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State Islamic University of Sultan Syarif Kasim Riau

## COMMUNICATIVE VALIDITY OF AN ENGLISH LISTENING TEST OF ENGLISH ON TARGET TEXTBOOK



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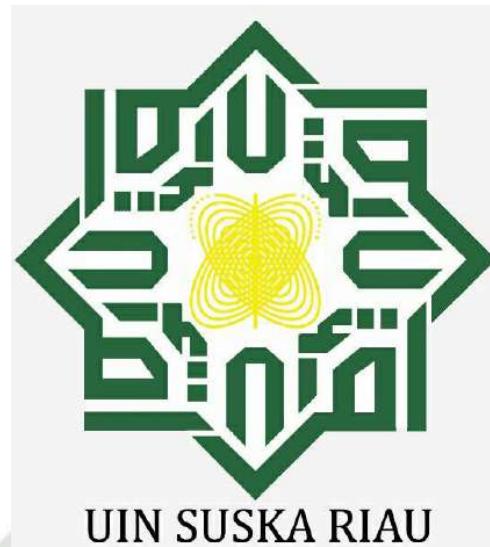
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## COMMUNICATIVE VALIDITY OF AN ENGLISH LISTENING TEST OF ENGLISH ON TARGET TEXTBOOK



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Submitted as partial fulfilment of the requirements  
For Bachelor's Degree of English Education  
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

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Pekanbaru, May 14<sup>th</sup>, 2025



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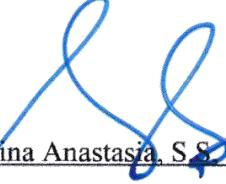
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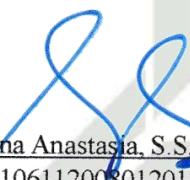
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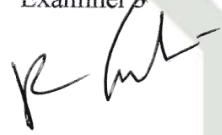
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However, the researcher eventually came to the conclusion that this thesis still needed a lot of work. Therefore, we would be grateful for any helpful criticism, comments, recommendations, and suggestions. The researcher pray that Allah would bless everyone. Aamiin ya rabbal'alamin aamiin.



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## ABSTRACT

### **Putri Nilam Sari (2025): Communicative Validity of an Listening Test of English on Target Textbook.**

This study aims to evaluate the communicative validity of the English listening test found in the English on Target textbook for second-grade students. The main focus of this research is to ensure that the test possesses strong communicative validity based on predetermined factors and criteria. This study employed a qualitative approach using a document analysis design. The sample was taken from the listening test section of the English on Target textbook. The research instrument consisted of several factors and criteria used to assess communicative validity. Data analysis was carried out with the involvement of two expert validators. The results showed that the listening test in the textbook had a high level of communicative validity. The findings revealed that the test reflected real-life communication contexts, provided clear instructions, and ensured fairness for all students. Overall, these positive results were supported by the fulfillment of several key factors proposed by Bachman and Palmer (1996) in evaluating the communicative validity of listening tests in the English on Target textbook.



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## ABSTRAK

### Putri Nilam Sari (2025): Validitas Komunikatif Tes Mendengarkan dalam Buku English On Target.

Penelitian ini bertujuan untuk mengevaluasi validitas komunikatif dari tes mendengarkan bahasa Inggris yang terdapat dalam buku teks English on Target untuk siswa kelas dua. Fokus utama penelitian ini adalah untuk memastikan bahwa tes tersebut memiliki validitas komunikatif yang kuat berdasarkan faktor dan kriteria yang telah ditetapkan. Penelitian ini menggunakan pendekatan kualitatif dengan desain analisis dokumen. Sampel penelitian diambil dari bagian tes mendengarkan dalam buku English on Target. Instrumen penelitian terdiri atas sejumlah faktor dan kriteria yang digunakan untuk menilai validitas komunikatif. Analisis data dilakukan dengan melibatkan dua validator ahli. Hasil penelitian menunjukkan bahwa tes mendengarkan dalam buku tersebut memiliki tingkat validitas komunikatif yang tinggi. Temuan penelitian menunjukkan bahwa tes mencerminkan konteks komunikasi dalam kehidupan nyata, memberikan instruksi yang jelas, serta menjamin keadilan bagi semua siswa. Secara keseluruhan, hasil positif ini didukung oleh terpenuhinya beberapa faktor kunci yang dikemukakan oleh Bachman dan Palmer (1996) dalam mengevaluasi validitas komunikatif tes mendengarkan dalam buku English on target.

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## ملخص

### فوتنري نيلام ساري، (٢٠٢٥): الصدق التواصلي لاختبار الاستماع في كتاب English on Target

يهدف هذا البحث إلى تقييم الصدق التواصلي لاختبار الاستماع في مادة اللغة الإنجليزية الموجودة في كتاب English On Target لطلاب الصف الثاني. يرتكز هذا البحث بشكل رئيسي على التأكيد من أن الاختبار يتمتع بصدق تواصلي قوي استناداً إلى عوامل ومعايير محددة مسبقاً. استخدم هذا البحث المنهج النوعي بتصميم تحليل الوثائق، حيث تم اختيار العينة وتكوينت English On Target من قسم اختبار الاستماع في كتاب أدلة البحث من مجموعة من العوامل والمعايير المستخدمة لتقييم الصدق التواصلي. تم تحليل البيانات بمشاركة اثنين من المحكمين الخبراء. أظهرت نتائج البحث أن اختبار الاستماع في هذا الكتاب يتمتع بدرجة عالية من الصدق التواصلي وكشفت النتائج أن الاختبار يعكس سياقات التواصل في الحياة الواقعية، و يقدم تعليمات واضحة، و يضمن العدالة لجميع الطلاب. وبشكل عام، فإن هذه النتائج الإيجابية مدروسة ب لتحقيق عدة عوامل رئيسية أشار إليها باكمان وبالمر ١٩٩٦ في تقييم الصدق التواصلي لاختبارات الاستماع في كتاب English On Target.



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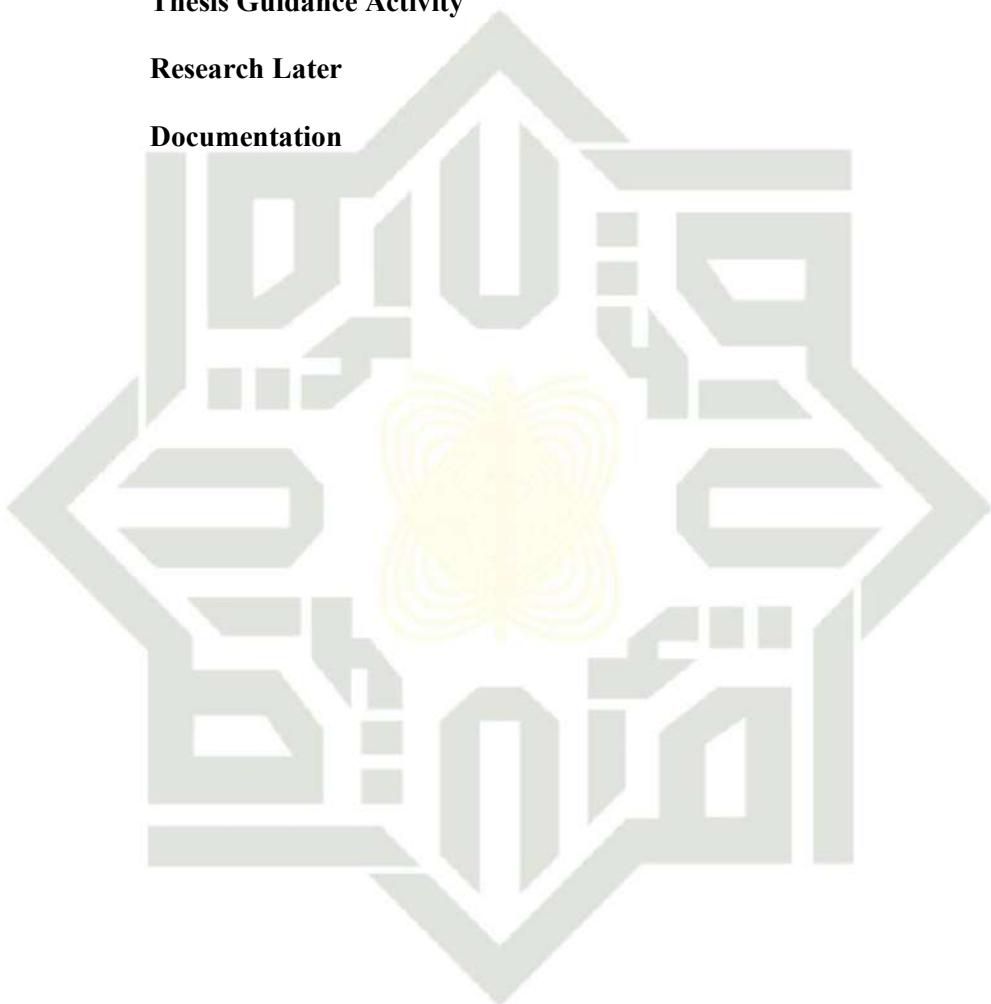
Listening Test Forms

Validators Forms

Thesis Guidance Activity

Research Later

Documentation



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## CHAPTER I

### INTRODUCTION

#### A. **Background of the problem**

The listening test is an assessment tool used to evaluate a person's ability to understand spoken language. Listening to a range of recordings, including talks, interviews, lectures, and announcements, is usually part of the process. In order to show that they understand the material, test-takers are expected to respond to multiple-choice or fill-in-the-blank questions. The purpose of the test is to evaluate a person's listening comprehension, which includes their capacity to comprehend specifics, main ideas, and details. One of the requirements for the listening test is to meet the Communicative, instead of focusing on formal linguistic accuracy, a communicative test aims to evaluate communication effectiveness by including tasks that are similar to those in everyday life (Liu & Han, 2000). Communicative validity entails the importance of effective communication in our personal and professional interactions.

Validity is a crucial consideration in academic settings, particularly in assessing skills such as reading, listening, and other aspects of language learning. As Bachman (2000) notes, validation has become the standard approach in language testing research. One influential framework is offered by Messick (1989), who outlines five facets of validity: content, substantive, structural, external, and consequential. Kane (1992) expands the concept of validation by introducing two

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types of arguments: interpretive and validity arguments. Interpretive arguments involve making sense of assessment results by considering context, prior knowledge, and subjective reasoning. They aim to explain what the test scores mean. In contrast, validity arguments focus on the degree to which an assessment accurately and reliably measures what it is intended to measure. These arguments require solid evidence about the quality and consistency of the assessment tools.

In the validation process, both types of arguments are essential. Interpretive arguments help users understand test results meaningfully, while validity arguments ensure that these interpretations are grounded in sound measurement. Together, they form the foundation for trustworthy conclusions and decisions in research, assessment, and educational practice.

English listening tests are widely used in a variety of contexts, including placement, attainment, and diagnostic assessments, as components of evaluations of English language proficiency. However, tests that are written by teachers often have poor quality (Anderson, 2005). The test's creators' inadequate comprehension of the test's validity and reliability is the root cause of this. They merely copy and paste questions from previous exams and textbooks, despite being aware of the importance of validity and reliability (Coniam, 2009).

The communicative validity of English listening tests in various settings has been the subject of numerous studies. For example, a study carried out in Korea discovered that the listening test was not biased because the goal of a summative

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evaluation is not to assign students to various groups. The study found that although the test did not clearly separate listening subskills, it did measure communicative ability sufficiently. According to Field (2008), paying attention to specific elements of listening comprehension at both the lower- and higher-levels of processing is necessary for successful listening comprehension. Several listening subskills at the item and text levels supported the communicative validity of the test under examination. The communicative validity of the recently developed College English Test-4 (CET-4) listening comprehension exam was the subject of a second Chinese study. With a focus on the significance of the test's alignment with communicative language competence, the research sought to evaluate the validity of the test with respect to its format, construct, and input materials. Mostly all of the researcher research about the quantitative and qualitative method so here the researcher would like to explore more deeply about communicative validity of an english listening test by using qualitative method, and researchers have not found research like this in Indonesia so far, So the author is interested in conducting this research by evaluating the communicative validity of the listening test in the English on target textbook.

Regarding the communicative validity of the English listening assessment in the English on Target textbook, this thesis aims to evaluate how effectively the listening test reflects real-world English communication skills. Specifically, the study will examine how well the test aligns with the principles of Communicative Language Teaching and assesses students' communicative competence.

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Communicative validity is a crucial aspect to consider in language testing.

Incorporating it into a test allows for a more accurate evaluation of students' English proficiency. For example, in a listening test, students can improve various skills such as comprehension, vocabulary recognition, pronunciation, contextual understanding, attention and focus, as well as strategic listening.

Listening tests are a regular part of English learning in Indonesian schools. Likewise, in this study, the focus is on the listening test contained in the English on Target textbook. A book published by Erlangga and is commonly used by second-grade high school students. It includes a complete set of language skill assessments, covering listening, speaking, reading, and writing sections. Specifically, the book contains various types of listening test questions, such as multiple choice, fill-in-the-blank, and conversation-based items. To complete the listening tasks, test takers simply scan a barcode provided in the book, which plays an audio recording. This enables students to listen and respond to the questions accordingly. The book features several listening exercises and other content related to listening comprehension.

To ensure that the English listening assessment in the textbook meets the criteria of communicative validity as proposed by Bachman and Palmer (1996), this study was conducted. According to Bachman and Palmer (1996), a test with strong communicative validity must fulfill several key factors: reliability, construct validity, authenticity, interactiveness, impact, and practicality. Therefore, this research aims to evaluate the communicative validity of the



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listening tests in the English on Target textbook. It seeks to determine whether the tests meet these evaluation criteria and whether they possess the necessary quality to effectively assess students' listening skills. The objective of this thesis is to assess the communicative validity of the English listening tests in the English on Target textbook.

Based on the phenomena and facts above, researchers are interested in exploring the communicative validity of students' listening tests with the titles **“COMMUNICATIVE VALIDITY OF AN ENGLISH LISTENING TEST OF ENGLISH ON TARGET TEXTBOOK”**.

### **B. Formulation of the Problem**

Based on the focus of research problem above, the researcher formulated the problem at the research as follows:

Is the listening test material in the English on Target textbook aligned with the standards of communicative validity?

### **Purpose of the research**

The purposes of the study are:

To evaluate the extent to which the listening test material in the English on Target textbook aligns with the principles of communicative validity as proposed by Bachman and Palmer (1996).



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#### **E. Significant of the Research**

This study aims to explore the reasons to evaluate the extent to which the listening test material in the English on Target textbook aligns with the principles of communicative validity as proposed by Bachman and Palmer (1996).. The importance of this study can be divided into two main aspects: theoretical and practical significance.

Theoretically, this research contributes to the body of knowledge in language assessment, specifically in validating listening test materials based on the concept of communicative validity. While many existing studies have focused on the

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psychometric aspects of test validation such as reliability and construct validity. This study emphasizes communicative validity, which considers how well test tasks reflect real-life language use. By applying the framework of Bachman and Palmer (1996), which includes constructs such as authenticity, interactiveness, impact, and practicality, this study provides a deeper theoretical understanding of how listening tests can align with the principles of Communicative Language Teaching. Furthermore, this research fills a gap in the literature by focusing on a textbook-based listening assessment in the Indonesian context, which has not been widely explored.

Practically, this study offers valuable insights for English language teachers, curriculum developers, and textbook authors. For teachers, the findings can help in selecting or adapting listening materials that better promote communicative competence among students. It can also serve as a guide in designing or revising test items to meet standards of communicative validity. For curriculum developers and publishers, especially those involved in producing textbooks such as English on Target, this research provides evidence-based evaluation of existing listening tasks, which can inform future revisions to ensure alignment with communicative teaching goals. Additionally, education stakeholders and policymakers can use the results to improve the quality of national English assessments by emphasizing communicative aspects of language proficiency.

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**F. Definition of the terms**

To ensure the research is clear and avoids misunderstandings, it's crucial to define the important terms used in the study's title. Defining these terms helps ensure understands how they are being used in the context of the research. Here are the definitions of these key terms:

1. Communicative Validity: Communicative validity refers to the extent to which a language test reflects real-life communication. It emphasizes the use of authentic and interactive tasks that mirror actual language use in daily situations. According to Bachman and Palmer (1996), a test with communicative validity should fulfill criteria such as authenticity, interactiveness, impact, practicality, reliability, and construct validity.
2. English Listening Test: An English listening test is an instrument used to assess a learner's ability to understand spoken English in various contexts. Buck (2001) defines listening comprehension as the process of constructing meaning from oral input, which involves recognizing sounds, understanding vocabulary and grammar, interpreting meaning, and responding appropriately. Listening tests commonly use audio recordings followed by questions to evaluate comprehension of main ideas, specific information, and inferred meaning.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The concept of Communicative validity

Over the years, scholars have provided varying viewpoints regarding the definition of Communicative Validity. Early in the 1970s, philosopher and communication theorist Jürgen Habermas proposed the idea of "communicative action," highlighting the significance of rational agreement and reciprocal understanding in interpersonal communication. As per Habermas, communication that is grounded in reasoned discourse and integrates the principles of transparency, inclusiveness, and equal involvement is considered to be communicatively valid.

Similarly, communicative validity, according to sociologist and communication scholar Giddens A (1990), is intimately linked to "dialogic democracy" and the concept of communicative action. Giddens proposed that meaningful dialogue, giving voice to differing viewpoints, and cultivating mutual understanding and trust are all essential components of effective communication. Giddens asserts that this kind of communication is essential to democratic societies.

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Communicative validity is the degree to which an act of communication effectively achieves its goal of accurately, clearly, and appropriately conveying the intended meaning within a specific context. Hymes (1972) asserts that communicative competence encompasses understanding of appropriate language use as well as grammatical proficiency. According to Chomsky (1965), communicative validity encompasses both pragmatic and grammatical elements, emphasizing the significance of context and intended meaning in language use. Communicative validity is a concept that includes both pragmatic and grammatical elements. Pragmatic elements refer to the use of language in real-life situations, where context plays a crucial role in understanding the intended meaning.

Grammatical elements, on the other hand, pertain to the rules and structures of language that allow for the construction of meaningful utterances. When it comes to language use, context refers to the external details and situations that influence the meaning of a given statement. Interpreting a statement's intended meaning requires an understanding of its context. For instance, a sentence's meaning can vary based on the context in which it is used. Think about the phrase "It's cold in here." It is hard to tell without context whether the speaker is requesting that the temperature be adjusted or is just stating a fact about it. What a speaker or writer intends to communicate through their speech or writing is referred to as intended

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meaning. It takes into account the speaker's intentions, convictions, and presumptions in addition to the words' literal meaning. Because intended meaning is frequently not expressed clearly, readers or listeners must often make assumptions about it from the context and the speaker's intentions. One must take into account the intended meaning of the words used in a sentence in order to fully comprehend it. According to Chomsky, grammatical and pragmatic components are both necessary for communicative validity. While pragmatic elements facilitate understanding by taking into account the context and intended meaning, grammatical elements guarantee that the language's structure and syntax are coherent. If these factors are ignored, communication could be unclear or misinterpreted.

Generally, as new theoretical perspectives and research findings in the field of communication studies have emerged over time, the idea of communicative validity has changed as well. Although the validity of rational discourse and dialogue was deemed crucial by early scholars like Habermas and Giddens, contemporary viewpoints have broadened the criteria for validating claims by including ideas like coherence, fidelity, relevance, and multimodal communication. Achieving communicative validity requires accuracy, inclusivity, and audience engagement, as these diverse viewpoints emphasize. They also add to our understanding of the intricate nature of effective communication.



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So, in my opinion the previous sentence demonstrates how the idea of communicative validity is constantly changing. The aforementioned illustrates the diversity of viewpoints offered by scholars throughout time, yet the unifying theme is the significance of proficient communication that accurately, clearly, and suitably conveys intended meaning within a particular context. These viewpoints stress the importance of mutual understanding, transparency, inclusivity, and equal participation in interpersonal communication. The fact that modern perspectives include concepts like coherence, fidelity, relevance, and multimodal communication highlights how difficult it is to achieve communicative validity. The statement emphasizes the dynamic nature of communication studies overall and the necessity of taking into account a variety of factors for effective and meaningful communication.

### **a. Factors Influencing Communicative Validity**

According to Canale & Swain (1980), Gumperz (1982), Grice (1975), and Searle (1975). there are several factors Influencing Communicative Validity, specifically as follows:

#### **1. Contextual Factors**

A major factor in determining communicative validity is the context of the communication. This encompasses the participants' relationships as well as the surrounding physical environment, social norms, and cultural expectations (Canale & Swain, 1980). Ignorance of these background

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elements could lead to misconceptions or poor communication. Gumperz (1982) emphasized the significance of contextual cues in understanding the true meaning of a message, especially in cross-cultural interactions. These cues include nonverbal communication, gesture, and intonation.

Contextual factors are important because they affect communicative validity, which is the degree to which communication within a particular context accurately conveys intended meaning and achieves its desired outcomes. These variables include a range of contextual, environmental, and cultural elements that influence how people communicate. Effective communication and avoiding misunderstandings or miscommunication depend on an understanding of and consideration for contextual factors. Specialists in the domain have conducted in-depth analyses of these elements, offering invaluable perspectives on their importance and influence on communicative validity.

The situational context is one contextual factor that has a big impact on communicative validity. Included in this are elements like the environment, goal, and people communicating. According to linguist Deborah Tannen (1992), people's expectations and communication styles are greatly influenced by the situational context, which includes the physical surroundings and social dynamics. For example, one may use more direct and succinct language when speaking with coworkers in a formal setting, whereas informal social gatherings may allow for more relaxed and informal

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communication. In order to guarantee clarity and understanding, it is crucial to align communication with the proper language, tone, and style while taking the situational context into account.

An additional important component of the contextual factors in communicative validity are environmental factors. These elements concentrate on the actual physical environment and outside circumstances that affect communication. For instance, the efficacy of communication can be greatly impacted by noise levels, interruptions, and distractions. According to psychologist John Stanning (2005), people may find it difficult to hear or fully comprehend what is being said in noisy environments, which can impair comprehension and cause miscommunication. Therefore, improving communicative validity requires establishing an environment that supports effective communication, such as lowering background noise and minimizing distractions.

Cultural elements have a significant impact on communicative validity, influencing how people communicate and behave. Geert Hofstede's work highlights the importance of considering cultural differences in communication styles, such as those between high-context and low-context cultures, to avoid misunderstandings. Low-context cultures value direct communication, while high-context cultures rely more on non-verbal clues and implicit information.

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Research by experts like Deborah Tannen, John Stanning, and Geert Hofstede underscores the importance of contextual elements in achieving communicative validity. These elements include cultural aspects, environmental circumstances, and situational context. Understanding and addressing these factors can help individuals tailor their communication effectively to convey intended meanings and achieve desired outcomes within specific contexts.

In summary, cultural, environmental, and situational factors play a crucial role in shaping communicative validity. By acknowledging and addressing these contextual elements, individuals can ensure that their communication is well-suited to diverse cultural norms and environmental conditions, leading to successful cross-cultural communication.

## **2. Intentionality and Message Clarity**

Communicative validity also depends on the clarity and intentionality of the message. There should be mutual understanding and clarity regarding the intended meaning of the communication between the sender and the recipient. Grice's Cooperative Principle (1975) states that effective communication requires cooperation from both parties in the form of sufficient information that is truthful, relevant, and easy to understand. According to Searle (1975), the speaker's intention is very important when it comes to communicative acts. To completely comprehend a message, the

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hearer must be able to deduce the implicatures, presumptions, and assumptions made by the speaker.

Intention and message clarity are crucial elements that significantly impact communicative validity. Intentionality refers to the underlying purpose or drive behind a message, encompassing conscious decisions about word choice, tone, and nonverbal cues to express a specific message or achieve a goal. Austin (1995) emphasizes the necessity of intentionality for effective communication in his seminal work "How to Do Things with Words," suggesting that intentionality can convey meaning even when absent.

Message clarity pertains to the level of understanding, succinctness, and coherence in the information being communicated. According to cognitive psychologist Miller G (1980), people's ability to process information is limited by their cognitive load, and clear, succinct messages can reduce this load, increasing the likelihood of accurate interpretation and understanding.

The relationship between intentionality and message clarity is essential. Without a clear intention, communication may lack direction and coherence, making it challenging for the recipient to comprehend the intended meaning. Conversely, even with good intentions, unclear or ambiguous messages can lead to misunderstanding. Scholar of communication Dr. Timothy Dodd highlights the significance of aligning



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intentions with clarity, stating that "clear intentions with a lack of clarity in communication can create confusion and misunderstanding."

In summary, intentionality and message clarity profoundly influence communicative validity. These factors are interrelated, and their alignment is critical for effective communication. Scholars such as Austin (1962), Miller (1956), and Dodd (1995) have underscored the importance of these elements and their vital role in ensuring effective communication.

### b. Assessing Communicative Validity

#### 1. Feedback and Interpretation

Assessing communicative validity involves the interpretation of the message by the receiver and the provision of feedback. By offering a chance to clarify any possible misunderstandings, feedback improves communicative validity. The success of the communication act is dependent on the recipient's perception, comprehension, and understanding of the message. Face-saving actions and politeness tactics are concepts that were first presented by Brown and Levinson (1987) and are crucial to preserving communicative validity. By maintaining their own and others' face, these techniques help people avoid potential confrontations or misunderstandings.

When assessing a message's communicative validity, feedback and interpretation play crucial roles. Feedback provides valuable information for improving communication quality, allowing the sender

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to gauge persuasiveness, coherence, and clarity. Communication experts emphasize the importance of ongoing feedback loops to identify and address potential breakdowns in communication promptly. Prompt application of feedback can reduce miscommunication and enhance overall communication effectiveness.

Interpretation is equally vital in evaluating communicative validity, as it determines how well the recipient understands the sender's intended message. Different cultural, social, and personal factors influence interpretation, necessitating an awareness of cultural nuances for effective cross-cultural communication. Understanding how messages are decoded and given meaning can aid in bridging understanding gaps and improving communicative validity.

In conclusion, feedback and interpretation are critical components of evaluating communicative validity, enabling revisions, enhancements, and cultural sensitivity in communication exchanges. By considering these factors, communicators can improve their capacity to achieve meaningful and effective communication.

## 2. Cultural Competence

Communication validity in cross-cultural and intercultural interactions depends on cultural competence. Avoiding misinterpretations and misunderstandings requires an understanding of cultural differences in communication patterns, norms, and values.

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Understanding cultural cues and context-specific behaviors is necessary for effective communication, according to Hall (1976), who introduced the concept of high and low context cultures. Developing empathy for various cultural viewpoints, acknowledging one's own cultural prejudices, and modifying communication methods to account for cultural variances are all components of becoming culturally competent, according to Scollon (2001).

Cultural competence in communicative validity assessment is essential for accurately and authentically evaluating communication across diverse cultural contexts. It involves being sensitive to cultural quirks, conventions, values, and beliefs that influence how people communicate. Renowned experts such as Brislin (1986) emphasize the importance of cultural competence in precisely determining communicative validity, particularly in intercultural communication.

Cultural competence requires awareness and knowledge of various cultures, including their social norms, verbal and nonverbal cues, and communication styles. This understanding helps professionals recognize and combat potential prejudices or misinterpretations that may affect communication validity. Dr. Stella Ting-Toomey's work on how cultural differences impact communication patterns, especially in conflict situations, also highlights the significance of cultural competence in evaluating communicative validity.

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Professionals must be vigilant against prejudices and stereotypes that could influence evaluation procedures, striving to distinguish between personal traits and cultural influences to prevent biases. Constant learning and introspection are necessary to stay abreast of current research and continuously develop cultural competency. By doing so, professionals can improve their ability to assess communicative validity within dynamic cultural environments across various contexts.

### c. Communicative validity in English test

The communicative validity of an English test that employs Bachman's theory refers to the extent to which the test accurately assesses the test-taker's ability to use English language in real-life communication situations. Bachman's theory emphasizes the importance of assessing language proficiency through the lens of communicative competence.

Bachman's theory posits that language proficiency consists of four interrelated components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. These components focus on both knowledge of the language system and the ability to apply that knowledge effectively in various contexts.

In the context of an English test, communicative validity is achieved by designing a test that reflects the real-world language use scenarios. This involves incorporating tasks that require not only grammatical accuracy but



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also the ability to understand and produce language in specific social and cultural contexts. The inclusion of authentic materials, such as reading passages from newspapers or dialogues, can enhance the test's communicative validity by mimicking real-life language usage.

The test should evaluate the test-taker's ability to engage in different communication strategies, such as repairing communication breakdowns or circumventing linguistic limitations. This aspect of strategic competence is crucial for effective communication and should be assessed to ensure the test's communicative validity.

An English test guided by Bachman's theory must consider the dynamic nature of language proficiency. It should not merely assess static knowledge but also the ability to adapt language use in response to various communicative demands and interact effectively with different interlocutors.

The communicative validity of an English test using Bachman's theory lies in its ability to accurately assess a person's proficiency in using English language for authentic communication in real-world situations, considering the different components of communicative competence as outlined in Bachman's model.



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## 2. The Concept of English Listening Test

### a. Definition of English Listening Test

English listening tests are widely used in a variety of contexts, including placement, attainment, and diagnostic evaluations, as components of assessments of English language proficiency. However, tests that are written by teachers are often of poor quality (Anderson, 2005). This is primarily due to the test's designers' inadequate comprehension of the validity and reliability of the tool. They simply copy and paste questions from textbooks and past exams, despite knowing that validity and reliability are crucial (Coniam, 2009). According to Field (2008), the English listening test is essential for assessing a person's ability to comprehend spoken English. The English listening test is a diagnostic tool used to determine a person's level of spoken English comprehension. It is widely used in many contexts, such as placement tests, language proficiency assessments, and identifying areas that require improvement. The exam typically consists of listening to audio recordings or spoken passages, followed by tasks or questions that require application of the knowledge learned. However, the text does imply that many English listening tests designed by educators are of low quality because the creators did not fully understand the test's validity and reliability.

An evaluation of a person's capacity to understand spoken English language is known as an English listening test. It is a crucial part of language proficiency exams, like the TOEFL (Test of English as a Foreign Language)

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and the International English Language Testing System (IELTS). This exam assesses a candidate's comprehension of a variety of spoken discourse, such as discussions, lectures, conversations, and interviews.

The importance of listening comprehension skills is emphasized by professionals in the fields of English language instruction and evaluation. One of the most important subskills required for effective communication in a second language is listening comprehension, according to renowned linguist and second language acquisition specialist Schmidt (1990). According to Schmidt's (1990) research, practicing listening comprehension with focus is crucial because it helps students process spoken language in real time and accurately understand its intended meaning.

The structures and procedures of English listening assessments have changed over time. Multiple-choice questions were the main focus of listening tests in the past. Test-takers had to choose the right answer based on what they heard. On the other hand, listening assessments nowadays are more dynamic and interactive. For example, the TOEFL iBT exam now has integrated tasks where candidates must listen to an audio clip and then respond orally or in writing depending on what they understood. This change in approach emphasizes the value of responding and actively participating in meaningful communication in addition to understanding spoken English.

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Several elements are essential to a well-crafted listening test in English.

The selection of authentic listening materials is an important factor. In order to reflect the range of accents, speech patterns, and tempos that candidates might encounter in the real world, these materials should be provided. Test validity is increased by using authentic materials, which give test-takers exposure to real-world scenarios and improve their comprehension of English in useful contexts.

The inclusion of pre-listening tasks is a crucial factor in the development of English listening assessments. These activities assist test-takers in anticipating the content and give the listening materials context. Examples of these tasks include pre-reading through related materials or activating prior knowledge. Pre-listening activities are important because they activate background knowledge that is necessary to make listening more efficient and effective, according to Dr. Michael Rost, a renowned expert in language teaching and assessment.

Experts also stress the importance of test reliability and validity in English listening evaluations. Reliability is the consistency and accuracy of the test results, whereas validity is the degree to which a test measures what it is intended to measure. Listening tests go through rigorous piloting and evaluation processes to guarantee validity. These assessments must be in line with accepted frameworks for language proficiency and academic



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requirements in order to offer a trustworthy assessment of a candidate's listening abilities.

An English listening test is an essential component of language proficiency exams as it evaluates a person's comprehension of spoken English. In order to communicate effectively, experts stress the significance of listening comprehension abilities. These tests' formats and methods have changed over time, becoming more dynamic and interactive. When creating English listening assessments, important factors to take into account are the use of real materials, the addition of pre-listening exercises, and the observance of test validity and reliability.

### **b. Theoretical Perspectives on English Listening Test**

#### **1. Cognitive Perspective**

According to cognitive theorists, According to Alexander (2010), listening tests in English evaluate the mental processes associated with understanding and interpreting spoken language. According to Brown (2008), it necessitates that the listener actively participate in decoding, comprehend vocabulary and grammar, and draw conclusions. Effective listening tests, according to renowned cognitive psychologist Mayer (2005), should emphasize providing meaningful and coherent auditory input, employing real language resources, and involving the learners' attention and memory processes (Mayer, 2005).

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**2. Socio-cultural Perspective**

From a sociocultural Perspective, sociocultural elements like prior knowledge, cultural background, and social context that affect listening comprehension should also be taken into account in English listening assessments (Goh, 2008). The listeners' comprehension of the message is greatly influenced by contextual factors (Bransford & Johnson, 1972). The social and cultural elements that affect listening comprehension are highlighted by the socio-cultural perspective. According to Brown (2007), it recognizes the significance of learners' prior experiences, sociocultural background, and background knowledge in comprehending spoken language.

**3. Interactionist Perspective**

The interactionist Perspective emphasizes how interaction contributes to the improvement of listening abilities. It emphasizes how interactive listening is and how listeners can understand spoken language and respond to it (Ur, 2016). According to Burns (1999), a specialist in language evaluation and testing, listening assessments ought to give students the chance to practice active listening skills by allowing them to react to spoken information, clarify things, and ask questions (Burns, 1999).

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**c. Design and Structure of English Listening Test****1. Types of Listening Tasks**

Types of listening tasks in the design and structure of an English listening test refer to the various formats or activities that assess a test taker's ability to understand spoken English. These tasks are carefully designed to measure different listening skills required in real-life situations. Experts have classified these tasks based on their complexity and purpose, which can vary from simple comprehension to higher-order thinking skills such as inference and prediction.

According to Lynch (2010), multiple-choice questions, gap-filling exercises, note-taking, and summarizing are frequently included in English listening assessments. Multiple-choice questions are one common kind of listening task. Examinees must choose the appropriate response from a list of options based on what they hear. This kind of work evaluates the student's capacity to comprehend particulars, draw valid conclusions, and recognize synonyms or paraphrases, according to language experts. Due to their perceived objectivity and reliability, multiple-choice questions are frequently utilized in listening assessments. Gap-filling or completion exercises are another kind of listening task. Examinees are asked to complete these types of tasks by substituting words or phrases for those they hear. Students' vocabulary and grammatical knowledge are assessed along with their

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comprehension of the task's overall context and meaning in this kind of task.

According to experts, completion exercises give test takers a chance to show that they can comprehend spoken English in a more natural way by emphasizing vocabulary and sentence structure. Note-taking and summarizing are additional forms of listening tasks. Test-takers are asked to jot down brief notes or highlight the key ideas of a spoken passage or conversation in this kind of task. The ability to listen for important information, recognize main ideas, and synthesize information is evaluated through note-taking exercises. Researchers have found that note-taking tasks demand strong listening and organizational abilities from test takers because they need them to pay close attention, sift through pertinent information, and present it succinctly.

One more type of listening task is picture description or matching. In these tasks, test takers are presented with a set of images that correspond to a spoken description or conversation. They need to listen carefully and match each description or conversation with the appropriate image. Experts suggest that picture description tasks measure the test takers' ability to understand and connect spoken language with visual information. It assesses their capability to comprehend descriptions accurately and interpret them in a visual context.

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An English listening test's structure and design comprise a variety of tasks meant to evaluate various listening abilities. These exercises cover everything from basic multiple-choice comprehension to more advanced abilities like taking notes and drawing conclusions. Experts offer insightful explanations of each task type, stressing the particular abilities being assessed and highlighting the significance of paying close attention, comprehending context, drawing conclusions, and efficiently organizing information.

## 2. **Authenticity**

Authenticity in design and structure refers to creating English listening tests that closely resemble real-life scenarios and incorporate genuine language and tasks. In an authentic listening test, the content, context, and format should mirror actual situations that individuals may encounter when using English language skills in their daily lives. This approach aims to assess learners' ability to understand and interpret spoken English in realistic settings.

The authenticity of listening materials used in a test is crucial for assessing real-world listening skills. Experts argue that authentic materials within the test format can better reflect the challenges faced in actual listening scenarios (Brown, 2008). In order to improve students' language learning experience, experts stress the significance of authenticity in English listening assessments. An authority on

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language testing, Renandya (2011), claims that authentic test content aids in preparing students for real-world scenarios in which they will engage and converse with native English speakers. Through the use of authentic materials, students are exposed to a range of speech patterns, accents, and subject matter, allowing them to develop more all-encompassing listening skills.

Furthermore, incorporating authentic tasks in English listening tests can promote critical thinking and problem-solving skills. Coxhead (2018), a professor in applied linguistics, highlights how authentic tasks involving note-taking, summarizing, or answering questions based on a listening passage require learners to actively engage with the content and employ cognitive strategies. Authentic tasks challenge learners to process and synthesize information, fostering their ability to handle complex listening situations effectively.

In addition, the authenticity of the design and structure affects learners' motivation and engagement during the test. Stoller (2002), an expert in language testing, suggests that including interesting and relevant topics in English listening tests enhances learners' intrinsic motivation and encourages them to perform at their best. Authentic designs that resemble real-life situations can alleviate test anxiety and allow learners to demonstrate their true listening skills without unnecessary test-induced stress.

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Authenticity in the design and structure of English listening tests is crucial for enhancing learners' language proficiency, fostering critical thinking skills, and promoting motivation. By utilizing authentic materials and tasks, learners are better prepared to handle real-life interactions and challenges involving English listening skills.

### 3. Test Length and Time

The duration of the English listening test should be carefully considered to ensure sufficient time for the completion of tasks without causing excessive fatigue or boredom (Richards & Schmidt, 2010). Test length and time in the design and structure of an English listening test refer to the duration of the test and the allocation of time for each section or task within the test. This aspect is crucial as it determines the amount of content that can be covered, the complexity of the tasks, and the level of cognitive demand placed on test-takers.

In terms of test length, it is important to strike a balance between ensuring sufficient coverage of listening skills and not overwhelming test-takers. The length of the test should be appropriate for the target population and the purpose of the test. For example, a high-stakes proficiency test may be longer in duration to thoroughly evaluate a wide range of listening abilities, while a placement test may be shorter to more quickly assess general listening skills. As Field (2009), a renowned expert in language testing, suggests, test length should be

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based on validity considerations and the test's alignment with its intended construct.

The allocation of time within the test structure is equally important. Different sections or tasks of the listening test may require different amounts of time based on their difficulty level and their significance in measuring the desired constructs. For instance, multiple-choice questions may be relatively quick to complete, while open-ended questions that require extended responses may take more time. According to Green (2009), an expert in English language assessment, the division of time should reflect the intended weighting of different skills or sub-skills being tested.

Test length and time allocation in the design and structure of an English listening test should be carefully considered to ensure validity, fairness, and reliability. These factors are crucial in providing an accurate assessment of test-takers' listening proficiency. The expert opinions of Field (2009), Green (2009), and O'Sullivan (2012), emphasize the importance of aligning test length with the intended construct, appropriately allocating time for each task, and striking a balance between comprehensiveness and test-taker endurance.



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#### d. Evaluation and Scoring of English Listening Test

##### 1. Reliability

Reliability in the evaluation and scoring of an English listening test refers to the consistency and accuracy of the results obtained. It ensures that the test scores are reliable and trustworthy measures of the test-taker's listening skills. In other words, a reliable listening test produces consistent results when administered to the same group of individuals under the same conditions.

Reliability is emphasized by language assessment experts as being crucial for assessing and rating listening tests. Brown (2004) asserts that since a test is invalid if it lacks reliability, reliability should be the top priority when developing new assessments. Making meaningful conclusions about the test-taker's true listening skills becomes challenging if the listening test yields inconsistent results.

According to Bachman and Palmer (2010), another authority, standardization is essential to guaranteeing reliability. They contend that methods for standardizing the administration, scoring, and evaluation criteria all help to increase the validity of listening assessments. The accuracy and dependability of the test results can be increased by upholding consistent conditions and criteria, which will also increase the test scores' reliability.



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Furthermore, McNamara (2000) argues that reliability should be established through the use of appropriate statistical analyses such as test-retest reliability, interrater reliability, and internal consistency. These analyses help assess the consistency of test results over time, across different raters, and within the items of the test. By utilizing these statistical measures, the reliability of the evaluation and scoring process can be ensured, reducing errors and enhancing the overall validity of the test.

Experts stress the significance of reliability in the evaluation and scoring of English listening tests. By following standardized procedures, employing appropriate statistical analyses, and ensuring consistency in administration and evaluation, the reliability of the test scores can be improved. Reliability is essential for the test-takers, as well as the institutions and organizations that rely on accurate and dependable assessment results to make important decisions about language proficiency.

## 2. Validity

The degree to which English listening tests measure what they purport to measure is known as their validity. According to expert opinions on validity, it is important to make sure that the tasks accurately assess the intended listening skills and that the test content is in line with the objectives (Messick, 1996). Validity refers to the extent

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to which an evaluation or scoring process accurately measures what it is intended to measure. In the context of English listening tests, validity pertains to the degree to which the test outcomes align with the test taker's actual listening abilities. Validity is a fundamental aspect of any evaluation or scoring process as it ensures that the results obtained from the test are reliable, meaningful, and pertinent to the skills being tested.

In the evaluation and scoring of English listening tests, experts argue that there are several important factors to consider when assessing validity. Firstly, the content of the test must be relevant to the listening abilities it aims to evaluate. This means that the test questions, audio materials, and task types should be designed to accurately reflect real-life listening situations that English language learners may encounter. Expert opinion emphasizes the importance of ensuring that the listening test items align with the intended learning outcomes and represent the language skills and abilities that the learners are expected to develop.

Moreover, experts highlight the significance of test fairness in establishing validity. They argue that the test should not discriminate against test takers based on factors unrelated to their listening abilities, such as cultural background or prior knowledge. To ensure fairness, evaluators must consider potential bias in the test design and remove any elements that may disadvantage certain individuals or groups.

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Experts suggest that pilot testing and statistical analysis can aid in identifying and addressing any bias or unfairness in the test items.

Another aspect of validity in the evaluation and scoring of English listening tests is the authenticity of the test materials. Experts contend that the audio recordings used in the listening test should closely resemble real-life listening situations. This means that the accents, speech rates, and vocabulary used in the recordings should mirror those encountered by learners in authentic English language contexts. By employing authentic materials, the test designers can increase the ecological validity of the listening test, ensuring that the test results reflect a true representation of the learners' listening proficiency.

Furthermore, experts stress the importance of establishing construct validity, which involves correlating the test scores with other measures that assess similar skills or abilities. By examining the relationship between the listening test scores and scores from other language assessments, such as speaking or reading tests, experts can validate the listening test as a reliable indicator of overall language proficiency. Construct validity can also be established by conducting correlation studies with external criteria, such as academic or workplace performance, which provide evidence of the test's predictive validity.

Validity is a crucial aspect of evaluating and scoring English listening tests. Experts emphasize the need for relevant content, fair test design,

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authentic materials, and establishing construct validity in order to ensure that the test accurately measures the targeted listening abilities. Taking into account these expert opinions, assessment professionals can enhance the validity of English listening tests and provide meaningful and reliable results for test takers.

#### e. **Communicative Validity of an English Listening Test**

The communicative validity refers to the extent to which a test measures the language skills necessary for effective communication in real-life situations. In the case of the English listening test proposed by Bachman and Palmer (1996) contained in a research article entitled “Communicative Validity of the New CET 4 Listening Comprehension Test in China” written by Wang, Zuo, and Liu in 2014 identify six essential factors to evaluate the quality of a communicative test called “usefulness”.

##### 1. Reliability

Reliability is often defined as the consistency of measurement. It is about how likely the same test will produce consistent scores. Test scores cannot provide useful information about the ability being measured if they are not consistent. Various factors, such as the sample materials, test administration, instructions, scoring, and personal factors, can affect reliability. Accordingly, based on previous understanding, several factors in this reliability need to be taken into

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account in order to assess the quality of a communicative test, namely, as follows:

- a. Consistency of measurement: This pertains to the test's ability to reliably measure the same construct on each administration. Internal consistency of the test items, inter-rater reliability, and test-retest reliability are some factors to take into account when assessing consistency.
- b. Sample materials: Ensuring the validity of the test depends heavily on the caliber of the test materials used to gauge language proficiency. To determine whether the sample materials are authentic, relevant, and representative of communication situations in real life, expert opinions may be sought.
- c. Test administration: This factor takes into account things like timing, testing conditions, and test-taking protocols. In order to guarantee the reliability and fairness of the test results, experts can evaluate whether the test administration is standardized and uniform for each test taker.
- d. Instructions: In order for test takers to comprehend what is expected of them, test instructions must be clear and easy to understand. Professionals can assess if the guidelines are understandable, manageable, and suitable for the intended audience.

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e. Scoring: A communicative test should be objectively, consistently, and legitimately scored. To make sure they accurately assess language proficiency and are in line with the test objectives, experts can review the scoring criteria and procedures.

f. Personal factors: These could include test-taker characteristics like weariness, anxiety, and motivation, which can affect how well they perform on the test. When interpreting test results and offering suggestions for bettering the test administration and design, experts may take these individual factors into account.

## 2. Construct validity

According to Bachman & Palmer (1996), refers to the meaningfulness and appropriateness of the interpretations that justify test scores. To evaluate construct validity, the intra-correlation between different test components is calculated. These intra-correlations should ideally be low, typically ranging from +.3 to +.5, indicating that different components measure different aspects of ability and contribute to a comprehensive assessment. High intra-correlations, such as +.9, suggest that the components are redundant and inefficient. Accordingly, based on previous understanding, several factors in this Construct validity need to be taken into account in order to assess the quality of a communicative test, namely, as follows:

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- a. Intra-correlation between different test components: this refers to the relationship between the different parts or components of a test. In the context of the English listening test proposed by Bachman and Palmer (1996), it is important to consider how well the different components of the test (such as multiple-choice questions, short answer questions, and listening comprehension tasks) are correlated with each other. A high intra-correlation indicates that the different components of the test are measuring similar aspects of listening ability, while a low intra-correlation may suggest that the test is not measuring listening ability consistently across all components.
- b. Low intra-correlations: Low intra-correlations between different test components suggest that the components are not measuring the same underlying construct or skill. This could indicate that the test is not internally consistent and may not be a reliable measure of overall listening ability. In cases where there are low intra-correlations between test components, it is important to investigate the reasons behind this discrepancy. It may be necessary to revise or remove certain test components that are not effectively measuring the intended construct of listening ability.
- c. High intracorrelations: When there are strong correlations between various test components, it is likely that the components

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are measuring comparable facets of listening comprehension.

While some intra-correlation is normal, extremely high intra-correlations can be a sign of test redundancy, where the same ability or knowledge is being measured by several test components. It could be essential to reassess the test and determine whether any components can be added or subtracted in order to increase the test's efficacy and efficiency when there are strong intra-correlations between its parts. Achieving a balance between evaluating a variety of listening skills and minimizing redundant test items is crucial.

### 3. Authenticity

Authenticity is a crucial characteristic of communicative tests, distinguishing them from traditional exams. Communicative tests should incorporate authentic materials and tasks that reflect real-life situations (Heaton, 1988). Accordingly, based on previous understanding, several factors in this Authenticity need to be taken into account in order to assess the quality of a communicative test, namely, as follows:

- a. Incorporation of authentic materials and tasks: Bachman and Palmer stress that authentic materials and tasks should be included in a high-quality communicative test. This means that the test should contain items that are comparable to those found in real-world scenarios,

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such as reading or listening passages. Genuine resources can aid in guaranteeing that the examination is assessing the abilities that are genuinely necessary for communication outside of the testing setting.

Experts concur that using real materials is essential to evaluating a test-taker's comprehension and communication skills in authentic contexts. Assessments of a test-taker's language proficiency can be more accurately made when the test items closely resemble real-world communication tasks.

- b. Reflection of real-life situations: A communicative test's quality can also be assessed according to how well it reflects real-life situations, in addition to having authentic materials and tasks. This means that tasks or scenarios that are likely to be encountered in regular communication should be included in the test. A listening test might include scenarios such as placing an order at a restaurant or requesting directions. According to experts, assessments that closely resemble real-world scenarios have a higher chance of producing a reliable indicator of communicative competence. Test developers can make sure that an assessment accurately reflects a test-taker's ability to understand and use language in real-world situations by assessing how well a test aligns with real-world communication scenarios.

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**4. Interactiveness**

Interactiveness another hallmark of communicative tests, involves interaction between candidates and tasks. Conventional tests, like letter writing, exhibit a limited form of interaction, whereas face-to-face interaction in communicative testing assesses one's ability to modify expression and content (Littlewood, 2000). Accordingly, based on previous understanding, several factors in this Interactiveness need to be taken into account in order to assess the quality of a communicative test, namely, as follows:

- a. Interaction between candidates and tasks: refers to how well the test allows candidates to engage with the tasks presented to them in a meaningful way. A high-quality communicative test should provide opportunities for candidates to actively interact with the tasks, rather than simply responding passively. This might include tasks that require candidates to engage in conversation, problem solve, or negotiate meaning with a partner or interlocutor. Expert opinions could include feedback on the effectiveness of the tasks in facilitating interaction, as well as the authenticity and relevance of the communication scenarios presented.
- b. Face-to-face interaction: In order to accurately simulate real-life communication scenarios where people must interact with others in person, face-to-face interaction is an essential component of

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communicative language testing. A high-quality communicative exam should give candidates the chance to speak with an examiner, a partner, or a group of peers in person. Expert judgments might center on how well the test replicates authentic communication environments, the veracity of the exchanges, and the communication abilities being evaluated.

c. The ability to modify expression and content : The candidates' ability to adjust their language use to various contexts, audiences, and purposes is referred to as their ability to modify expression and content. The ability of candidates to adapt their language expression and content to the communicative demands of various tasks or situations should be evaluated through a communicative test. The exam's effectiveness in evaluating candidates' communication flexibility and adaptability as well as their capacity to employ appropriate language in a particular situation may be determined by experts. They might also take into account the variety and breadth of communication tasks included in the exam, as well as how well they work to gauge candidates' adaptability in terms of both content and expression.

## 5. Impact

Impact synonymous with washback effect, refers to the influence of testing on teaching and learning. This phenomenon can have both

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positive and negative effects on individuals and society. Evaluating students and teachers' responses to the new CET-4 listening test through questionnaires provides insight into whether the test promotes communicative teaching and learning (Gu & Guan, 2003). Accordingly, based on previous understanding, several factors in this Impact need to be taken into account in order to assess the quality of a communicative test, namely, as follows:

- a. Influence of testing on teaching and learning: The impact that testing has on teaching and learning is the result of how an exam's structure and content can affect how English is taught and learned in the classroom. Tests ought to reflect the objectives of communicative language instruction, which emphasizes practical communication skills, according to Bachman and Palmer (1996). Therefore, rather than only having students memorize grammar rules or vocabulary, a good communicative test should reflect the communicative approach by evaluating students' ability to communicate effectively in English. A curriculum and teaching methods that are more communicative in nature may result from this.
- b. Washback effect: The influence of an exam on methods of instruction and learning is known as the "washback effect." Positive washback effects on the classroom can result from a communicative test that accurately reflects the objectives of communicative language teaching

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within the framework of the English listening test proposed by Bachman and Palmer (1996). For instance, teachers may include more communicative activities in their lessons to help students practice these skills if they are aware that they will be evaluated on their capacity to listen to and respond to spoken English in natural settings. In the end, this may result in better language proficiency and acquisition.

c. Promoting communicative teaching and learning: By evaluating students' proficiency in using the English language in genuine, everyday contexts, a high-quality communicative exam should support communicative teaching and learning. According to Bachman and Palmer (1996), tasks involving spoken language comprehension and response, as well as demonstrating the ability to comprehend and generate meaningful communication, should be included in communicative assessments. Teachers are encouraged to concentrate on improving their students' ability to use English for practical purposes rather than just memorization or rote learning by emphasizing communication skills in the assessment.

#### 6. Practicality

Practicality assesses whether the resources available for designing, developing, and implementing a test match the requirements of the activities. If the available resources align with the test demands, the test is considered practical; otherwise, it is deemed impractical and unlikely

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to be used (Bachman & Palmer, 1996). Accordingly, based on previous understanding, several factors in this Practicality need to be taken into account in order to assess the quality of a communicative test, namely, as follows:

- a. Alignment of available resources with test demands: This component is essential to assessing the calibre of a communicative test because it guarantees that the tools employed in the test's development and administration are appropriate for determining the particular language abilities under evaluation. The resources used in a listening test should be in line with its requirements in terms of format, content, and degree of difficulty, according to Bachman and Palmer (1996). For instance, recordings of lectures, conversations, and presentations that represent this context should be included in the resources if the test's objective is to evaluate students' comprehension of spoken English in academic settings. An imprecise evaluation of test takers' listening skills could arise from any discrepancy between the available resources and the requirements of the exam.
- b. Availability of resources for designing, developing, and implementing the test: Another essential factor in evaluating the quality of a communicative test is the availability of resources for designing, developing, and implementing the test. This includes financial resources, expertise, and time needed to create a well-

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structured and effective test that accurately measures test takers' language proficiency. Without adequate resources, it may be challenging to design a test that aligns with language learning objectives, meets testing standards, and provides reliable results. A coordinated effort involving language experts, test developers, administrators, and other stakeholders is necessary to develop a high-quality language test, according to Bachman and Palmer (1996). Sufficient resources are required to conduct item analysis, pilot the test, train examiners, and guarantee the validity and reliability of the test. Lack of resources can erode the test's validity and impair its ability to reliably assess language proficiency.

These factors can be taken into account when assessing the communicative validity of Bachman and Palmer proposed English listening test. In this research, to carry out a test on the validity of communication, there are several evaluation factors that must be carried out, such as; Reliability, Construct validity, Authenticity, interactiveness, Impact, Practicality. This is the theory that use for a communicative validity test that focuses on listening tests.

#### **f. English Listening Test in the English on Target Textbook**

According to Buck, G. (2001) the English listening test evaluates a person's ability to understand spoken English, with a focus on understanding the main idea, details, and speaker intent. This involves

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listening to audio recordings and answering related questions. So an English listening test checks how well they can follow and make sense of spoken English. During the test, they listen to recordings and then answer questions about what they heard. The test looks at how well they grasp the main points, notice important details, and understand what the speaker means. This helps show how good they are at understanding English in everyday situations.

The listening test analyzed in this study is contained in a textbook called English on Target, compiled by Sarwoko, and edited by Widiastuti and Wahyu. Published by Erlangga in 2017 with ISBN number 978-602-434-143-5, this book follows the 2013 curriculum for second-grade high school students. With approximately 90 pages and 8 chapters covering various learning materials such as reading, writing, speaking, and most importantly, listening, the textbook includes a variety of listening test questions, such as multiple-choice, cloze text, and conversations. The test taker can listen to the audio by scanning the barcode on the book using a mobile phone to answer questions through the Erlangga book reader app.

## Relevant Research

### 1. Research in Other Countries

Research from Zhang, Xu, and Zhang (2023) entitled "A communicative validation study on an English listening test in Korea". This study presents the validation process of a listening test based on a communicative language test

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proposed by Bachman. It was administered to third-grade high school students by the sixteen Korean Provincial Offices of Education for Curriculum and Evaluation in September 2012. The research aimed to assess students' listening ability at the end of high school learning and compare it with the standard of the CSAT (College Scholastic Ability Test). The study investigated the test's construct validity using classical test theory (CTT) and applied exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to find a model that would fit the data. The results showed that the test sufficiently measures communicative ability but does not have a clear division of listening sub-skills.

Another previous research was conducted by Wang, Zuo, and Liu (2014) entitled "Communicative Validity of the New CET 4 Listening Comprehension Test in China". This study, based on the major dimensions of a communicative language test proposed by Bachman, investigates the validity of a new CET-4 (College English Test-4) listening comprehension test in China. The research focuses on the communicative validity of the test and its alignment with the proposed communicative language test dimensions. The study provides insights into the specific context of English language testing in China and its communicative validity, which can be valuable for a literature review on the topic.

Based on all previous research above. The difference between the research above and this research is that the participants are different, where

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the research above studied at the university level and also at the high school level, but this research will focus on high school level. Moreover, researchers have not found research like this in Indonesia so far, so researchers will conduct this research by using the listening test in the English on Target textbook.

### **C. Conceptual Framework**

Communicative validity is the degree to which an act of communication effectively achieves its goal of accurately, clearly, and appropriately conveying the intended meaning within a specific context. Communicative validity refers to the extent to which a communicative test accurately evaluates the effectiveness of communication. Instead of concentrating only on evaluating grammatical or linguistic accuracy, it evaluates test takers' ability to use language in authentic contexts. Test tasks that mimic real-world communication situations are one way to achieve communicative validity. Essentially, a test is considered to have communicative validity if it assesses a test taker's proficiency with language in real-world contexts rather than solely evaluating their understanding of formal language rules.

English listening tests are frequently used as parts of assessments of English language competency in a range of settings, such as placement, attainment, and diagnostic evaluations. English listening tests are widely used in a variety of contexts, including placement, attainment, and diagnostic evaluations, as components of assessments of English language proficiency. However, tests that

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are written by teachers are often of poor quality (Anderson, 2005). Usually, the test consists of listening to spoken passages or audio recordings, followed by tasks or questions that must be completed using the knowledge gained. The text does, however, imply that a large number of English listening tests created by teachers are of poor quality because the test's validity and reliability were not fully understood by the creators.

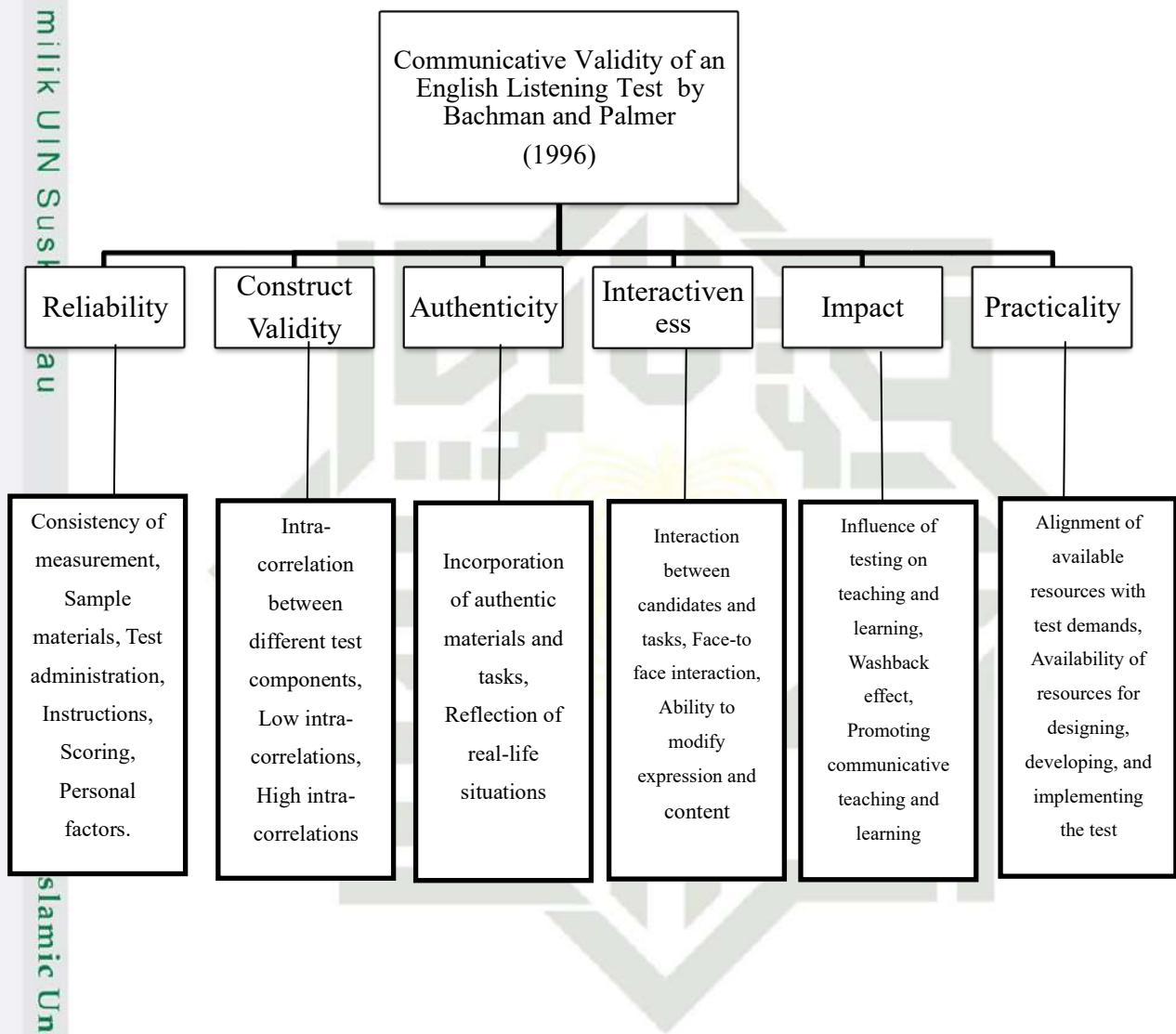
To analyze the communicative validity of the English listening test, researchers took theory from Bachman and Palmer (1996). In this research, to carry out a test on the validity of communication, there are several evaluation factors that must be carried out, such as; Reliability, Construct validity, Authenticity, interactiveness, Impact, Practicality. This is the theory proposed by Bachman and Palmer for a communicative validity test that focuses on listening tests. The concept of this research is illustrated in the following figure:

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**Figure 1.1**

**Conceptual Framework**



## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Approach Design

This research employs a qualitative approach, with a particular emphasis on a document analysis research design. Qualitative research is used to explore and understand human experiences within social and cultural contexts. This aligns with Creswell's (2012) assertion that the primary aims of qualitative research are to describe phenomena and to gain a deep understanding of the meanings conveyed through words. The researcher chose a qualitative method based on prior studies, particularly an article titled "Communicative Validity of the New CET-4 Listening Comprehension Test in China" by Wang, Zuo, and Liu(2014). In that study, both quantitative and qualitative methods were used, with the qualitative aspect involving the analysis of test items and syllabi related to the listening exam in China. Similarly, this research adopts a qualitative method by analyzing listening comprehension questions from a textbook titled English on Target.

Specifically, Document analysis is the process of evaluating and interpreting written or printed information contained in documents. It entails closely examining documents in order to decipher their meaning, evaluate their content, and make judgments regarding the data they contain. Documents in many formats, including text documents, reports, emails, letters, contracts, legal documents, research papers, audio and more, can be included in this. Gaining

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understanding from the text, spotting patterns or trends, and comprehending the context in which the information was produced or used are the objectives of document analysis. It can be completed automatically using machine learning and natural language processing algorithms, or manually by reading and analyzing the content. The methodical process of examining or assessing written and digital (computer-based and Internet-transmitted) documents is known as document analysis. Document analysis, like other analytical techniques in qualitative research, necessitates the examination and interpretation of data in order to extract meaning, gain comprehension, and produce empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007). Consequently Many different fields, such as legal research, historical investigation, business intelligence, market research, policy analysis, fraud detection, information retrieval, and data mining, use document analysis extensively. It assists professionals, researchers, and analysts in gathering important data, locating pertinent details or supporting documentation, and coming to well-informed conclusions from the documents they have examined.

**B. Research Site and Time**

This research focuses on document in textbook English on Target and this research was conducted in January 2025.

**C. Object of the study**

In this study, the researcher selected the listening tests from the English for Senior High School Grade XI textbook, published by Erlangga and compiled by

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Sarwoko, as the primary object of analysis. The listening tests from Chapters 1 to 8 were used as the main source of data, and these materials were analyzed in detail throughout the research.

## **D. Data Collection Techniques**

To obtain data, the researcher used data collection techniques, namely Document analysis.

### 1. Document

In the technique of collecting data, one important source of information is a document. A document can be defined as any written or printed material that contains data or information. It can come in various forms such as reports, books, articles, letters, memos, records, and even digital documents like emails, websites, or databases. Documents are "social facts," according to Atkinson and Coffey (1997), because they are created, disseminated, and utilized in socially structured ways.

Using documents as a data collection technique has several advantages. Firstly, documents provide readily available information, making it cost-effective and eliminating the need for researchers to collect data from scratch. Additionally, documents can be accessed remotely, allowing for convenient data analysis. One main benefit is that documents often contain data that may be unavailable through other methods. Historical documents offer valuable insights into past events or cultural practices, while organizational documents provide information on company operations and strategies.

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Moreover, documents are often reliable and accurate. They are usually prepared by knowledgeable individuals or institutions, making them standardized and verifiable sources of information. This enhances the reliability and validity of the collected data compared to self-reporting techniques. However, using documents for data collection also has limitations. Documents may be biased or selective, omitting certain information or perspectives. Researchers must interpret the data cautiously and consider potential gaps or biases.

Additionally, the availability and accessibility of documents can pose challenges. Privacy concerns, copyright restrictions, or limited archival access may hinder data collection. Obtaining permission from relevant authorities or institutions may be necessary, adding complexity and time constraints. In conclusion, documents are a valuable and versatile technique for data collection. They provide readily available information, offer unique perspectives, and are often reliable. However, researchers must be aware of limitations such as bias and accessibility constraints. By considering these factors, documents can effectively be used as a powerful tool in research.

## **E. Data Trustworthiness**

To make sure the validity of data, researcher use triangulation. Triangulation is an approach used in research to enhance the credibility and validity of findings by cross-verifying information from multiple sources or perspectives Lincoln & Guba (1985). In qualitative research, findings are validated or corroborated by employing a variety of techniques, data sources, theories, and researchers. The

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purpose of triangulation is to increase the validity and dependability of the gathered information and interpretations by combining different points of view. By reducing the biases and limitations present in any one method or source, this approach contributes to a more thorough understanding of the topic under study. Trustworthiness in qualitative research refers to extent to which research can be considered trustworthy and reliable. There are four very important dimensions of trustworthiness: credibility, dependability, confirmability, and transferability (Lincoln dan Guba, 1985).

This study adopts a methodical approach by evaluating the extent to which the listening test materials in the English on Target textbook align with the principles of communicative validity as proposed by Bachman and Palmer (1996). This evaluation aims to ensure both the authenticity and validity of the test. Communicative validity can be assessed through a validation study, which may involve the application of factor analysis to examine the construct validity of the test. Additionally, it is important to consider the fairness of the test, particularly regarding the variety of English used as input in the listening sections. Defining the specific listening skills being assessed is also crucial to determine whether the test accurately measures communicative competence. Previous studies and research articles on the communicative validity of English listening tests in countries such as China and South Korea offer valuable insights and reliable methodologies for evaluating the reliability and effectiveness of such assessments.

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**F. Data Analysis Techniques**

Methods for analyzing data with the goal of drawing conclusions from data collection are known as data analysis techniques. Following data collection, the researcher examined the findings from document analysis and interviews. In qualitative research, Bryman et al (2012) contend that data analysis is a continuous process that researchers conduct with an emphasis on the collected data. The three steps of the Miles and Huberman (1994) model data reduction, data display, and conclusion drawing or verification will be used by the researcher to analyze the data.

**1. Data Reduction**

In data analysis, data reduction is a technique used to minimize the volume of data while retaining the most informative and meaningful elements. This process involves eliminating irrelevant or redundant information to make the data more manageable and easier to interpret. The goal of data reduction is to produce clear and concise data that facilitates effective analysis. In this study, the primary focus is on analyzing documents relevant to the research objectives, specifically those involving listening test questions that have been developed and compiled. Data were collected through document analysis by examining listening test materials found in the English on Target textbook for second-grade senior high school students. The researcher utilized an observation sheet that included various criteria for evaluating the quality of communicative tests, with a particular emphasis on English listening

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assessments. The evaluation process was validated by two validators to ensure the reliability of the findings.

## 2. Data Display

Presenting data means displaying it in a narrative format to ensure clarity and semantic understanding. This approach is particularly suitable for descriptive research, which aims to provide a detailed depiction of a situation. Data display is intended to facilitate the identification of patterns, trends, and relationships by analysts and decision-makers by presenting the data in a concise and easily understandable manner. It also enables the efficient communication of conclusions and insights derived from the data. In this study, the data will be presented in Chapter IV under the "Findings" section. This chapter will outline the results obtained from data processing, with a particular focus on evaluating whether the communicative validity of the listening test in the English on Target textbook is satisfactory. The presented data will accurately reflect the information collected by the researcher and will support a comprehensive analysis of the research objectives.

## 3. Conclusion or Verification

Conclusions are statements or judgments derived from a thorough consideration and evaluation of all relevant data and supporting documentation. They represent the final outcomes obtained after careful analysis and reflection. In qualitative research, drawing conclusions is the final stage of the research process. Once the data collection and analysis are

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complete, and the research subjects (if applicable) have confirmed the findings, the researcher proceeds to interpret and conclude the study. In this research, the data were identified, selected, and categorized according to the analytical needs related to the research topic after being transcribed into written form. The researcher then compared the data with the research questions to arrive at meaningful conclusions. At this stage, conclusions will be drawn regarding the quality and communicative validity of the listening test materials in the English on Target textbook. If the results indicate strong communicative validity in the English listening tests, the researcher will recommend the textbook as an effective resource for future assessments. Conversely, if the findings suggest otherwise, the researcher will provide conclusions and recommendations based on the analysis of the collected data.

Triangulation used by the researcher to ensure the validity of the data. Triangulation is a research technique that involves cross-referencing data from several sources or viewpoints to increase the validity and trustworthiness of findings. In qualitative research, findings are validated or corroborated by employing a variety of techniques, data sources, theories, and researchers. The purpose of triangulation is to increase the validity and dependability of the gathered information and interpretations by combining different points of view. By reducing the biases and limitations present in any one method or source, this approach contributes to a more thorough understanding of the topic under study.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusion

This study was conducted to evaluate the communicative validity of the English listening test in the English on Target textbook, with the objective of determining whether all the criteria proposed by Bachman and Palmer (1996) are fulfilled and whether the test demonstrates strong communicative validity. Based on the discussions, presentations, and analyses in the previous chapter, the researcher concludes that:

1. Based on the results of the evaluation and discussions conducted with the two validators, it was found that the communicative validity of the English listening test in the English on Target textbook achieved positive outcomes. This conclusion is supported by the fulfillment of several key factors outlined by Bachman and Palmer (1996) for evaluating the communicative validity of English listening tests. The test demonstrates strong communicative validity as it reflects real-life communication situations, provides clear instructions, and ensures fairness for all students. It helps learners practice listening through authentic topics such as conversations, expressions of opinions, and appropriate responses, thereby enhancing both their comprehension and confidence. In addition, the test promotes active learning, mutual respect, and

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the exchange of feedback among students. Its accessibility available anytime and anywhere further supports students in developing their listening skills in a practical and convenient manner.

**B. Suggestion**

Taking into account the findings and importance of this study, Researcher propose the future research and students will all benefits from the findings.

First and foremost, researcher advice Students are encouraged to take advantage of the English listening test not only as an assessment tool but also as a means to improve their communication skills in everyday life. Since the test uses real-life conversations and practical scenarios, students should actively engage with the material, focus on understanding both the main ideas and small details, and practice listening repeatedly using the available smartphone application.

Paying attention to tone, expressions, and context will help students become more confident and responsive listeners. Additionally, students are advised to reflect on their own performance, seek feedback from peers, and use the test experience to strengthen their listening abilities both in and outside the classroom.

Second, The future research should consider exploring listening tests in a wider range of schools and textbooks to understand how different teaching contexts affect the communicative validity of such assessments. It is also recommended that future studies focus on including a broader variety of listening sub-skills, such as inference, prediction, and understanding implied meaning to get



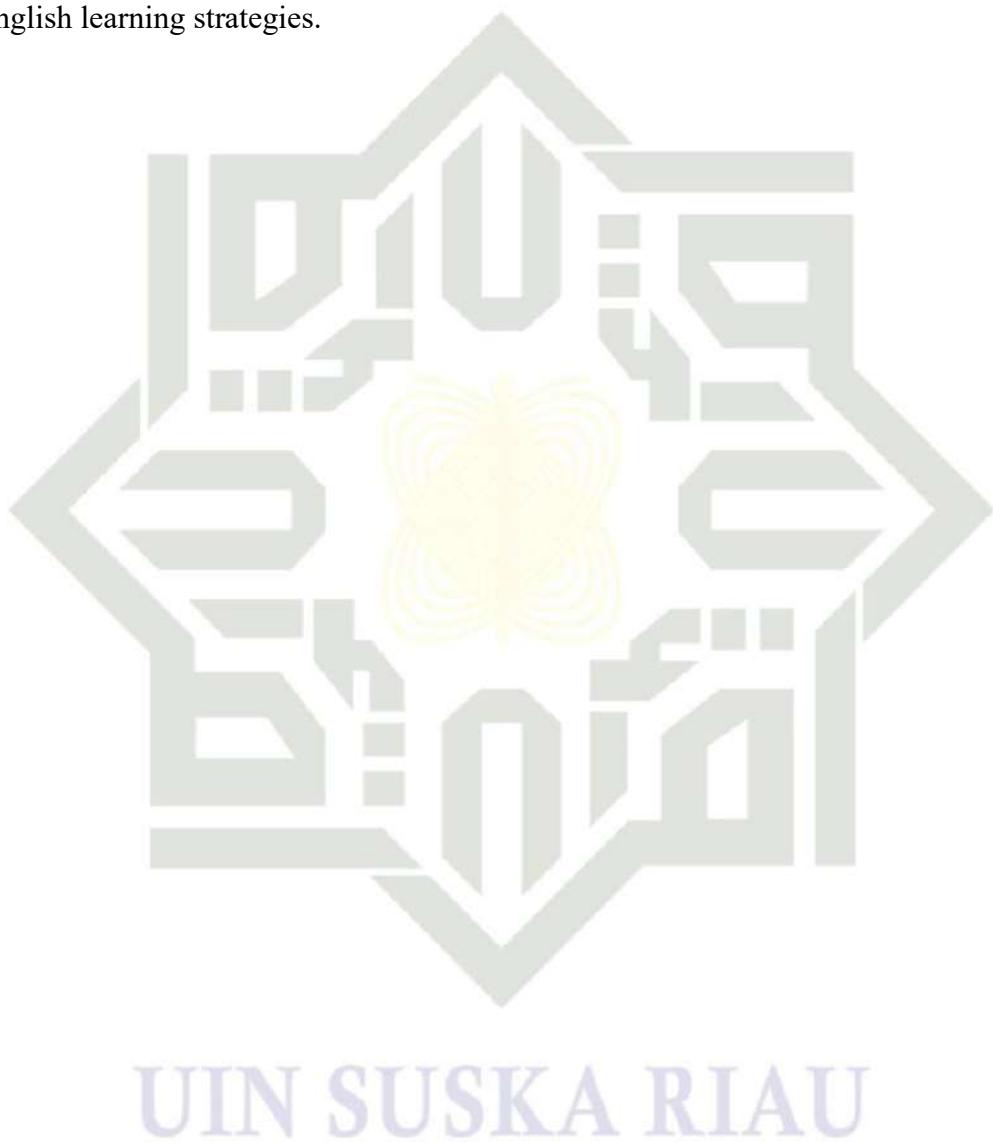
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a more complete picture of students' listening competence. Moreover, conducting long-term research that tracks student progress over time would provide useful insights into how listening assessments impact language learning and real-life communication. This would help educators improve test design and create more effective English learning strategies.



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**APPENDICES**

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**APPENDIX 1**

**LISTENING TEST FORMS**

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**LISTENING SECTION**

**Practice 2**

A small icon of a notepad and a pencil.

A QR code.

**Directions:**

In this section, you will hear some incomplete dialogues followed by five responses spoken in English. The dialogues and the responses will be spoken just once.

**4** **Mandiri** English on Target for SMA/MA Book 2

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They will not be printed in your test book, so you must listen carefully. You are to choose the best response to each dialogue. Now, listen to a sample question.

You will hear:

Man : What shall we do now?

Woman : . . . .

Narrator: What is the best response to the man's question?

- A. It's time to relax.
- B. I will do it alone.
- C. Really! What had happened?
- D. Of course, everything is OK.
- E. Why don't we watch a movie?

The best response to the question is 'Why don't we watch a movie?'. Therefore, you should choose answer E.

1. A	B	C	D	E
2. A	B	C	D	E
3. A	B	C	D	E
4. A	B	C	D	E
5. A	B	C	D	E
6. A	B	C	D	E
7. A	B	C	D	E
8. A	B	C	D	E
9. A	B	C	D	E
10. A	B	C	D	E

**Practice 3**

Scan  
the QR  
Code  
for  
Audio  
Track 02

**Directions:**

You will hear some conversations spoken in English. You will be asked to answer the questions about what the speakers say in each conversation. The conversations and the questions will not be printed in your test book and will be spoken only once. Select the best response to each question and mark the letter (A), (B), (C), (D), or (E).

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1. A. Going to the mall.  
B. Having some coffee.  
C. Going to the library.  
D. Borrowing some money.  
E. Writing a proposal for a certain project.
2. A. Seeing his dad.  
B. Watching a film.  
C. Buying a new film.  
D. Going to the cinema.  
E. Seeing Liam Neeson.
3. A. Having dinner at Sederhana restaurant.  
B. Watching a comedy film.  
C. Watching an action film.  
D. Practicing kung fu.  
E. Buying a film.
4. A. Buying a car.  
B. Saving the time.  
C. Buying a motorcycle.  
D. Seeing terrible traffic.  
E. Borrowing motorcycle.
5. A. Asking Dessy to have crabs with the woman.  
B. Arranging time to see Dessy.  
C. Joining Dessy's business.  
D. Cooking crabs for Dessy.  
E. Calling Dessy.
6. A. Having some ancient coins.  
B. Exhibiting his ancient coins.  
C. Doing nothing at the weekend.  
D. Selling his ancient coins to the museum.  
E. Going to the museum to see ancient coins.
7. A. Because the woman failed at work.  
B. Because the woman doesn't like the job.  
C. Because the woman doesn't perform well.  
D. Because the woman's boss doesn't like her.  
E. Because the woman's company is in trouble.
8. A. Because their dad wants a new TV.  
B. Because their dad likes fixing things.  
C. Because their dad likes football very much.  
D. Because their dad wants to fix the television.  
E. Because their dad doesn't like football anymore.
9. A. Because the weather is bad.  
B. Because he doesn't like swimming.  
C. Because he wants to go swimming alone.  
D. Because he has to prepare his presentation.  
E. Because he doesn't like the woman's friend.
10. A. Going to the beach with him.  
B. Joining a kite lover club.  
C. Meeting some friends.  
D. Making a giant kite.  
E. Buying a kite.



UIN SUSKA RIAU

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## LISTENING SECTION



### Practice 2



**Directions:**

In this section, you will hear some incomplete dialogues, followed by five responses spoken in English. The dialogues and the responses will be spoken just once. They will not be printed in your test book, so you must listen carefully. You are to choose the best response to each dialogue. Now, listen to a sample question.

14

**Mandiri**

English on Target for SMA/MA Book 2



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You will hear :

Man : What do you think about cheating in a test?

Woman : . . . .

Narrator: What is the best response to the man's question?

- A. It's good.
- B. I think it is not fair.
- C. It's absolutely right.
- D. The test is so difficult.
- E. You should prepare the test well.

The best response to the question is 'I think it is not fair'. Therefore, you should choose answer B.

1. A B C D E
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E
6. A B C D E
7. A B C D E
8. A B C D E
9. A B C D E
10. A B C D E



#### Practice 3

Scan the QR Code for Audio Track 04



#### Directions:

You will hear some conversations spoken in English. You will be asked to answer the questions about what the speakers say in each conversation. The conversations and the questions will not be printed in your test book and will be spoken only once. Select the best answer to each question and mark the letter (A), (B), (C), (D), or (E).

1. A. Because the food is delicious and we can enjoy blues music.
- B. Because the color of the restaurant is blue.
- C. Because we can meet blues artists.
- D. Because it is in the Victory area.
- E. Because the chef is the best.



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. A. A lot of children.  
B. Attractive scenery.  
C. Attractions from Asian countries.  
D. Many children on roller skates.  
E. Attractions, events, and the tallest roller coaster.
3. A. It is colorful.  
B. It is a very lovely hat.  
C. It is his favorite color.  
D. It is designed beautifully.  
E. It is made of many matches.
4. A. It is cheap.  
B. It is good and enjoyable.  
C. The lessons are at the beach.  
D. The Philippines has a lot of beaches.  
E. Students learn English in group discussion.
5. A. He practises during all his free time.  
B. He determines what he wants to do.  
C. A professional trainer trains him.  
D. He practices four hours a day.  
E. He determines the target.
6. A. The one who is there for our happiness and sadness.  
B. The one who does not bring sadness to us.  
C. The one who goes away in our sadness.  
D. The one who makes us happy all day.  
E. The one who gives good opinions.
7. A. Because honesty is betrayal.  
B. Because honesty is true friendship.  
C. Because friendship is not a small thing.  
D. Because honesty can break our friendship.  
E. Because telling lies will betray our friendship.
8. A. Because it is a small city.  
B. Because it is an exciting city.  
C. Because it has nice public places.  
D. Because the price of daily needs is cheap and the people are welcoming.  
E. Because it has a lot of business centers and the traffic is always smooth.
9. A. Because public buses should not be poisonous.  
B. Because some sick people are probably using the bus.  
C. Because there a lot of poisonous chemicals on a bus.  
D. Because the buses are always used by non-smokers.  
E. Because it will make the bus inconvenient and unhealthy.
10. A. Because beaches in Europe are not beautiful.  
B. Because she can go skiing on the beach.  
C. Because she has been to many beaches.  
D. Because being on the beach is boring.  
E. Because she is a ski player.



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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## LISTENING SECTION



### Practice 1

Scan the QR Code for Audio Track 05



**Directions:**

In this section, you will hear some incomplete dialogues followed by five responses spoken in English. The dialogues and the responses will be spoken just once. They will not be printed in your test book, so you must listen carefully. Select the best response to each question and mark the letter (A), (B), (C), (D), or (E).

1. A B C D E
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E
6. A B C D E
7. A B C D E
8. A B C D E
9. A B C D E
10. A B C D E



### Practice 2

Scan the QR Code for Audio Track 06



**Directions:**

You will hear some conversations spoken in English. You will be asked to answer the questions about what the speakers say in each conversation. The conversations and the questions will not be printed in your test book and will be spoken only once. Select the best answer to each question and mark the letter (A), (B), (C), (D), or (E).

1. A few kinds of uniforms that students must wear in school.
2. School uniforms are necessary for students.
3. School uniforms are no longer needed.
4. Students do not like school uniforms.
5. A story of school uniforms.

**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

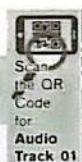
2. A. Explanation of how beggars work.  
B. The number of beggars is increasing.  
C. The number of beggars is decreasing.  
D. We should not give money to beggars.  
E. Several reasons to give motivation to beggars.
3. A. The woman likes the man's new scooter.  
B. The man likes the woman's new scooter.  
C. The man doesn't like the woman.  
D. The woman doesn't like the man.  
E. The man will buy a new scooter.
4. A. The woman's interest in animals.  
B. The news about the government.  
C. The extinction of elephants.  
D. There is a zoo for elephants.  
E. Several kinds of elephants.
5. A. National exams will make school ignore the learning process.  
B. Teachers should decide which students pass the test.  
C. Teachers are not responsible for the national exams.  
D. The exams will be profitable for schools.  
E. The national exams must not be abolished.
6. A. They do so because it endangers humans.  
B. They do so because it endangers other species.  
C. They do so because it has many benefits for humans.  
D. They do so because they want to save it from extinction.  
E. They do so because it's the biggest mammal in the world.
7. A. Bank.  
B. Library.  
C. Market.  
D. Hospital.  
E. Bookstore.
8. A. The school's swimming pool.  
B. The boy's swimming pool.  
C. A swimming contest.  
D. Their school.  
E. Their race.
9. A. It teaches students to be leaders.  
B. It teaches students discipline.  
C. It teaches students to be dutiful.  
D. It promotes nationalism.  
E. It promotes patriotism.
10. A. The rainy season.  
B. The weather.  
C. Raincoat.  
D. Umbrella.  
E. Cold.



**Practice 3**

**Directions:**

You will hear some monologues given by a single speaker. You will be asked to answer two or three questions about what the speaker says in each monologue. The monologues and the questions will not be printed in your test book and will be spoken only once. Select the best answer to each question and mark the letter (A), (B), (C), (D), or (E).





**Hak Cipta Dilindungi Undang-Undang**

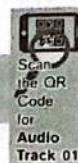
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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## LISTENING SECTION



### Practice 3



Scan the QR Code for Audio Track 01

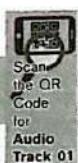
**Directions:**

In this section, you will hear some incomplete dialogues followed by five responses spoken in English. The dialogues and the responses will be spoken just once. They will not be printed in your test book, so you must listen carefully. Select the best response to each question and mark the letter (A), (B), (C), (D) or (E).

1. A B C D E
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E
6. A B C D E
7. A B C D E
8. A B C D E
9. A B C D E
10. A B C D E



### Practice 4



Scan the QR Code for Audio Track 01

**Directions:**

You will hear some conversations spoken in English. You will be asked to answer the questions about what the speakers say in each conversation. The conversations and the questions will not be printed in your test book and will be spoken only once. Select the best answer to each question and mark the letter (A), (B), (C), (D), or (E).

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  - Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- A. The arrival of law officers from a state department.  
B. The problem of drugs and its solution.  
C. Ministry of Law and Justice.  
D. The schedule of a meeting.  
E. An important seminar.
- A. One.  
B. Two.  
C. Three.  
D. Four.  
E. Five.
- A. The man's broken car.  
B. The price of car repairs.  
C. The carburettor of the car.  
D. The quality of Classwood Garage.  
E. The Classwood Garage is the best garage in terms of quality.
- A. Three hundred forty five-thousand.  
B. Two hundred forty thousand.  
C. Three hundred fifty thousand.  
D. Four hundred fifty thousand.  
E. Fifty-three hundred.
- A. The size of the audiences.  
B. Ryan's piano performance.  
C. The man's performance.  
D. The artists are popular.  
E. Sam's beautiful voice.
- A. Pop music.  
B. Jazz music.  
C. Rock music.  
D. Country music.  
E. Classical music.
- A. The meeting at the Garment Producer Association's office.  
B. An annual event that will be held in three weeks.  
C. Mr Jack's plan to visit Mr Revan's company.  
D. The annual event host.  
E. The arrangement of big annual event.
- A. His assistant and secretary.  
B. His deputy manager.  
C. His secretary.  
D. His assistant.  
E. His deputies.
- A. At noon.  
B. In a few days.  
C. In the evening.  
D. In the afternoon.  
E. By the end of this week.
- A. To meet him.  
B. To do a report.  
C. To clean his desk.  
D. To work for a few days.  
E. To see him on the weekend.



**Practice 5**



**Directions:**

You will hear some monologues given by a single speaker. You will be asked to answer two or three questions about what the speaker says in each monologue. The monologues and the questions will not be printed in your test book and will be spoken only once. Select the best answer to each question and mark the letter (A), (B), (C), (D), or (E) on your answer sheet.



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1. A. To promote their website.  
B. To prevent a natural disaster.  
C. To protest against the Mayor's policy.  
D. To reduce power consumption.  
E. To train the residents to do their activities in two hours.
2. A. They can surf on the power company's website.  
B. They can visit the company.  
C. They can listen to the radio.  
D. They can call the company.  
E. They can see the Mayor.
3. A. For one day.  
B. For two days.  
C. Less than two hours.  
D. Longer than two hours.  
E. Until the weather changes.
4. A. They are expected to leave the store.  
B. They are expected to shop on holiday.  
C. They are expected to go into the store.  
D. They are expected to change their clothes.  
E. They are expected to buy some plant seed.
5. A. There will be a sale for all clothes in the store.  
B. The store will be closed by its company.  
C. The store will move to another place.  
D. The store will be reopened.  
E. There will be a holiday.
6. A. To buy things on line.  
B. To rent an apartment.  
C. To make a complaint.  
D. To apply for a job.  
E. To borrow money.
7. A. To the electronic machine.  
B. To the owner of the bank.  
C. To the receptionist.  
D. To the bank officer.  
E. To the bank.
8. A. One day.  
B. Ten days.  
C. Three days.  
D. Seven days.  
E. Fourteen days.
9. A. Sixties Fahrenheit.  
B. Eighties Fahrenheit.  
C. Nineties Fahrenheit.  
D. Seventies Fahrenheit.  
E. One hundred Fahrenheit.
10. A. Wear dark clothing.  
B. Exercise frequently.  
C. Drink lots of water.  
D. Run on the field.  
E. Go swimming.



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air to around 27,000°C. Since the lightning takes so little time to go from point A to point B, the heated air has no time to expand. As a result, the heated air is compressed, raising the air from 10 to 100 times the normal atmospheric pressure. The compressed air then explodes outward from the channel, forming a shock wave of compressed particles in every direction. Finally, like an explosion, the rapidly expanding waves of compressed air create a loud, booming burst of noise.

## LISTENING SECTION



### Practice 1

Scan  
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for  
Audio  
Track 12



#### Directions:

You will hear several monologues spoken in English. You will be asked to answer the questions about what the speaker says in each monologue. The monologues and the questions will not be printed in your test book and will be spoken just once. Select the best response to each question and mark the letter (A), (B), (C), (D), or (E) on your answer sheet.

1. A	B	C	D	E
2. A	B	C	D	E
3. A	B	C	D	E
4. A	B	C	D	E
5. A	B	C	D	E
6. A	B	C	D	E
7. A	B	C	D	E
8. A	B	C	D	E
9. A	B	C	D	E
10. A	B	C	D	E



UIN SUSKA RIAU

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**APPENDIX 2**

**Validators Forms**

**UIN SUSKA RIAU**

## TRANSKRIP DISKUSI VALIDASI INSTRUMEN PENELITIAN

Topik: Communicative Validity of an English Listening Test

Tanggal: 19 Februari 2025

Lokasi: Pekanbaru

Researcher : Thank you, Mam. Kurnia Budiyanti, M.Pd and Mam. Rizky Amelia, M.Pd, for agreeing to be the validators of my research instrument. I would like to validate the instrument based on Bachman and Palmer's (1996) framework. Let's begin with the first factor: Reliability. Do you both find the listening test reliable?

Validator 1 : Yes, I do. In sample material, The listening tests cover real-life communication such as dialog about studying English, park, restaurant, Etc.

Validator 2 : I agree. The test shows consistency and uses authentic content relevant to daily communication.

Researcher : What about the administration of the test? Is it standardized to ensure fairness?

Validator 1 : The listening test instruction is clear, it is by choosing one of the five option.

Validator 2 : I also think The listening test are consistent that ensure fairness for all learners.

**Hak Cipta Dilindungi Undang-Undang**

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Researcher	: How about scoring and personal factor? Is it objective and aligned with the test's goals?
Validator 1	: Yes. The scoring system reflects listening comprehension clearly and The listening test achieves the goals listening comprehension.
Validator 2	: I agree. In the personal factor, The listening test require full concentration to complete the task.
Researcher	: Moving on to Construct Validity. Do you think the components measure different abilities effectively?
Validator 1	: There's not much variety in item types, but overall, the test is focused and doesn't overlap in measurement.
Validator 2	: It would be beneficial to include more question types like short answers to enhance construct validity.
Researcher	: Regarding Authenticity, does the test reflect real-life communication scenarios?
Validator 1	: The listening test mostly involve short conversation between two speakers.
Validator 2	: Yes, The listening test include daily situations such as asking opinion, giving opinion, asking responses, etc.
Researcher	: What about Interactivity? Are learners actively engaged in the test?
Validator 1	: The listening test require learners to more actively engage with repetition through apps.
Validator 2	: In Modification of Expression and Content, The listening test provide the expression of agreement, respond, opinion, etc.

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Validator 1

Researcher

Validator 1

Validator 2

Researcher

Validator 1

Validator 2

Researcher

Validator 1

: And in Face-to-Face Interaction, The listening test consist of interaction between two speakers (dialogue in real life).

Now let's discuss the Impact. How does the test influence teaching and learning?

: In washback effect, The listening test encourage real-life excitement, enthusiasm, active engagement.

: And in Promoting Communicative Skills, The listening test promotes actives learning, respect, responsiveness, sharing feedback.

: Lastly, let's look at Practicality. Is the test feasible to implement?

: Very practical. The listening test can be accessed easily through an application smart phone.

: Yes, The listening test can be accessed freely, The listening test can be accessed anytime, everywhere.

: Thank you both so much for your time and valuable input. This discussion is truly helpful for refining my instrument.

: You're welcome. Best of luck with your research!

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## RESEARCH INSTRUMENT

"Communicative Validity of an English Listening Test

by Bachman and Palmer (1996)"

No	Factor	Description	Evaluation Criteria	Evaluation		Comment
				Yes	No	
1.	Reliability	The consistency of measurement across different test administrations, ensuring that the test produces stable and dependable scores.	<ul style="list-style-type: none"><li>- Consistency of Measurement: Evaluate internal consistency, inter-rater reliability, and test-retest reliability.</li><li>- Sample Materials: Ensure materials are authentic and relevant to real-life communication.</li><li>- Test Administration: Standardize conditions for fairness.</li><li>- Instructions: Clarity and understandability for test takers.</li><li>- Scoring: Objectivity and alignment with test objectives.</li><li>- Personal Factors: Consider test-taker characteristics affecting performance</li></ul>	✓		
2.	Construct Validity	The meaningfulness of the interpretations made from test scores.	<ul style="list-style-type: none"><li>- Intra-Correlation: Assess relationships between test</li></ul>		✓	

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		focusing on whether different components of the test measure distinct abilities.	components (e.g., multiple-choice vs. short answers).  - Low Intra-Correlations: Investigate discrepancies indicating inconsistent measurement.		
			- High Intra-Correlations: Identify redundancy in measuring similar skills.	✓	
3.	Authenticity	The degree to which the test reflects real-life communication scenarios, incorporating genuine materials and tasks.	- Authentic Materials and Tasks: Use items that mimic real-world scenarios (e.g., conversations, directions).	✓	
			- Reflection of Real-Life Situations: Ensure tasks are relevant to everyday communication contexts.	✓	
4.	Interactiveness	The level of interaction between candidates and tasks, emphasizing active engagement rather than passive responses.	- Interaction Quality: Evaluate how well tasks facilitate meaningful engagement.	✓	

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		<ul style="list-style-type: none"><li>- Face-to-Face Interaction: Incorporate opportunities for real-time communication with others.</li></ul>	✓		
		<ul style="list-style-type: none"><li>- Modification of Expression and Content: Assess candidates' adaptability in language use based on context.</li></ul>	✓		
5.	Impact	<p>The influence of the test on teaching and learning processes, including its potential washback effects on educational practices.</p> <ul style="list-style-type: none"><li>- Influence on Teaching and Learning: Examine how the test structure affects classroom practices.</li></ul>	✓		
		<ul style="list-style-type: none"><li>- Washback Effect: Analyze whether the test encourages communicative teaching methods.</li></ul>	✓		
6.	Practicality	<p>The feasibility of implementing the test based on available</p> <ul style="list-style-type: none"><li>- Promoting Communicative Skills: Ensure assessments support practical language use rather than rote memorization.</li><li>- Resource Alignment: Ensure resources meet the demands of the test</li></ul>	✓		

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	resources, including time, expertise, and materials necessary for effective design and administration.	in terms of content and difficulty.		
		- Availability of Resources: Assess financial, human, and time resources required for development and implementation.	✓	

Pekanbaru, 19 February 2025  
Validators

Kurnia Budiyanti, M.Pd



## RESEARCH INSTRUMENT

### "Communicative Validity of an English Listening Test

by Bachman and Palmer (1996)"

No	Factor	Description	Evaluation Criteria	Evaluation		Comment
				Yes	No	
1.	Reliability	The consistency of measurement across different test administrations, ensuring that the test produces stable and dependable scores.	- <b>Consistency of Measurement:</b> Evaluate internal consistency, inter-rater reliability, and test-retest reliability.	✓		
			- <b>Sample Materials:</b> Ensure materials are authentic and relevant to real-life communication.	✓		
			- <b>Test Administration:</b> Standardize conditions for fairness.	✓		
			- <b>Instructions:</b> Clarity and understandability for test takers.	✓		
			- <b>Scoring:</b> Objectivity and alignment with test objectives.	✓		
			- <b>Personal Factors:</b> Consider test-taker characteristics affecting performance	✓		
2.	Construct Validity	The meaningfulness of the interpretations made from test scores,	- <b>Intra-Correlation:</b> Assess relationships between test		✓	

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		focusing on whether different components of the test measure distinct abilities.	components (e.g., multiple-choice vs. short answers).			
			<ul style="list-style-type: none"><li>- <b>Low Intra-Correlations:</b> Investigate discrepancies indicating inconsistent measurement.</li><li>- <b>High Intra-Correlations:</b> Identify redundancy in measuring similar skills.</li></ul>	✓		
3.	<b>Authenticity</b>	The degree to which the test reflects real-life communication scenarios, incorporating genuine materials and tasks.	<ul style="list-style-type: none"><li>- <b>Authentic Materials and Tasks:</b> Use items that mimic real-world scenarios (e.g., conversations, directions).</li><li>- <b>Reflection of Real-Life Situations:</b> Ensure tasks are relevant to everyday communication contexts.</li></ul>	✓		
4.	<b>Interactivity</b>	The level of interaction between candidates and tasks, emphasizing active engagement rather than passive responses.	- <b>Interaction Quality:</b> Evaluate how well tasks facilitate meaningful engagement.	✓		

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			<b>- Face-to-Face Interaction:</b> Incorporate opportunities for real-time communication with others.	✓		
			<b>- Modification of Expression and Content:</b> Assess candidates' adaptability in language use based on context.	✓		
5.	<b>Impact</b>	The influence of the test on teaching and learning processes, including its potential washback effects on educational practices.	<b>- Influence on Teaching and Learning:</b> Examine how the test structure affects classroom practices.  <b>- Washback Effect:</b> Analyze whether the test encourages communicative teaching methods.	✓		
6.	<b>Practicality</b>	The feasibility of implementing the test based on available	<b>- Promoting Communicative Skills:</b> Ensure assessments support practical language use rather than rote memorization.  <b>- Resource Alignment:</b> Ensure resources meet the demands of the test	✓		



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	<p>resources, including time, expertise, and materials necessary for effective design and administration.</p>	<p>in terms of content and difficulty.</p>		
		<p>- Availability of Resources: Assess financial, human, and time resources required for development and implementation.</p>	✓	

Pekanbaru, February 2025

Validator

Rizki Amelia, M.Pd



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## APPENDIX 3

### Thesis Guidance Activity

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LEMBAR DISPOSISI

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KODE :002

HAL : Pengajuan Pembimbing	TANGGAL : 15 Januari 2024
ASAL : Putri Nilam Sari / 12110420452	TANGGAL PENYELESAIAN: SIFAT:
<p>- INFORMASI</p> <p>Communicative Validity of English Listening Test at Madrasah Aliyah Pondok Pesantren Nurul Islam Kampung Baru</p> <p>Dosen Pembimbing = Crt Rangkuti Msk, M.Pd</p>	<p>DITERUSKAN KEPADA:</p> <p>1. Kajur PBI 2. 3. 4.</p>
<p>Kajur PBI Lb/1/2024</p> <p><i>[Handwritten signature]</i></p> <p><small>*) 1. Kepada bawahan "Instruksi" atau "Informasi" 2. Kepada atasan "Informasi" coret "Instruksi"</small></p>	

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Nomor: Un.04/F.II.4/PP.00.9/5039/2024

Pekanbaru, 26 Februari 2024

Sifat : Biasa

Lamp. : -

Hal : **Pembimbing Skripsi**

Kepada  
Yth. Cut Raudhatul Miski, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : PUTRI NILAM SARI  
NIM : 12110420452  
Jurusan : Pendidikan Bahasa Inggris  
Judul : Communicative validity of an English listening test at Madrasah Aliyah  
Pondok Pesantren Nurul Islam Kampung baru  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.



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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Putri Nilam Sari  
Nomor Induk Mahasiswa : 12110420452  
Hari/Tanggal Ujian : Senin/08 juli 2024  
Judul Proposal Ujian : Communicative Validity of an English Listening Test at Madrasah Aliyah Pondok Pesantren Nurul Islam.  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Abdul Hadi, M.A., PhD	PENGUJI I		-
2.	Dedy Wahyudi, S.Pd., M.Pd	PENGUJI II		



Mengetahui  
a.n. Dekan  
Wakil Dekan I

Dr. H. Markasih, M.Ag.  
NIP. 19721017 199703 1 004

Pekanbaru, 27 September 2024  
Peserta Ujian Proposal

Putri Nilam Sari  
NIM. 12110420452



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Nomor : Un.04/F.II.4/PP.00.9/25132/2024  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 23 Desember 2024

Kepada  
Yth.  
1. Cut Raudhatul Miski, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu 'alaikum warhmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Putri Nilam Sari  
Nim : 12110420452  
Jurusan : Pendidikan Bahasa Inggris  
Judul : Communicative Validity Of An English Listening Test At Madrasah Aliyah  
Pondok Pesantren Nurul Islam Kampung Baru  
Waktu : 3 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.



Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Kasir

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## COMMUNICATIVE VALIDITY OF AN ENGLISH LISTENING TEST AT MADRASAH

ALIYAH PONDOK PESANTREN NURUL ISLAM KAMPUNG BARU

### A THESIS



Approved for Thesis Examination  
May 14<sup>th</sup>, 2025  
Supervisor  
*[Signature]*  
Cut Raudhatul Miski, M.Pd.

By:

Putri Nilam Sari

SIN.12110420452

Supervisor:

Cut Raudhatul Miski, M.Pd.

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1446 H/2025



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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**FACULTY OF EDUCATION AND TEACHER TRAINING**  
Alamat : J. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing	:	Skripsi
a. Seminar usul Penelitian	:	
b. Penulisan Laporan Penelitian	:	
2. Nama Pembimbing	:	Cut Raudhatul Miski, M.Pd.
a. Nomor Induk Pegawai (NIP)	197901092009012011	
3. Nama Mahasiswa	:	Putri Nilam Sari
4. Nomor Induk Mahasiswa	12110420452	
5. Kegiatan	:	Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	23 - des - 2024	Bimbingan Instrumen		
2.	24 - des - 2024	Acc instrument Penelitian		
3.	19 - Feb - 2025	Bimbingan raper		
4.	5 - mei - 2025	Bimbingan bab IV & V		
5.	9 - mei - 2025	Revisi		
6.	14 - mei - 2025	Acc		

Pekanbaru, 14 Mei 2025  
Pembimbing

Cut Raudhatul Miski, M.Pd. NIP.  
197901092009012011



UIN SUSKA RIAU

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## APPENDIX 4

### Research Later

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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0781) 561547  
Fax. (0781) 561647 Web www.ftk.uinsuska.ac.id, E-mail: [efak.uinsuska@yahoo.co.id](mailto:efak.uinsuska@yahoo.co.id)

Nomor : Un.04/F.II.3/PP.00.9/7539/2024  
Sifat : Biasa  
Lamp. : -  
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 26 April 2024

Kepada  
Yth. Kepala Sekolah  
MA PP Nurul Islam Kampung Baru  
di  
Tempat

*Assalamu'alaikum warhmatullahi wabarakatuh*  
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini  
memberitahukan kepada saudara bahwa :

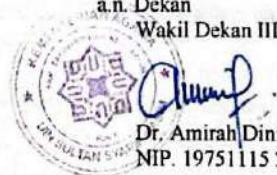
Nama	:	Putri Nilam Sari
NIM	:	12110420452
Semester/Tahun	:	VI (Enam)/ 2024
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Praiset guna mendapatkan data yang berhubungan dengan  
penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang  
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam  
a.n. Dekan  
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 2003 12 2 001



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NSM.131214090001 E-mail: masppn1963 NPSN : 10498822 Website: <https://www.masbasch.id>

Kampung Baru, 07 Januari 2025

Nomor : Ma.04.11/PPNI/PP.00.6/054 /2025  
Lamp : -  
Hal : Izin Melaksanakan Pra Riset

Kepada Yth,  
Dekan Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di -  
Pekanbaru

Assalamu'alaikum Wr, Wb.

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Nama	:	Putri Nilam Sari
NIM	:	12110420452
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN SUSKA Riau

Pada dasarnya kami bersedia untuk memberikan izin pelaksanaan Pra Riset kepada nama yang tersebut di atas.

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Wassalamu'alaikum Wr, Wb.





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Fax. (0761) 561647 Web www.fkt.uinsuska.ac.id E-mail: fkt\_uinsuska@yahoo.co.id

Nomor : B-1824/Un.04/F.II/PP.00.9/01/2025  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 31 Januari 2025 M

Kepada  
Yth. Kepala Kantor  
Kementerian Agama Kuantan Singgingi  
Di Kuantan Singgingi

*Assalamu'alaikum warahmatullahi wabarakatuh*  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini  
memberitahukan kepada saudara bahwa :

Nama	: Putri Nilam Sari
NIM	: 12110420452
Semester/Tahun	: VII (Tujuh) 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan  
judul skripsinya : Communicative Validity Of An English Listening Test At Madrasah  
Aliyah Pondok Pesantren Nurul Islam Kampung Baru

Lokasi Penelitian : Madrasah Aliyah Pondok Pesantren Nurul Islam Kampung Baru

Waktu Penelitian : 3 Bulan (31 Januari 2025 s.d 31 April 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang  
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :  
Rektor UIN Suska Riau



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**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPTSP/NON IZIN-RISET/72168  
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-1823/Un.04/F.II/PP.00.9/01/2025 Tanggal 31 Januari 2025, dengan ini memberikan rekomendasi kepada:

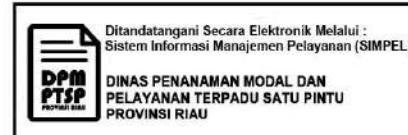
1. Nama	:	PUTRI NILAM SARI
2. NIM / KTP	:	121104204520
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	<b>COMMUNICATIVE VALIDITY OF AN ENGLISH LISTENING TEST AT MADRASAH ALIYAH PONDOK PESANTREN NURUL ISLAM KAMPUNG BARU</b>
7. Lokasi Penelitian	:	MADRASAH ALIYAH PONDOK PESANTREN NURUL ISLAM KAMPUNG BARU DESA KAMPUNG BARU, KECAMATAN GUNUNG TOAR, KABUPATEN KUANTAN SINGINGI

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 5 Februari 2025



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kuantan Singingi
3. Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu di Telukkuantan
4. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
5. Yang Bersangkutan



**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

KOMPLEK PERKANTORAN PEMERINTAH KABUPATEN KUANTAN SINGINGI

Telepon (0760) 2524242 Fax (0760) 2524242 Kode Pos 29562

Email : [dpmpfsp@kuansing.go.id](mailto:dpmpfsp@kuansing.go.id), Website : <https://dpmpfsp.kuansing.go.id>

TELUK KUANTAN

**REKOMENDASI**

Nomor : 046/DPMPTSP-PTSP/1.04.02.02/2025

**Tentang**

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kuantan Singingi, setelah membaca Surat Rekomendasi dari DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU Nomor:503/DPMPTSP/NON IZIN-RISET/72168 Tanggal 5 FEBRUARI 2025.

Dengan ini memberikan Rekomendasi kepada :

Nama	:	PUTRI NILAM SARI
NIM	:	121104204520
Jurusan	:	PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
Jenjang Pendidikan	:	S1
Alamat	:	PEKANBARU
Judul Penelitian	:	"COMMUNICATIVE VALIDITY OF AN ENGLISH LISTENING TEST AT MADRASAH ALIYAH PONDOK PESANTREN NURUL ISLAM KAMPUNG BARU"
Untuk melakukan Penelitian di	:	MADRASAH ALIYAH PONDOK PESANTREN NURUL ISLAM KAMPUNG BARU DESA KAMPUNG BARU, KECAMATAN GUNUNG TOAR

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan riset / pra riset dan pengumpulan data ini.
2. Pelaksanaan kegiatan riset / pra riset dan pengumpulan data ini berlangsung selama 3 (tiga) bulan terhitung mulai tanggal rekomendasi ini dibuat.
3. Hasil riset / pra riset dan pengumpulan data dilaporkan kepada Bupati Kuantan Singingi melalui Badan Kesatuan Bangsa dan Politik Kabupaten Kuantan Singingi.

Demikian rekomendasi ini diberikan agar digunakan sebagaimana mestinya, dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan riset / pra riset ini, dan terima kasih.

Dikeluarkan di : Teluk Kuantan  
Pada Tanggal : 5 Maret 2025

Ditandatangani Secara Elektronik oleh :



**Kepala Dinas Penanaman Modal  
dan Pelayanan Terpadu Satu Pintu  
Kabupaten Kuantan Singingi,**

**JHON PITTE ALSI, S. IP**

Pembina Tk. I. IV/b

NIP 19801012 200501 1 006

**Tembusan : disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kuantan Singingi di Teluk Kuantan;
2. Instansi terkait;
3. Arsip.



Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik  
yang diterbitkan oleh Balai Sertifikasi Elektronik (BSxE).



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NSM 131214090001 E-mail: masppni1943 NPSN : 10498022 Website: <https://www.masba.id/>

Kampung Baru, 07 Maret 2025

Nomor : Ma.04.11/PPNI/PP.00.6/082/2025  
Lamp : -  
Hal : Izin Melaksanakan Riset

Kepada Yth,  
Dekan Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di -  
Pekanbaru

Assalamu'alaikum Wr, Wb.

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau Nomor B-1823/Un.04/F.II/PP.00.9/01/2025, tanggal 31 Januari 2025, perihal Mohon Izin melakukan Pra Riset. Atas nama :

Nama	:	Putri Nilam Sari
NIM	:	12110420452
Semester/Tahun	:	VII ( Tujuh )/2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN SUSKA Riau

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UIN SUSKA RIAU

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### Documentation

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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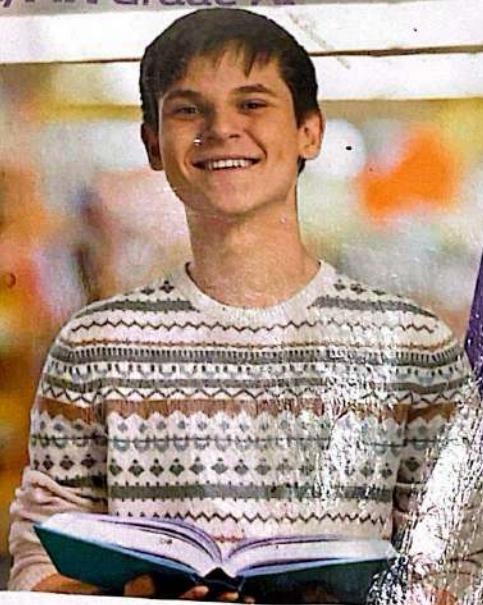
Sarwoko



**Mandiri**  
Mengasah Kemampuan Diri

# **English on Target**

for **SMA/MA Grade XI**



**2**

 **PENERBIT ERLANGGA**



UIN SUSKA RIAU

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004-373-029-0

**Mandiri: English on Target  
for SMA/MA Grade XI**

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Penyusun:

**Sarwoko, M. Pd.**

Editor:

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Dwi Wahyu Priyanto**

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**Ross McKay**

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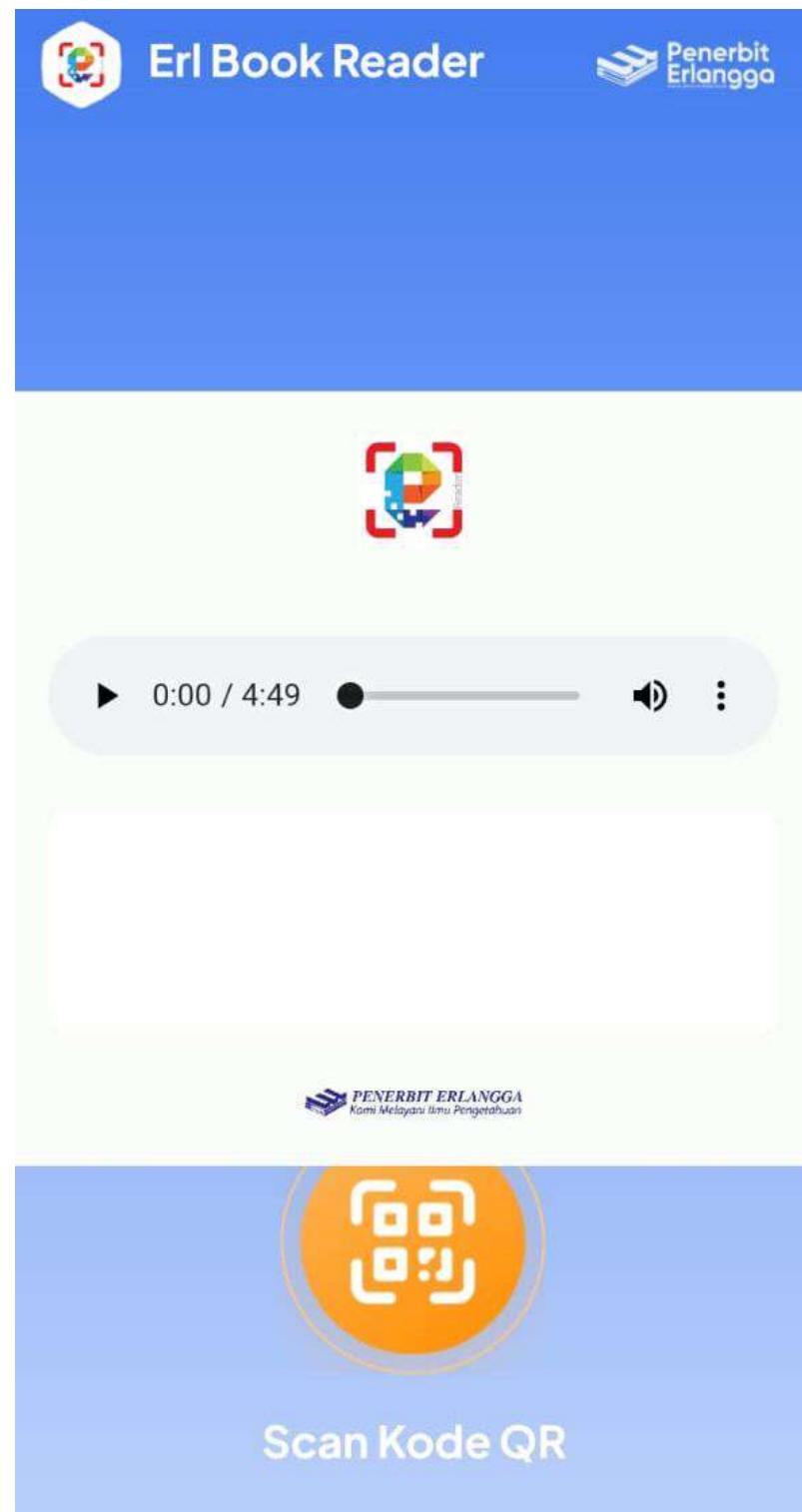
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## CURRICULUM VITAE

Putri Nilam Sari, was born on September, 27th 2003 in Lubuk Terentang, Kuantan Singingi. She is the third daughter from Mr. Jousmar and Mrs. Nurmaini. She has two brother their name is Dodi Sukri and Asri Hidayad. She lives at Lubuk Terentang, Kuantan Singingi. The writer had finished her study in SDN 012 Lubuk Terentang, Kuantan Singingi, (2009-2015), then she continued her study in Mts PP. Nurul Islam Kampung Baru, Gunung Toar (2015-2018), and then she continued her study in MA PP. Nurul Islam Kampung Baru, Gunung Toar (2018-2021). Then, the writer was accepted as one of the students in Department of English Education, Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau in 2021. On July 2024, she was doing KKN (Kuliah kerja Nyata) in Desa Pulau Panjang Hilir, Kuantan Singingi. She also was doing Pre-Service Teacher Practice at SMAN 14 Pekanbaru. Finally, she followed thesis examination entitled “Communicative Validity Of ab English Listening Test at Madrasah Aliyah Pondok Pesantren Nurul Islam Kampung Baru”.