

TABLE OF CONTENT

ABSTRACT	i
APPROVAL	ii
DECLARATION OF AUTHENTICITY	iii
PREFACE	iv
BIOGRAPHY	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENT	ix
CHAPTER I.....	1
INTRODUCTION	1
1. Background of the Research	1
2. Research Questions	3
3. Research Purpose	3
4. Research Significances	4
5. Research Scope	4
6. Conceptual Framework	5
7. Previous Study	6
CHAPTER II	9
LITERATURE REVIEW	9
A. Listening in English Language Assessment	9
1. Definition of Listening Skills.....	9
2. Types of Listening.....	10
3. Procedure of Listening Assessment.....	15
4. CEFR of Listening Assessment.....	18
5. Indicators of Listening Assessment	19
6. Designing Assessment Task in Teaching Listening	22
B. Assessment in English Language Teaching.....	23
1. Definition of Language Assessment.....	23
2. Formal and Informal Assessment in ELT	25

3. The Role of Assessment in ELT	27
4. The Type of Assessment in ELT	28
5. The Principles of Language Assessment in ELT	31
C. Digital Media in English Language Teaching.....	35
1. The Definition and Importance of Digital Media in ELT	35
2. The Type of Digital Media in ELT	37
3. The Role of Digital Media in ELT	38
4. Future Trends of Digital Media in ELT	39
5. Challenges of Integrating Digital Media in ELT	40
D. Wordwall as a Digital Media for Assessing Listening Classroom	41
1. The Nature of Wordwall as Digital Assessment.....	41
2. The Role of Wordwall as Digital Media for Listening Classroom	43
3. Relevance of Wordwall in Assessing Listening Classroom	43
E. Teacher's Perspectives in Assessing Listening Classroom	44
1. Definition of Teachers' Perspectives	44
2. The Importance of Teacher's Perspectives in Assessment of Listening Classroom	46
3. Teacher's Role in Assessing Listening Classroom	48
4. Professional Development and Support Needs on Teacher's Perspectives in Assessing Listening Classroom.....	49
F. Teacher's Perspectives in Using Wordwall as an Assessment Tool for Listening Classroom	50
1. Definition of Teacher's Perspectives on Digital Media	51
2. Challenges in Listening Assessment.....	52
3. Benefits of using Wordwall as a Listening Assessment Tool	53
4. Challenges in Using Wordwall as an Assessment Tool for Listening Classroom	55
CHAPTER III	60
RESEARCH METHODOLOGY.....	60
A. Research Approach and Methods.....	60
B. Data Source	61

C. Research Site and Participants	61
1. Research Site	61
2. Research Participants	62
D. Data Collection Technique	62
1. Interviews	62
2. Observation	64
E. Research Instrument and Procedure	66
1. Research Instrument	66
2. Procedure	83
F. Data Analysis	84
1. Preparing and Organizing Data	84
2. Read All Data Thoroughly	84
3. Coding	84
4. Developing Categories	85
5. Displaying Data	85
6. Drawing Conclusions and Verifying Findings	85
CHAPTER IV	86
FINDINGS AND DISCUSSION	86
A. Findings	86
1. Teacher's Perspectives on Exploring Wordwall as a Listening Skills Assessment in the Classroom	86
2. Teacher's Challenges when using Wordwall to Assess Listening Skills in the Classroom	99
B. Discussions	124
1. How are the teacher's perspectives on exploring Wordwall as a listening skills assessment in the classroom?	124
2. What are the teacher's challenges when using Wordwall to assess listening skills in the classroom?	127
CHAPTER V	131
CONCLUSION AND SUGGESTION	131
A. Conclusion	131

B. Suggestion.....	135
1. For Teachers.....	135
2. For Students	135
3. For School Facilitators	136
4. For Future Researchers.....	136
REFERENCES	xiii
APPENDICES	xxi

