students' responses to the implimentation of SAP are analyzed based on the interiews done with students and teachers. The result of this study then shows how the receptive skills are assessed at English Department of State University of Jakarta.

1.2 Findings

1.2.1 Finding of The SAP Components

Mata Kuliah	Tujuan Pembelajaran	Kompetensi Dasar	Materi/Pokok Pembelajaran	Aktivitas Pembelajaran	Indikator Keberhasilan	Penilaian			Alokasi Waktu	Sumber Belajar
						Teknik	Instrumen	Sistem Penilaian		
Listening 1	✓	✓	✓	-	✓	-	-	✓	✓	✓
Listening 2	✓	✓	✓	-	✓	-	-	✓	✓	✓
Listening 3	✓	✓	✓	-	✓	-	-	✓	✓	✓
Reading 1	✓	✓	✓	✓	✓	✓	-	✓	✓	✓
Reading 2	✓	✓	-	✓	✓	-	✓	✓	✓	✓
Reading 3	✓	✓	-	✓	✓	-	✓	✓	✓	✓

Table 4.1 SAP components checklist

From the table above, it can be seen that the designers of the SAPs fail to put all the components of the SAP. The SAPs used in six courses of receptive skills subject do not clearly describe what the learning process in the classrooms are. Most of the SAPs do not have clear statements in the learning material, learning activity and assessment. There are two from six SAPs which do not clearly state about the learning material. On the other hand, only three of the SAPs stating about the learning activity. And almost five SAPs do not explain in detail about the assessment processes. What the SAPs tell in assessment is just about the scoring system. They do not put any explanation about the activities going to be done in the assessment.

1.2.2 Finding of The SAP Implementation

The table below is created to help the researcher in analyzing all the courses related to receptive skills. It represents all the courses and the teachers.

Courses	Teachers
Listening 1	A1, A2 and A3
Listening 2	B1, B2, B3 and B4
Listening 3	C1, C2, C3 and C4
Reading 1	D1, D2, D3, D4, D5, D6, D7 and D8
Reading 2	E1, E2, E3, E4 and E5
Reading 3	F1, F2, F3, F4, F5 and F6

Table 4.2 teachers coding

To analyze the implementation of SAPs in the classroom, the researcher use the data got from interviews with teachers and also the documents, in this case the problem set given in midterm and final tests.

a. Listening 1

The researcher interviewed two of the three teachers teaching Listening 1 subject for second year students of English Department. From the interviews done, the researcher found that the teachers implemented the learning materials based on what stated in the SAP. It is also found that the teachers mostly use listening from the tape record

for daily activities in the classrooms, but teacher A2 admitted that she combined that activity with other listening activities.

A2: "Jadi biasa dia itu menggunakan tape recorder. Tapi ada juga di beberapa pertemuan yang saya berikan suatu cerita, terus mereka menceritakan kembali. Terus ada juga dari mengisi bagian-bagian yang dikosongkan, mereka mendengar lalu yang kosong itu mereka isi."

In assessing the skills, the teachers used paper-pencil test. They asked the students to listen to audio first, and then answered the questions based on what they listened to.

For example:

- *Answer the questions by putting a tick in the correct box! Fill in the missing information!*
- *Indicate the position of each of the places to visit by putting the correct number in the box!*

b. Listening 2

Based on the interviews done, two of four teachers teaching Listening 2 subject for second year students of English Department stated that they implemented the materials stated in the SAP. They use all the topics with learning activities adapted from the textbook. The type of learning activities done in Listening 2 is not much different from what in Listening 1. The difference lies in the level of texts the students listened to.

B2: "Yang membedakan listening 1, listening 2 dan listening 3 itu hanya berdasarkan tingkat kesulitannya saja. Tapi intinya adalah tetap untuk mengambil kesimpulan atau inti dari suatu teks dengan benar."

In assessing the skills, the teachers also used paper-pencil test. They asked the students to listen to audio first, and then answered the questions based on what they listened to. The difference of the test done in Listening 2 lies on the level of the text and the type of activities. In Listening 2, the students were not only asked to answer questions based on what they listened to, but they were also asked to paraphrase the story they listened to.

For example:

- *Listen to the interview! It's been divided into four parts; you will hear a beep at the end of each part. Choose the answer that best expresses the main idea in that part!*
- *The proctor is going to read you a story. Listen carefully, and then retell the story in your own words!*

c. Listening 3

From the four teachers teaching Listening 3 for second year students of English Department, the researcher interviewed three of them. It is found that the teachers did not have clear picture of what materials would they taught to the students.

C2: " Pada saat itu pelaksanaan mata kuliah ini masih belum jelas. Yang ada pun hanya masih berupa draft-draft saja. Saya berusaha menerapkan semua materi, tapi kembali lagi kemampuan mahasiswa yang jadi pertimbangan saya. Apakah mereka mampu atau tidak. Kalau untuk materi saya hanya mengarahkan mereka untuk pelajaran listening yang senatural mungkin."

C3: "Well, kalau boleh jujur sebenarnya pada saat itu untuk listening 3 kita belum memiliki SAP yang rapi. Tapi yang jelas pada saat itu kita sudah menyepakati antar dosen Listening 3 bahwa kita akan membahas academic listening yang berhubungan dengan talks, lectures and news. Nah masalah materinya seputar itu. Untuk itu saya ambil dari beberapa sumber dari TOEFL book dan juga IELTS."

In conducting learning activities in classrooms, those three teachers also have different variation. Teacher C1 tended to use listen to the audio as the daily activities. While teacher C2 attempted to combine the listen to audio activities with follow up question such as summarizing. In the other hand, teacher C3 used a combination with movies for the listening activities. She asked her students to watch movies and listen to the dialogues.

C3: "Hmm.. Saya biasa ajak mereka untuk dengar audio. Tapi saya kombinasikan juga dengan film. Untuk pendekatan ke listening yang senatural mungkin. Saya minta mereka untuk mencoba menggali ini idenya apa sih, trus informasi detail di setiap scenenya. Tapi pada kenyataannya yang terjadi malah seperti kritik film."

The teachers also had different ways in assessing the students' skills. Teacher C1 and C2 used listening for TOEFL as the instrument in assessing the skills. While teachers C3 used paraphrasing activities in assessing the skills.

C3: "Kalau untuk ujian biasanya sesuai dengan prosesnya di kelas. Misalkan mereka dengar satu perdebatan dalam suatu meeting mereka harus mencari tahu itu tujuannya apa sih terjadi perdebatan seperti itu. Semacam paraphraselah nantinya."

d. Reading 1

From eight teachers listed to teach Reading 1 for second year student of English Department, the researcher interviewed three of them. Based on the interview, it is found that they implemented all the materials stated.

D1: "Kalau reading 1 saya ambil dari buku 10 Steps Improving Reading Skills. Saya berikan dasar-dasar membaca di Reading 1, dengan harapan nanti ketika masuk Reading 2 mereka tinggal menerapkannya saja. Yang penting dasarnya sudah kuat."

D2: "Kalau untuk materi iyalah pastinya. Tapi ada hal-hal lain yang sudah saya munculkan juga dari reading 2, tapi sifatnya hanya pengenalan. Tapi untuk tataran yang sifatnya sampai mendalam itu biasanya kan nanti ada eksplorasi sendiri dari dosennya."

D3: "Kalau untuk materi iya semua saya terapkan, tapi saya suka menambahkan dengan keahlian seperti cara membaca. Itu mungkin juga yang saya anggap perlu untuk mereka ketahui. Jadi, selain teori-teori yang berkaitan dengan 'kemembacaan' seperti making inference, scanning, skimming dan sebagainya yang tadi teknik-teknik itu. Saya juga biasanya meminta mereka untuk membaca."

The teachers mostly used the same method in conducting the learning activities in the classrooms. They used the activities in the text book; students were to read the text first and they were asked to answer the following questions. They also combined the activity with group discussion and reading aloud and emphasized on the students' pronunciation.

D3: "Kita kan punya buku teks yah di situ itu, dan di buku teks itu terdapat beberapa kegiatan yang bisa dilakukan dengan satu teks tersebut. Biasanya sih saya lebih suka group work yah, jadi mereka bisa berdiskusi dengan teman. Karena kalau sendiri mereka kalau mendapat kesulitan mereka agak susah nanya. Makanya saya lebih suka yang ke arah group discussion. Kemudian juga reading aloud. Mereka harus perhatikan pronunciationnya, juga pause, titik dan koma, dan teknik-teknik membaca secara aplikasinya."

To assess students' skills the teachers used paper-pencil test. They served a number of text and the students had to answer the reading comprehension questions.

e. Reading 2

The researcher interviewed three of five teachers listed. Based on the interviews, it is found that the teachers implemented the materials stated in the SAP.

The teachers mostly conducted learning activities in group or class discussions. They asked the students to read the texts first and then analyzed the texts to be reported to other students or groups.

In assessing students' skills, the teachers combined the reading comprehension questions with analyzing text activity. The students were to analyze the implicit meanings in the text.

But from the document analysis, the researcher also found teacher E4 used inconsistency materials to assess the students' skills. In Reading 2 the students are expected to get the implicit meanings of the texts, but teacher E4, in the midterm test, used only reading comprehension to assess the students' skills.

f. Reading 3

The researcher interviewed four of six teachers teaching Reading 3 subject for second year students of English Department. Most of the teachers stated that they implemented the materials in SAP, while teacher F4 admitted that she did not give one of the materials in the SAP.

F4: “Saya tidak menerapkan syntopical reading di dalam kelas. Syntopical reading itu kan topiknya sama tapi ditulis oleh orang lain jadi setiap orang membaca bagaimana you menulis tentang ini orang itu menulis tentang itu. Satu saya tidak menerapkan itu di dalam kelas karena saya sulit mencari bahan yang sama misalnya tentang... sesuatu topik yang ditulis tiga penulis berbeda, dan saya juga tidak berusaha mencari. Saya rasa itu tidak penting, hmm bukan tidak penting. Hmm.. Begini kalau reading comprehension yang biasa saja sudah kuat, itu akan membaca syntopical reading oleh penulis siapa saja pasti bisa.”

The activities done in Listening 3 are the same to what in Listening 1 and Listening 1. The teachers asked students to read poetries and short stories to be analyzed later on. For syntopical reading, some of the teachers gave special approach. They asked the students to read three or more texts with same topic. They discussed the texts together with the students to decide what makes the text have same topic.

In assessing the skills, the teachers combined paper-pencil test and project based test. In the midterm test, they asked the students to analyze the implicit meaning of the short story and poetry they read, and in the final test, the teachers asked the students to make a report on syntopical reading.

1.2.3 Findings of Students' Response to The SAP Implementation

To analyze the students' response to the SAP implementation, the researcher did some interviews with second year students of English Department.

a. Listening 1

	Suitable	Unsuitable
Teacher A1	30 students (62.5%)	-
Teacher A2	6 students (12.5%)	-
Teacher A3	12 students (25%)	-

Table 4.3 suitability between learning materials in the classroom and in the courseoutline

Based on the interviews done, 48 students coming from three different teachers stated that the learning materials given in the classrooms are almost the same to what stated in the SAP. They were given several topics about daily conversation related to the materials.

S1: " Seingat saya sih iya materi itu pernah saya dapat di kelas."

S2: " Kalau materi sesuai sih."

S3: " Sejauh yang saya inget sih sesuai koq."

They said that for daily activity they did listen to the audio record, either in the classrooms or language laboratory, and fill in the

worksheet. The type of tasks in the worksheet varied from picture-cued task, fill in the blank, and multiple choice task.

S1: "Kita pergi ke Lab, terus ngerjain soal latihan. Bentuknya macem-macem, ada pilihan ganda, isian, fill in the blank juga."

S2: "Dikasih work book gitu nanti kita dengerin audio terus isi soal di buku itu."

S3: "Biasa, dengerin audio. Kan dapet buku itu yah, Listening Impact kalau ngga salah. Abis ngerjain itu biasa deh kita langsung ngerjain soal."

	Suitable	Unsuitable
Teacher A1	30 students (62.5%)	-
Teacher A2	6 students (12.5%)	-
Teacher A3	6 students (12.5%)	6 students (12.5%)

Table 4.4 suitability between learning materials in the classroom and in the assessment process

The material and activities they had in the test more or less are the same to the activities they had before in the classroom. They listened to dialogues or paragraph and then answered the questions based on what they heard.

S1: "Sama kaya waktu latihan. Dengerin audio terus isi soal. Tapi kalo waktu ujian tuh kita disuruh mendeskripsikan gitu. Kan ada gambar trus nanti kita suruh deskripsikan posisi lemari di mana sesuai sama yang kita denger di kaset."

S2: "Sesuai koq. Udah pernah dipelajarin semuanya. Kegiatannya juga sama, dengerin audio dulu terus abis itu isi soal pilihan ganda."

Students of teacher A3 coming from two different classes admitted that they had different tasks to do in the final test. The first six students said that they were asked to do paper-pencil test but the other six students were asked to rewrite the text dictated by the teacher.

S3: "Gak ada test apa-apa. Kita cuma disuruh tulis ulang yang dibaca sama dosennya. Harus persis sama."

b. Listening 2

	Suitable	Unsuitable
Teacher B1	24 students (50%)	-
Teacher B2	6 students (12.5%)	-
Teacher B3	12 students (25%)	-
Teacher B4	6 students (12.5%)	-

Table 4.5 suitability between learning materials in the classroom and in the courseoutline

The 48 students interviewed by the researcher come from four different teachers. 100% students stated that they experienced learning materials stated in SAP. They learned several topics about daily conversation related to the materials. The topics were also similar to what they had in Listening 1 but in complex texts.

S1: *“Listening 1- 3 dosennya sama jadi semuanya sama dapet SAP. Materi yang dikasih juga nggak jauh beda dari listening 1.”*

S2: *“Dapet semua koq materinya yang ada di SAP.”*

S3: *“Sama koq, ga jauh beda kaya Listening 1.”*

The learning activities done in the classrooms are likely to what they had in Listening 1. But students of teacher B2 experienced other activity.

S2: *“Kadang-kadang nggak cuma isi worksheet aja. Kita juga suka disuruh retell eh paraphrase.”*

	Suitable	Unsuitable
Teacher B1	24 students (50%)	-
Teacher B2	6 students (12.5%)	-
Teacher B3	12 students (25%)	-
Teacher B4	6 students (12.5%)	-

Table 4.6 suitability between learning materials in the classroom and in the assessment process

In the test, the students had to complete questions in fill in the blank form and they also had to rewrite with their own words the text they heard.

c. Listening 3

	Suitable	Unsuitable
Teacher C1	-	12 students (25%)
Teacher C2	-	24 students (50%)
Teacher C3	6 students (12.5%)	-
Teacher C4	-	6 students (12.5%)

Table 4.7 suitability between learning materials in the classroom and in course outline

The students for Listening 3 come from four different teachers. Only 6 from 48 students interviewed by the researcher, students of teacher C3, stated that the learning materials given were the ones stated in the SAP.

S3: "Kita memang nggak pernah bahas TOEFL secara menyeluruh. Tapi materi2 yang di awal itu di ambilnya dari buku TOEFL."

In the other hand, the other 42 students admitted that they only experienced a few learning materials in the SAP. 36 students of teacher C1 and C4 said that they only got listening for TOEFL in Listening 3.

S1: "Nggak semua materi ada. Kita tuh Cuma belajar TOEFL doang."

S4: "Dari awal sampai akhir materi yang kita dapet ya cuma TOEFL doang."

In contrary, 6 students of teacher C2 said that they got the materials in the SAP except listening for TOEFL.

S2: "Materi yang di awal-awal itu ada semua, kecuali TOEFL. Kita nggak dapet itu."

For learning activity, the students mostly experienced the listen to audio record activity. But students of teacher C2 also had movie reviews. They were asked to watch movies to be analyzed and reported later on.

S2: "di awal sih kegiatannya sama kaya Listening 1 dan 2. Tapi waktu akhirnya karena ma'amnya pergi-pergi terus kita disuruh nonton film terus nantinya dipresentasiin deh laporannya. Aneh kaya speaking jadinya."

	Suitable	Unsuitable
Teacher C1	12 students (25%)	-
Teacher C2	24 students (50%)	-
Teacher C3	6 students (12.5%)	-
Teacher C4	6 students (12.5%)	-

Table 4.8 suitability between learning materials in the classroom and in assessment process

In the final test, the students had to do almost the same activities with the same learning materials they have learned before. The 42 of

them were asked to do a paper-pencil test in Listening for TOEFL, while the rest 6 students had to make a movie review.

S2: "Kita disuruh milih satu judul film. Dikasih waktu sekitar tiga minggu, trus dibuat deh movie reviewnya."

d. Reading 1

	Suitable	Unsuitable
Teacher D1	6 students (12.5%)	-
Teacher D2	-	6 students (12.5%)
Teacher D3	-	6 students (12.5%)
Teacher D4	6 students (12.5%)	-
Teacher D5	-	6 students (12.5%)
Teacher D6	6 students (12.5%)	-
Teacher D7	-	6 students (12.5%)
Teacher D8	6 students (12.5%)	-

Table 4.9 suitability between learning materials in the classroom and in course outline

24 students interviewed by the researcher stated that they got the materials in the SAP and the rest did not get all the materials. 18

students, students of teacher D2, D3, and D7, said that they were not given the dictionary and vocabulary skills. While the rest six students, students of teacher D5, said that they did not get the making inferences and drawing conclusion.

S3: "Kalau reading dictionary kita nggak dapet. Itu adanya di study skills. Vocabulary skills juga nggak, kan udah ada mata kuliahnya sendiri."

	Suitable	Unsuitable
Teacher D1	6 students (12.5%)	-
Teacher D2	6 students (12.5%)	-
Teacher D3	6 students (12.5%)	-
Teacher D4	6 students (12.5%)	-
Teacher D5	6 students (12.5%)	-
Teacher D6	6 students (12.5%)	-
Teacher D7	6 students (12.5%)	-
Teacher D8	6 students (12.5%)	-

Table 4.10 suitability between learning materials in the classroom and in assessment process

Almost all the students experienced the same activities. They got text to be read and analyzed. The text can be from their textbook or newspapers, magazines and articles from the internet. They were also asked to read aloud in the classroom. They had the paper-pencil test for the final test. They had to read some texts and answer following questions. They questions were about the main ideas and supporting details and also comprehension task based on the text.

e. Reading 2

	Suitable	Unsuitable
Teacher E1	18 students (37.5%)	-
Teacher E2	12 students (25%)	-
Teacher E3	6 students (12.5%)	-
Teacher E4	6 students (12.5%)	-
Teacher E5	-	6 students (12.5%)

Table 4.11 suitability between learning materials in the classroom and in course outline

42 from 48 students interviewed stated that they experienced all the materials stated in SAP. While the rest six students, students of

teacher E5, admitted that there were some topics were not discussed in the classroom.

S5: "Nggak seseuai kalau Reading 2. Jarang masuk dosennya. Jadi banyak yang belum dipelajarin."

The students mostly experienced the same activities in the classroom. They got a text to be analyzed based on the material given. Some students were also invited to have a class or group discussion in analyzing the text.

	Suitable	Unsuitable
Teacher E1	18 students (37.5%)	-
Teacher E2	12 students (25%)	-
Teacher E3	6 students (12.5%)	-
Teacher E4	6 students (12.5%)	-
Teacher E5	-	6 students (12.5%)

Table 4.12 suitability between learning materials in the classroom and in assessment process

6 students of teacher E5 thought that the materials tested in the final test were not suitable for them because of the lack knowledge about the materials.

S5: “Sebenarnya materi ujiannya sesuai sama SAP. Tapi nggak sesuai sama yang kita dapet waktu di kelas. Kan banyak materi di SAP yang belum tersampaikan.

f. Reading 3

	Suitable	Unsuitable
Teacher F1	-	6 students (12.5%)
Teacher F2	-	6 students (12.5%)
Teacher F3	6 students (12.5%)	-
Teacher F4	6 students (12.5%)	-
Teacher F5	18 students (37.5%)	-
Teacher F6	6 students (12.5%)	-

Table 4.13 suitability between learning materials in the classroom and in course outline

Based on the interview, 36 students stated that the materials given are based on the SAP. While the other 12 students, students of teacher F1 and teacher F2, said they did not discuss some of the materials in the classroom.

S1: “nggak semua. Nggak ada syntopical reading. Dikasih tau sih itu apa, tapi cuma begitu ajah.”

S2: “dosennya jarang masuk jadi kita nggak dapet materi syntopical reading deh.”

The activities were not much different from the first two reading classes. The difference is that they more exposed with journal articles, books, and novels to be analyzed. Sometimes it was combined also with the group or class discussions.

	Suitable	Unsuitable
Teacher F1	6 students (12.5%)	-
Teacher F2	-	6 students (12.5%)
Teacher F3	6 students (12.5%)	-
Teacher F4	6 students (12.5%)	-
Teacher F5	18 students (37.5%)	-
Teacher F6	6 students (12.5%)	-

Table 4.14 suitability between learning materials in the classroom and in assessment process

The table above shows that only students of teacher F1 thought that the material and activity they had in the final test are unsuitable with the material and activity they had during the term. Based on the interview, 12 of 48 students, students of teacher F1 and teacher F4,

experienced different activity and materials in the final test. They had the paper-pencil test on summarizing the text. While the rest had to work on a paper of syntopical reading.

1.3 Discussions

After reporting the findings of the research, the researcher tries to analyze and make the connection between the findings and the research questions. The research questions of this study are:

1. How is listening assessed at English Department of State University of Jakarta?
2. How is reading assessed at English Department of State University of Jakarta?
3. How do students respond to the listening assessment?
4. How do students respond to the reading assessment?

Research questions number 1 and 2 have been overviewed in the findings part. From the SAP implementation and students experiences, it can be seen that the receptive skills are assessed 75% using paper-pencil test and 25% using project based test.

To answer the research questions number 1, the researcher analyzes the instrument of the test by looking at the task types proposed by Buck and also the

micro and macro listening proposed by Brown. The instruments of the test are presented below:

- **Listening 1**

Students in Listening 1 are expected to have a skill in understanding the spoken text in the form of short dialogues to give advice, apologize or ask for information and answer the questions. The examples of instruments in testing the skill in Listening 1 are:

- *Listen to the dialogue. Answer the questions by putting a tick in the correct box. Fill in the missing information.*
- *Listen to the dialogue. Answer by writing Yes or No in the space provided.*
- *Listen to the dialogue. Indicate the position of each of the places to visit by putting the correct number in the box.*

The task activities include the picture task and conversation tasks. According to Buck, these kinds of task are aiming at testing the understanding literal meanings. The tasks enable students to understand the explicit information on literal semantic level in a spoken text. The micro skill being assessed by the task is the ability to recognize communicative functions of utterances, the ability to activate the real-world knowledge to infer situations, participants, and goals, to infer links and connections between events, deduce clauses and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

- **Listening 2**

Students in Listening 2 are expected to have a skill in understanding the spoken text in the form of short dialogues to give advice, apologize or ask for information and answer the questions to retell orally or written. The samples of instrument used in the test are:

- *Listen and connect the first part of each sentence with the second part.*

1. <i>I need to pick up something</i>	a. <i>Quick and easy</i>
2. <i>I'd like to be able to throw something together</i>	b. <i>And toss it in the microwave</i>
3. <i>The easiest would be to just open up a package</i>	c. <i>For dinner on the way home</i>
- *Listen and write the missing words.*
- *Listen and rewrite the text or passage according to your own words.*

These kinds of task are still aiming at testing the understanding literal meanings. The tasks enable students to understand the explicit information on literal semantic level in a spoken text. The micro skill being assessed by the task is also the ability to infer links and connections between events, deduce clauses and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

- **Listening 3**

Students in Listening 3 are expected to have a skill in understanding the authentic spoken text on critical listening. There are two different techniques

used in assessing the students' skills. Firstly is the listening for TOEFL. Secondly is the project based test to make a movie review. This type of task includes body movement task and conversation task. These tasks enable students to understand the explicit information on literal semantic level in a spoken text.

The macro skills being assessed in this type of task are the ability to activate the real-world knowledge to infer situations, participants, and goals, the ability to infer links and connections between events, deduce clauses and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, the ability to differentiate literal and implied meanings, and the ability to use non-verbal clues to figure out meanings. These skills are covered in the task if only the task emphasizes on finding out the implicit message of the conversations in every scene, the implicit meaning of body gestures, and the idea behind every scene.

Instead of finding out the implicit message of the conversations in every scene, the implicit meaning of body gestures, and the idea behind every scene, the project based test to make movie review done by the students tended to give comment to the movie. The assessment seems to fail to meet the aims of the course.

To answer research question number 2, the researcher analyzes the instruments used in the test by looking at four types of reading and macro and micro skills proposed by Brown. The instruments are presented below:

- **Reading 1**

Students in this course are expected to have literal comprehension of a text in accordance to their study program. Samples of the instrument used are:

- *Read the passage carefully and chose the best answer based on the passage.*
 1. *What is the main idea of paragraph 1?*
 2. *Which of the following best summarizes the passage?*
 3. *Which of the following statements is not true?*

According to Brown, this kind of reading is namely interactive reading. Interactive reading enables students to interact with the text to negotiate with the meaning within. The students use a set of knowledge to understand the meaning.

The macro skills being assessed by this type of task are the ability to infer implicit context by using background knowledge, the ability to infer links and connections between events, deduce clauses and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

- **Reading 2**

Students in reading 2 are expected to develop their sub skills of critical reading when reading a text. Samples of instrument used are:

- *Read and find the detail information from news report above*
 1. *What might be the purpose of the author?*
 2. *Compare the American and Japanese sense of time in business transaction.*
 3. *The overall content of the text seems bias. What causes the bias?*
- *Below are five statements expressing different attitude about an upcoming marriage. Label each statement according to their tones!*

Students in Reading 2 are still expected to do the interactive reading. They have to interact with the text to get an understanding of the meaning in the text. Students may use their background knowledge in reading the text.

The macro skills being assessed by this type of task are the ability to infer implicit context by using background knowledge, the ability to infer links and connections between events, deduce clauses and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification and the ability to distinguish between literal and implied meanings.

- **Reading 3**

Students in this course are expected to develop their skill to go beyond the text. They have to give their attitude toward a text. In the final test, the students had to work on a paper about syntopical reading. They read three or

more books or novels and give their attitude towards those books. According to the type of reading task proposed by Brown, that kind of task is reading type namely extensive reading where the students get more exposure to journal articles, technical reports, longer essay, etc. Extensive reading sometime uses integrated skill because the product of this type of reading is usually in the form of writing; in this course is the paper of syntopical reading.

The answer of research questions number 3 and 4 are actually found in the findings parts. The students stated that the learning materials for Listening 1, Listening 2 and Listening 3 are 70.83% in accordance with the ones stated in the SAP. The problems happened in Listening 3, that each teacher gave different portion of learning materials. And 95.83% student said that the materials used in assessing the students' skills were in accordance with the ones they had in the classrooms. For reading skills, it is found that 70.83% affirmed that the learning materials in the classrooms are in accordance with the ones presented in the SAP. And about 91.67% the materials used in assessing the students' skills were in accordance with the ones the students had in the classrooms.

4.4 Weaknesses of the study

As the study was being conducted, there came up some weaknesses encountered by the researcher in collecting the data during the study. The weaknesses are as follows:

- a) The researcher cannot interview all the listed teachers. She made appointments with fifteen teachers listed to teach listening and reading classes but due to the limited time she only interviewed six of them.
- b) The data of activities comparison both in the classrooms and in the tests are that reliable because they were not gained through observations.