



FUTURE SCIENCE

AN INTRODUCTION OF ENGLISH LANGUAGE TESTING

Editor : Dr. Bertaria Sohnata Hutauruk, S.Pd., M.Hum.

Penulis :

Sondang Manik | Ira Mutiaraningrum | Bahar Setiawan
Binti Su'aidah Hanur | Loso Judijanto | Lu'luil Maknun
Hera Hartati | Akhmad Hairul Umam | Muhammad Yazidus Syukri
Erika Sinambela | Weka Kusumastiti | Restu Arini | Amriani Hambali



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An Introduction of English Language Testing

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Authors:

Sondang Manik
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Amriani Hambali

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PREFACE

Above all, Thanks to Allah, the Almighty for the blessing and guidance to finish this book. I would like to thank to the authors for the idea and valuable knowledge to complete this book that entitled **An Introduction of English Language Testing**. Language testing is a broad category of testing that assesses aspects of a person's ability to understand or communicate in a particular language. Language testing is used for a variety of purposes. It is crucial to consider five primary principles of language assessment, such as practicality, reliability, validity, authenticity, and washback.

This book has been written by 13 authors with variety topics: (1) introduction, (2) testing, assessment and evaluation (3) pedagogy and classroom assessment, (4) test specification, (5) types of test, (6) criteria of a good test, (7) Integrated Language Test, (8) testing speaking (oral ability), (9) testing listening comprehension, (10) testing reading comprehension, (11) testing writing, (12) testing grammar and vocabulary, (13) scoring language test and assessment.

I also thank to a deepest appreciation to the publisher for giving support and encouragement in layouting, designing, editing and publishing the book. Again, I really appreciate for all the authors to share, write, and give the idea for this book. Thank you all for your valuable contribution to this book.

Pematang Siantar, November 2024

Editor,

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CHAPTER 1

AN INTRODUCTION OF ENGLISH LANGUAGE TESTING

Sondang Manik
Universitas HKBP Nomensen
E-mail: sondang.manik@uhn.ac.id

1.1. INTRODUCTION

Language testing and assessment is a crucial skill for linguists, teachers, and learners who want to measure and improve their language proficiency. However, administering a language test effectively requires careful planning, implementation, and evaluation of various factors that can affect the validity, reliability, and fairness of the test results. In this article, you will learn about some of the most effective techniques for language test administration in different contexts and purposes. From the American Heritage Dictionary:

(1) The use by human beings of voice sounds, and often of written symbols that represent these sounds, in organized combinations and patterns to express and communicate thoughts and feelings. (2) A system of words formed from such combinations and patterns, used by the people of a particular country or by a group of people with a shared history or set of traditions. (3) A nonverbal method of communicating ideas, as by a system of signs, symbols, or gestures: the language of algebra. (4) Body language. (5) The special vocabulary and usages of a scientific, professional, or other group. (6) A characteristic style of speech or writing: "ribald language." (7) Abusive, violent, or profane utterance: "language that would make your hair curl" (8) A particular manner of utterance: "gentle language." (9) The manner or means of communication

between living creatures other than humans: ``the language of dolphins. (10) Language as a subject of study. (11) The wording of a legal document or statute as distinct from the spirit. (12) Computer Science. Machine language.

The scientific study of human language, including: phonetics (physical nature of speech), phonology (use of sounds in language), Morphology (word formation), syntax (sentence structure), semantics (meaning of words & how they combine into sentences), pragmatics (effect of situation on language use) or, carving it up another way: theoretical linguistics (pure and simple: how languages work) historical linguistics (how languages got to be the way they are), sociolinguistics (language and how language use in society), psycholinguistics (how language is implemented in mind), applied linguistics (teaching language, translation, language testing, pragmatics, anthropolinguistics, forensic linguistic .clinical linguistics etc.), computational linguistics (computer processing of human language)

The first set of six categories -- from phonetics to pragmatics -- divides up the study of the linguistic system itself. Each category focuses on a different level of description and analysis. Research that spans two levels, or deals explicitly with their relationship, may rate a compound designator. This is especially common with morphology, since word structure is inevitably tied both to sentence structure -- morphosyntax -- and to word-related effects on sound structure -- morphophonology.

1.2. CONNECTIONS TO OTHER DISCIPLINES

Linguistics has many more or less obvious connections with other disciplines, some of which we've just mentioned. Psychologists study how language is learned and used. Anthropologists and sociologists examine the role of language in culture and society. Philosophers are interested in the nature

[Wayback](#) [Machine](#) APEC
http://hrd.apec.org/index.php/Language_Assessment
[Archived](#) 22 July 2009 at the Human Resources
 Development Working Group

Kunnan, Antony John, author (6 July 2017). [Evaluating language assessments](#). ISBN 978-1-136-63438-3. OCLC 993696190. {{cite book}}: |last= has generic name (help)

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[Aero Language ICAO English online aviation English](#)

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[The TOEIC Tests \(For Test Takers\)](#)

AUTHOR'S PROFILE



Prof. Dr. Sondang Manik, M.Hum.

The author has focused her career in teaching English as a lecturer in Universitas HKBP Nomensen, at Fakultas Bahasa dan Seni, dan Pascasarjana. She is currently teaching the subjects of Sociolinguistics, Semantics, Morphology, Seminar on Linguistics, Applied Linguistics, TQM. The author has actively published her scientific works and books such as General Linguistics (2020), Sociolinguistics (2021), TQM on Education (2022), Review of English Literatures (2023), Second Language Acquisition (2023), Application software for teaching and Learning that can be found in the link of sinta ID: 6650025 and Scopus ID: 58315353599.

CHAPTER 2

TESTING, ASSESSMENT, AND EVALUATION

Ira Mutiaraningrum
Politeknik Negeri Sambas
E-mail: imutiara@poltesa.ac.id

2.1. INTRODUCTION

While language testing has a long history, the institutional and professional practices seen today began to emerge in the early 1960s, partly influenced by Lado's solo-authored work, a pioneer in the field of language testing (Davies, 2013). Davies (2013) further described how Lado emphasized that the purpose of language testing was to assess control over the challenges of learning a new language, which he viewed as structural issues that could be predicted through a systematic comparison of the native language (L1) and the foreign language (L2). This structural perspective was prevalent among linguistics and applied linguistics scholars during the 1960s. Language testing has always followed linguistic theories of (Shohamy, 1995). Shohamy (1995) highlighted that old-fashioned language tests were criticized for being limited and producing artificial language, as they focused on mechanical repetition and pattern responses, but later shifted towards more authentic, communicative, and performance-based tests that better reflected real-life language use. Lado's Theory of Language Proficiency underlines language proficiency as the combination of knowledge and the use of the knowledge in practical context. In Indonesia, the English language curriculum has shifted to communicative tests rather than memorization or drills. This restores the original function of the language as a means of

communication. Knowing without the ability to apply does not indicate an educational success.

In classroom language teaching, standards or criteria are typically linked to learning outcomes and specific skills outlined in a language syllabus or taught throughout various lessons (Phakiti & Steinhoff, 2023). Davies (2011) describes that in terms of language testing, models, scales, and exams that use native speakers as a criterion refer to idealized native speakers rather than all native speakers. Consequently, Davie (2011) argues that it is not surprising that a group of educated nonnative speakers performs better than native speakers in proficiency tests. This is because their education has equipped them with knowledge of Standard Language, which is what proficiency tests assess.

In the field of education, testing, assessment, and evaluation are frequently rigorously applied; however, they have different purposes and functions in the learning process. They are crucial in assisting teachers, institutions, and students in increasing the effectiveness of teaching. Tests are tools that are used to objectively evaluate students' knowledge and abilities within a formal framework. Assessment refers to a more comprehensive examination intended to provide support during the learning process, so that students can continue to improve. Meanwhile, the evaluation focused on improving the effectiveness of comprehensive educational programs. In short, testing focuses on specific improvements in the results, assessment emphasizes the ongoing process of providing feedback, and evaluation measures the overall effectiveness or success of the process. Understanding the differences, as well as the many types of testing, assessment, and evaluation, is inevitable because there are different sets of goals, methods, and outcomes. This enables teachers to design more effective instruction to support students in achieving optimal learning outcomes.

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AUTHOR'S PROFILE



Ira Mutiaraningrum

The author is an assistant professor in Politeknik Negeri Sambas, Indonesia. Her research interests are English for specific and vocational purposes, mobile-assisted language learning, and digital multimodal composing.

CHAPTER 3

PEDAGOGY AND CLASSROOM ASSESSMENT

Bahar Setiawan
Universitas Fajar
E-mail: baharsetiawan064@gmail.com

3.1. INTRODUCTION

Pedagogy is the art and science of teaching, which includes the methods, strategies, and approaches a teacher uses to facilitate student learning. Pedagogy involves understanding how students learn individually and in groups and how teachers can adapt teaching materials, classroom environments, and interactions to suit students' needs. Pedagogical approaches can vary depending on the philosophy of education, the curriculum being implemented and the learning objectives to be achieved.

Meanwhile, Classroom Assessment refers to the various methods used by teachers to evaluate students' learning progress during learning. These assessments can be formative, which are conducted periodically to provide feedback and help students improve their learning process, or summative, which are performed at the end of a learning period to assess the extent to which learning objectives have been achieved. Assessments can be in the form of tests, assignments, presentations, discussions, and direct classroom observations. The aim is to provide an overview of students' understanding and skills and to inform further learning actions.

3.2. CONCEPT OF PEDAGOGY

In the English language education context, the concept of pedagogy as it relates to assessment encompasses strategies and approaches that combine teaching principles with effective

evaluation of student development. Pedagogy refers to the methods used by teachers to facilitate learning, while assessment aims to assess how effective these teaching methods are in achieving the set learning objectives. In this regard, pedagogy refers not only to how teachers teach but also to how they design assessments that are appropriate and meaningful to students' learning process.

One important aspect of pedagogy in the context of assessment is formative assessment, which is an assessment conducted during the learning process. This is where the teacher's pedagogical role is crucial. In English language learning, for example, formative assessment can take the form of observations, short tests, or simple tasks designed to gauge students' understanding of the concepts that have just been taught. Teachers should be able to adjust their teaching methods based on the results of these formative assessments. For example, if a teacher finds that most students are still struggling to understand the use of tenses in sentences, the teacher could repeat the material with a different approach, such as using more contextual examples or engaging students in interactive activities.

Alongside formative assessment, summative assessment also plays an important role in English pedagogy. Summative assessment is conducted at the end of a particular unit or period and aims to assess students' overall achievement in terms of English language comprehension. Final tests, essays, or large projects are often used in this type of assessment. From a pedagogical perspective, teachers need to ensure that these summative assessments reflect the learning objectives set from the beginning. For example, if one of the learning objectives is to develop students' speaking skills, then the summative assessment should involve an oral component, such as a presentation or discussion.

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AUTHOR'S PROFILE



Bahar Setiawan

The author was born in Bulukumba, South Sulawesi, 12 Januari 1974 Indonesia. In 2022, the author completed his Doctor of Education and Applied Linguistics from the department language education and literature Universitas Negeri Surabaya. Then the author Awardee PPA Scholarship 1996 as an Undergraduate Students, Awardee PPA

Scholarship 2011 as a Post Graduate Students, and Awardee BPPDN Scholarship 2017 as a Doctoral. I come from a simple family, and was educated by my parents named Sandre Rally (deceased) and my mother named Hasanon Pg Leppa (deceased). He is a parent figure that I honour and am full of pride because he fought tirelessly to cheer and educate, support with enthusiasm even with all boundaries, because accompanied by his prayers I was able to achieve this education. With our strong determination, high enthusiasm so that I was able to earn a Doctorate at one of the well-known universities in Surabaya. I dedicate this chapter book to all people who are willing to be used as a treasure trove of additional knowledge and reference even though this chapter book is not perfect, perfection belongs only to Allah, but what is certain is that I have tried to work for the sake of education in Indonesia. My profession is as a lecturer and researcher as well as a book writer with a main focus on the field of social science, especially in Education, Linguistics, and Cultural Literature. With a background in English and Literature education. I believe that the purpose of writing this book is not only about conveying information, but also about stimulating critical thinking and embracing diversity of views. I am committed to continuing to develop myself, explore new areas, and share my knowledge and experience with a wider readership. With a strong passion for research, a love for writing, and a commitment to self-development, I hope to continue to contribute to the world of research and literature in meaningful ways.

CHAPTER 4

TEST SPECIFICATION

Binti Su'aidah Hanur
IAI Badrus Sholeh Kediri
E-mail: suaidah@badrussholeh.ac.id

4.1. INTRODUCTION

A test specification is a detailed blueprint outlining the specific scenarios to be tested, the methods for testing, and the frequency of testing for a particular software feature. It is an important document for leading the testing process and ensuring that all parts of a product are fully addressed. It specifies what to test, how to test, and the expected results. It is an important part of the software development lifecycle since it ensures the quality and dependability of the final product. Test specifications are important because they specify clear and uniform testing, increase test efficiency, improve communication and risk mitigation, and establish traceability and reusability (Hughes, 2003). Investing time and effort in generating detailed test standards, firms can greatly increase the quality of their software products, save development costs, and enhance customer satisfaction. A well-structured test specification, the important of test specification, test specification tools, test case design techniques and how to apply test case design techniques in some skills are discussed in this chapter. Some exercises provide in this chapter to dig your understanding.

4.2. TEST SPECIFICATION

A well-structured test specification typically includes some elements as a key component. They are as follows: test objectives, test items, test procedures, test inputs, expected

outputs, pass/fail criteria, test environment, test schedule, and test deliverables. *Test objectives* refer to clearly defining goals for the testing process. While *test items* refer to arranging the specific software components of functionalities to be testes. *Test procedures* consist of step-by-step instructions on how to execute the test. *Test inputs* refer to data or conditions required to run the test which connected to expected output. *Expected outputs* are the anticipated results of the test. The next element is pass/fail criteria. *Pass/fail criteria* is the standards for determining whether a test is successful or failed. *Test environment* as the next elements refers to the hardware, software, and network configurations needed for testing. *Test schedule and test deliverables* refer to timeline for executing the test and reports or documentation to be produced after testing (Kopriva, 2011).

As explained above, the test specifications are important because by providing a shared understanding of testing requirements between development and testing items, it will create a clear communication between test takers and test administrator. The importance of test specifications relates to the use of testing case development, test execution, defect tracking and test reusability. *Test case development* serves as a foundation for creating detailed test cases. *Test execution* guides test takers in performing the tests effectively. *Defect tracking* will help test administrator in identifying and reporting defects accurately. While *test reusability* can be used for regression testing and other testing cycles (O'Regan, 2019). To support of all these, test administrator needs to consider the usage of test specification tools, to determine test levels, and to ensure test coverage.

Test specification tools are software applications that help you create, manage, and execute test cases based on predefined test requirements. They help to streamline the testing process,

important communication tools for educators, students, and stakeholders. They provide clarity regarding what will be tested, allowing students to prepare efficiently and teachers to modify their curriculum properly. This transparency helps to maintain responsibility and trust in the assessment process. Furthermore, test specifications are useful for monitoring and improving assessment quality over time, since they give a clear reference point for analyzing test outcomes and making required changes to better satisfy educational objectives.

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AUTHOR'S PROFILE



Binti Su'aidah Hanur

The author is a lecture in IAI Badrus Sholeh Kediri. Binti has been fond of the world of writing since high school after attending journalism training. She started writing for a local newspaper when she lectured in Badrus Sholeh Islamic Institute in 2013. Since then, Binti has been focusing on writing in the fields of research and community service. For Binti, writing is an opportunity to share knowledge because through writing, many new insights are gained.

CHAPTER 5

TYPES OF TEST

Loso Judijanto
IPOSS, Jakarta
E-mail: losojudijantobumn@gmail.com

5.1. INTRODUCTION

English language testing has become a pivotal component in the global landscape of education and professional development. These tests are designed to assess the proficiency of non-native English speakers, ensuring they possess the necessary language skills to succeed in academic and professional settings. The importance of English language proficiency tests is underscored by their widespread acceptance by educational institutions, employers, and immigration authorities across the world. They serve as a standardized measure to evaluate an individual's ability to understand, communicate, and interact effectively in English, which is crucial in an increasingly interconnected world.

There are various types of English language tests, each catering to different needs and contexts. Broadly, these tests can be categorized into academic, general, and professional proficiency tests. Academic tests, such as the International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL), are primarily used for university admissions and academic purposes. General proficiency tests, like the Duolingo English Test and the Pearson Test of English (PTE), assess overall language skills for everyday use and are often used for visa applications. Professional proficiency tests, such as the Test of English for International Communication (TOEIC) and the Occupational

English Test (OET), are tailored for specific professional contexts, evaluating language skills in workplace scenarios.

Among the most recognized English proficiency tests are IELTS, TOEFL, and the Cambridge English exams. IELTS, jointly managed by the British Council, IDP: IELTS Australia, and Cambridge Assessment English, is widely accepted by universities and employers in English-speaking countries. TOEFL, administered by the Educational Testing Service (ETS), is predominantly used in the United States and assesses American English. The Cambridge English exams, including the Cambridge English: Advanced (CAE) and Cambridge English: Proficiency (CPE), are known for their rigorous assessment of high-level English skills and are recognized globally. Each of these tests has its unique format, scoring system, and areas of focus, catering to different requirements and preferences(Mi, 2024).

The significance of these tests extends beyond mere assessment; they have profound impacts on individuals' academic and professional trajectories. Achieving a high score on these tests can open doors to prestigious universities, enhance job prospects, and facilitate immigration processes. For instance, research has shown that English proficiency is a critical factor in academic success for international students, as it affects their ability to comprehend course materials, participate in discussions, and complete assignments effectively(He et al., 2024). Moreover, in professional settings, English proficiency is often linked to better job performance and career advancement opportunities(Ihsan, 2023).

The variety of English language tests available reflects the diverse needs of test-takers and the contexts in which they will use their language skills. Whether for academic, professional, or immigration purposes, choosing the right test involves understanding the specific demands of each exam and how they

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AUTHOR'S PROFILE



Loso Judijanto

The author is a public policy researcher who works at the research institution IPOSS Jakarta. He was born in Magetan on January 19, 1971. He completed his Master of Statistics at the University of New South Wales, Sydney, Australia in 1998 with the support of ADCOS (Australian Development Cooperation Scholarship) from the Government of Australia. He had completed his Master of Management Program at the University of Indonesia in 1995 with the support of *Bank Internasional Indonesia* Scholarship. His undergraduate was completed at the Bogor Agricultural University (IPB University) in Bogor majoring in Statistics of the Faculty of Mathematics and Science in 1993 with the support of *KPS-Pertamina* Scholarship. The author had accomplished his elementary education up to high schools in Maospati, Magetan. Along with his career, he has been assigned as member of Board of Commissioners or Supervisors and/or Audit Committee on various companies or institution operating in various sectors such as sea-port management, cellular telecommunications, banking, infrastructure financing, securities and brokerage, plantation, coal mining, property and recreations, and plantation fund management. The author has very strong interests to conduct research in the area of public policy, economics, finance, human capital, and corporate governance.

CHAPTER 6

CRITERIA OF A GOOD TEST

Lu'luil Maknun
Universitas Mercu Buana Yogyakarta, Yogyakarta
E-mail: lulu@mercubuana-yogya.ac.id

6.1. INTRODUCTION

Creating a good test in English language testing is crucial for accurately assessing a learner's proficiency and guiding their educational journey. A well-designed test not only measures the learner's current abilities but also identifies areas for improvement, providing valuable feedback for both students and educators. This process ensures that the test results reflect a true and fair evaluation of a learner's skills, rather than being influenced by poorly constructed questions or biases.

An effective English language test encompasses a variety of language skills, including reading, writing, listening, and speaking. This comprehensive approach allows for a more holistic assessment of a learner's abilities, as it captures their proficiency across different aspects of the language. For instance, a reading comprehension section might test a student's ability to understand and interpret written text, while a writing section evaluates their capacity to express ideas clearly and coherently. By incorporating multiple skills, a good test provides a balanced measure of overall language proficiency.

Additionally, well-crafted tests are essential for setting appropriate learning objectives and benchmarks. They help educators tailor their instruction to meet the specific needs of their students. For example, if a test reveals that a student struggles with grammar but excels in reading comprehension, the teacher can adjust their lessons to focus more on grammar

exercises. This targeted approach enhances the effectiveness of language instruction and supports students in achieving their learning goals more efficiently.

Moreover, creating a good test involves ensuring that it is fair and unbiased. This means avoiding questions that may favor certain cultural or linguistic backgrounds over others. A fair test gives all students an equal opportunity to demonstrate their abilities, regardless of their personal experiences or backgrounds. By adhering to principles of fairness and inclusivity, test designers contribute to a more equitable educational environment. In summary, the importance of creating a good test in English language testing lies in its ability to provide an accurate assessment of a learner's skills, guide targeted instruction, and ensure fairness. A well-designed test not only reflects a learner's proficiency but also supports their continued development and success in mastering the English language. Therefore, creating a good test in English Language Testing involves ensuring that the test is valid, reliable, practical, authentic, has positive washback, is fair, and is easy to score. By adhering to these criteria, educators and test designers can create assessments that are not only effective and reliable but also fair and meaningful. This book aims to provide a detailed exploration of each criterion, offering practical guidance and insights for creating high-quality English language tests, and delves into the essential criteria that ensure tests serve their intended purpose and positively impact language learning and teaching.

6.2. VALIDITY

Validity refers to the extent to which a test measures what it claims to measure. It is a crucial concept in psychological and educational testing because it indicates the accuracy and appropriateness of the inferences made based on the test scores.

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AUTHOR' PROFILE



Lu'luil Maknun

The author was born in Brebes on January 2, 1987. She is a permanent lecturer in the English Education Study Program at the Faculty of Teacher Training and Education, Universitas Mercu Buana Yogyakarta. She earned her Bachelor's degree in English Education and her Master's degree in the English Department at Yogyakarta State University. The author is currently pursuing a doctoral degree in Language Education Science at Yogyakarta State University.

CHAPTER 7

INTEGRATED LANGUAGE TEST

Hera Hartati
Merangin University, Bangko
E-mail: hera.adit@gmail.com

7.1. INTRODUCTION

In teaching and learning process, test or evaluation is important to know students or learners have mastered or not about the materials that have given before. Consequently, the instrument test has to design well before doing it. As the teacher or test maker should consider the objective of learning in advance then designing it. Tests are an integral part of assessment. According to Brindley (2001:137) assessment refers to a variety of ways of collecting information on a learner's ability or achievement. It can be formative assessment or summative assessment. So, it can be functionally classified as proficiency assessment and achievement assessment. While the former indicates general abilities that learners acquire not through any specific course of study, the latter establishes to what extent learners have achieved in relation to a course of study.

To know about students' skill or competence in language, it should consider in designing the language test itself. The aim of language testing is to inform the learners' competency level so that the teachers/learners could take remedial measures for further learning. Further, testing should reflect the objectives of teaching/learning that means for achieving of course objectives. Language testing is an indispensable element of language teaching. It gives teachers, administrators, and those involved in language teaching information about how students should be

placed in a course of study, how they are performing in this course of study, and how an actual language program is performing. Further, language tests give the learners themselves insight into how they are learning and progressing in a language program, and should provide beneficial feedback to everyone involved in a language program (Brown, 2004; Cohen, 1994; Hughes, 2003).. Any language program that struggles to be successful must have a permanent system of testing in place for everyone involved in the program: from the administrators to the teachers and students, and finally, to the community at large.

Traditional assessment focuses on language and not communication, is teacher-centered and not learner-centered, tests isolated skills and not integrated skills, stresses product and not process, looks for one answer, and not multiple solutions, and above all, it tests and doesn't teach. (Richards, J.C. & Renandya, W.A. 2002) Both teachers and learners are aware that tests do not test their ability to use language in real life situations and therefore test scores at any given level are not reliable. They do not test what learners 'can do' with English. 'Recall' and 'reproduce' are the clarion calls of the present testing forms. Hence, new alternative assessment becomes relevant in English language testing. Garcia and Pearson (1994: 357) sum up the main aim of alternative assessment as to "gather evidence about how students are approaching, processing, and completing 'real-life' tasks in a particular domain." It measures learners' ability and competency to use English completely in real situations and it is carried out over a period of time without separate time and situation. It is part of classroom activities such as writing, conversing, and listening, reading and comprehending, role-playing, group discussion and so on.

English language teachers should realize and recognize that alternative assessment is an important means of assessing

other combination of language skill and used the other type or tests. The students or test taker can be tested in all aspect of language. It gives the overall of students' competence in language.

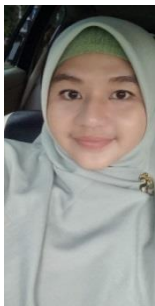
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<https://doi.org/10.1177/0265532219871470>

AUTHOR'S PROFILE



Hera Hartati, M.Pd.

The author is a lecturer in Merangin University, Faculty of Teacher Training and Education, English Education Program Merangin-Jambi. She was born in Bangko on November 23rd, 1981. She graduated from Padang State University 2014. She is active in doing tri dharma Perguruan Tinggi; teaching, researching, and society serving. She has been achieved in Hibah kemenristekdikti 2017 and 2019 in society serving. She also is active in writing teaching handbook and teaching references.

CHAPTER 8

TESTING SPEAKING

Akhmad Hairul Umam
Tanri Abeng University
E-mail: ahmad.umam@tau.ac.id

8.1. INTRODUCTION

Speaking tests evaluate an individual's oral communication skills, focusing on pronunciation, fluency, coherence, grammar, and vocabulary. Brown and Abeywickrama (2010) note that these tests provide a structured setting to assess spoken language against set criteria. Formats vary, from face-to-face interviews to computer-based tasks, all aiming to elicit spontaneous, meaningful responses.

Speaking assessments are vital as oral communication is central to language use. Luoma (2004) highlights speaking as a primary indicator of language proficiency, reflecting overall communicative competence. These tests give learners valuable feedback to guide improvement and encourage practice, boosting language development.

Direct tests, like oral proficiency interviews and presentations, involve real-time interaction for authentic assessment (Underhill, 1987). Indirect tests, such as computer-based evaluations, focus on pronunciation or speech features but may lack interaction's full dynamics (Luoma, 2004). Hybrid tests, like the Versant™ test, blend both formats, balancing practicality and authenticity (Pearson, 2020).

In educational and professional contexts, effective oral communication is crucial, making accurate assessment essential (Fulcher, 2010). Understanding test types helps educators choose suitable methods for reliable evaluation.

8.2. OVERVIEW OF LANGUAGE PROFICIENCY AND COMMUNICATIVE COMPETENCE

Language proficiency enables effective communication across diverse contexts, involving skills in reading, writing, listening, and speaking. Communicative competence, as proposed by Hymes (1972), expands beyond grammatical knowledge, highlighting the social and functional dimensions of language. It underscores the importance of context, audience, and purpose in shaping language use. Canale and Swain (1980) identified four components of communicative competence: grammatical, sociolinguistic, discourse, and strategic competence. Grammatical competence involves knowledge of language rules, while sociolinguistic competence is the ability to use language appropriately in social contexts. Discourse competence focuses on creating coherent texts, and strategic competence involves using strategies to navigate communication challenges.

Sociolinguistic competence, crucial in speaking, includes understanding social rules like politeness and cultural norms. Bachman and Palmer (1996) emphasized its role in making language contextually suitable. Strategic competence, defined by Canale and Swain (1980), is the ability to maintain communication through strategies like paraphrasing or gestures. This skill is essential in assessments, as noted by Fulcher (2010), where test-takers must handle unexpected interactions effectively.

8.3. IMPORTANCE OF AUTHENTICITY AND INTERACTION IN SPEAKING TESTS

Authenticity and interaction are vital in speaking test design. Authentic tasks replicate real-world situations, such as giving presentations or participating in discussions, enhancing the test's relevance. Messick (1989) argues that authenticity

Emerging trends, including a focus on pragmatic and interactional competencies, scenario-based and adaptive assessments, and online test delivery, are enhancing the authenticity of speaking assessments. These trends reflect real-world communication, offering more engaging and effective evaluations.

Effective speaking assessments are essential for academic, professional, and social success. They guide learners and educators by providing reliable feedback, fostering language development. Ongoing research and innovation will continue to address challenges and leverage technological advancements to improve the quality of speaking assessments.

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AUTHOR'S PROFILE



A. Hairul Umam, M.Hum

The author was born in Sumenep on January 6 1982. The author is a permanent lecturer at the Communication Studies Program, Faculty of Management and Leadership, Tanri Abeng University, Jakarta. He completed the Undergraduate Program (S1), majoring in English Language Education at UIN Syarif Hidayatullah Jakarta 2004. Masters (S2) education in Applied Linguistics at Jakarta State University 2010. The author has obtained grants for Novice Lecturer Research (PDP) and Doctoral Dissertation Research (PDD) from the Ministry of Research, Technology-Dikti and the Ministry of Education and Culture-Research and Technology. Apart from actively conducting research and publishing in national and international scientific journals, the author also writes opinions on Detik.com. The author is a doctoral candidate in Applied English Linguistics English at Amajaya Catholic University, Jakarta.

CHAPTER 9

TESTING LISTENING COMPREHENSION

Muhammad Yazidus Syukri
Politeknik Negeri Bandung, Bandung
E-mail: yazidus@polban.ac.id

9.1. DEFINITION OF LISTENING COMPREHENSION

Listening comprehension is a critical skill that facilitates effective communication and learning. It involves the ability to accurately understand spoken language, interpret meanings, and respond appropriately. The Test of Listening Comprehension (TLC) is designed to assess this vital capability across different contexts and populations. This chapter will explore the theoretical background of listening comprehension, the design and implementation of TLC assessments, and the implications for education and language acquisition. Listening comprehension can be defined as the cognitive process through which individuals decode and make sense of spoken language. This process goes beyond merely hearing words; it involves several components, including auditory perception, language processing, and the application of prior knowledge to interpret messages.

Listening comprehension is a fundamental aspect of language acquisition and effective communication that involves the ability to understand, interpret, and respond to spoken language. As an essential skill in both academic and everyday contexts, listening comprehension plays a pivotal role in enhancing students' overall proficiency in a language. This chapter aims to explore the principles and practices surrounding the assessment of listening comprehension, including test design, administration, scoring, and implications for teaching.

(Gilakjani, 2016) Another definition of listening comprehension is a crucial skill in mastering the English language. It forms the foundation for effective communication, academic success, and professional interactions. This chapter further explores key points related to assessing listening comprehension in English, offering strategies for educators and learners to enhance this essential skill. (Latupono, 2022)

Listening comprehension involves various cognitive processes, including decoding auditory signals, constructing meaning, and monitoring comprehension. According to Anderson and Lynch (1988), effective listening requires not only the recognition of sounds but also the ability to piece together information to form coherent meaning. The ability to listen effectively is a cornerstone of communication. We gather information, comprehend ideas, and build meaningful connections through listening. In English language learning, listening comprehension is essential in developing fluency, vocabulary, and overall language proficiency. This chapter delves into the intricacies of English listening comprehension, exploring its components, assessment techniques, and practical strategies for improvement.

In short, listening comprehension involves the ability to understand, interpret, and respond to spoken language. It is not merely about hearing words but involves processing information, drawing inferences, and evaluating the speaker's intent. Effective listening comprehension entails several components:

- A. **Decoding:** Recognizing sounds and words.
- B. **Understanding:** Grasping the meaning of phrases and sentences.
- C. **Interpreting:** Making sense of the context and subtleties.
- D. **Evaluating:** Assessing the information presented and forming an opinion.

language learning and assessment. By understanding its components and implementing effective assessment strategies, educators can help students develop stronger listening skills. Through authentic materials, varied assessments, and targeted feedback, learners can enhance their ability to comprehend spoken English, paving the way for successful communication in both academic and real-world contexts. In language learning, listening comprehension tests can gauge the effectiveness of instructional methods. Analyzing test outcomes can inform the development of more effective teaching strategies.

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AUTHOR'S PROFILE



Muhammad Yazidus Syukri

A Young Professional English Lecturer from *Politeknik Negeri Bandung* (Bandung State Polytechnic) West Java province in Indonesia, with excellent communication skills, passion for Community Services, and expertise in Teaching English from young to adult learners with high innovation in content-based instruction, English for Businesses, Listening for Sound Differences and Simple Information,

Listening for various Talks, English for Occupational Purposes, English for Specific purposes and general up to professional training on public speaking and translation studies with high motivation on the organizational skill, leadership, and professional development. (<https://yazidus.wixsite.com/yzds>)

CHAPTER 10

TESTING READING COMPREHENSION

Erika Sinambela
Universitas HKBP Nommensen, Medan
E-mail: erikasinambela@uhn.ac.id

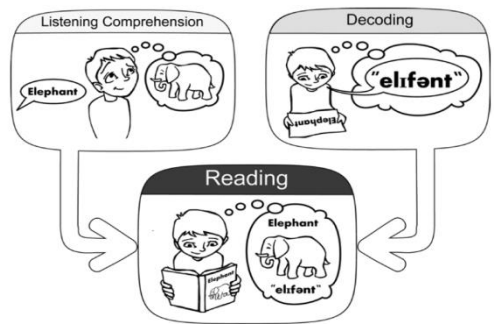
10.1. INTRODUCTION

Written language possesses the ability to transport the reader's imagination to many locations, eras, and occasions (Clarke, et al. 2014, p.5). It may immerse us in the lives of intriguing characters and capture their interest with compelling narratives, tension, and mystery. In addition to offering solace and different viewpoints on the world, texts have the power to "kindle" our imaginations and conjure up vivid mental images that could linger in our minds for a very long time. Texts have the power to expand our knowledge, teach us new words, and inspire fresh ways of thinking.

This is where we need to get back to the significance of reading for meaning. The knowledge that readers bring to the process of comprehending has been the subject of much discussion about theoretical models of reading comprehension. But it's crucial to understand that reading has the power to change a reader's perspective and way of learning. New terms, ideas, and viewpoints can clarify and improve what is already known. Reading is therefore essential to teaching and implementing meaning drawn from the text.

Reading comprehension models can aid in our understanding of the various abilities and procedures required for text interpretation. Gough and Tunmer's (1986) simple perspective of reading provides a helpful framework for defining successful reading. Gough and Tunmer (1986) suggest

that two abilities are required to read for meaning: the capacity to identify or enunciate words (decoding) and the capacity to comprehend spoken language (listening comprehension), as seen in Figure 10.1.



Source: Gough and Tunmer (1986 p.60)

Figure 10.1. The Simple View of Reading

This model can assist in explaining the various ways that reading can break down and can guide early detection and intervention for children at risk of reading challenges and assist us in understanding reading success. A youngster may have a generally low reading profile and struggle with decoding and listening comprehension, according to the simple model. On the other hand, a youngster may exhibit intact or even exceptional listening comprehension skills despite having trouble decoding. The next chapter will concentrate on the contrary pattern, which is also conceivable and is referred to as "the poor comprehended profile." This profile is defined by poor listening comprehension combined with intact or superior decoding skills.

Reading comprehension is a critical skill in language learning. Reading comprehension tests are an important tool in evaluating students' ability to understand written texts. This paper will discuss in depth the importance of reading comprehension tests, the strategies used in these tests, as well as

understanding. (3) Various Question Types: The reading comprehension test includes various types of questions such as multiple choice, completion items, open-ended items, and miscellaneous items. Each question type tests a different aspect of reading comprehension skills, including the ability to fill in blanks, sequence information, and respond creatively to text. (1) Skills Measured: This test not only measures literal understanding (what is literally stated in the text), but also inferential (inferring conclusions based on implied information), evaluative (judging the truth or relevance of information), and reflective (connecting text with experience) abilities. or personal knowledge). (2) Importance of Context: Text context plays an important role in understanding and answering reading comprehension questions. Exam takers need to understand the background of the text, the author's purpose, and the message they want to convey to give the right answer. Thus, reading comprehension testing is not only about measuring the ability to read well, but also the ability to process information, interpret meaning, and respond to text effectively. This helps in the development of critical thinking skills and overall communication abilities.

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AUTHOR'S PROFILE



Dr. Erika Sinambela, M. Hum.

The author is a lecturer at HKBP Nommensen University. The author completed an undergraduate program at Jakarta State University (formerly called IKIP Jakarta) in the field of English Language Education. After completing the undergraduate program, the author continued her master's and doctoral studies at the University of North Sumatera (USU) in the field of Linguistics. For the S-3 program, the author focuses on the field of translation. The author's written works and books, predominantly in the field of translation, can be reviewed via Sinta ID 6040318 and Scopus ID 58505467500.

CHAPTER 11

TESTING WRITING

Weka Kusumastiti
Sekolah Tinggi Pariwisata Ambarrukmo, Yogyakarta
E-mail: wekaskusumastiti@stipram.ac.id

11.1. INTRODUCTION

In an age where clear and effective communication is more vital than ever, testing writing has emerged as a cornerstone of educational and professional assessment. Writing is not just a means of expressing ideas but a fundamental skill that underpins success across numerous domains—academic, professional, and personal. The ability to convey thoughts with clarity, coherence, and persuasiveness is essential in a world driven by information and discourse.

Testing writing plays a pivotal role in evaluating and developing these essential skills. It provides a structured approach to assess how well individuals can organize their thoughts, present arguments, and adhere to linguistic norms. Through rigorous writing assessments, educators, employers, and institutions can gauge proficiency, offer targeted feedback, and ensure that individuals meet the standards required for their respective fields. Moreover, writing tests are instrumental in identifying both strengths and areas needing improvement, facilitating tailored instructional strategies, and setting benchmarks for development. In educational settings, they help in shaping curricula and guiding students towards becoming proficient communicators. In professional contexts, they assist in hiring decisions, performance evaluations, and career advancement.

In essence, testing writing is more than a mere evaluation tool; it is a vital mechanism for fostering effective communication and critical thinking. As we navigate an increasingly complex and interconnected world, the ability to write well is not just a skill but a key to unlocking opportunities and achieving success.

11.2. UNDERSTANDING WRITING

Writing plays a role in how we communicate in various parts of our daily lives. Be it through academic assignments or work related documents or even personal letters and emails. The art of writing goes beyond grammar rules and sentence structure lessons; it's about empowering individuals to think deeply and convey their thoughts effectively while connecting with their audience on a meaningful level. This piece delves into the methods used to teach writing skills by highlighting the significance of clarity in expression, alongside fostering creativity and encouraging critical thinking among learners.

The development of writing is crucial for both teaching and learning. Students own excellent writing text whenever the indicators of writing are overcome. (Arthur Hughes, 2000) listed grammar, vocabulary, mechanics, fluency, and form as the five indicators of writing. Students learn about the permissible rules for English sentences in the grammar class. Also, students need to select words that fit their paragraphs correctly and appropriately. When it comes to mechanics, students need to be mindful of capitalization, spelling, and punctuation. The paragraph deals with fluency in its substance. The final form that pupils should be aware of is how their paragraph is organized.

According to (Brown G, 2003) writing is putting ideas into written form. It means that the idea having by the students is put into written expressions. (Nunan, n.d.) defines that writing is the

By systematically assessing these areas, writers can ensure that their work effectively communicates their intended message and meets the desired quality standards. Whether for academic, creative, or professional purposes, a thorough testing process helps to refine writing and enhance its impact on the audience. Through careful evaluation and revision, writers can produce clear, compelling, and well-organized pieces that achieve their intended goals.

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AUTHOR'S PROFILE



Weka Kusumastiti

The author was born in Magelang. She undertook an undergraduate degree in English Education at Ahmad Dahlan University, which she completed in 3.5 years. Following the completion of his undergraduate degree, the author proceeded to undertake a postgraduate degree in the same field at UNS Surakarta. The author commenced her teaching career at the tertiary level in 2017 and is currently a full-time lecturer at Ambarrukmo Tourism College (STIPRAM) Yogyakarta. Additionally, the author is a part-time lecturer at Amikom University Yogyakarta and STIM YKPN.

CHAPTER 12

TESTING GRAMMAR AND VOCABULARY

Restu Arini
Universitas Mercu Buana Yogyakarta, Yogyakarta
E-mail: arini@mercubuana-yogyakarta.ac.id

12.1. INTRODUCTION TESTING GRAMMAR AND VOCABULARY

In the realm of language learning, mastering grammar and vocabulary is fundamental for effective communication and comprehension. Grammar serves as the structural foundation of a language, providing the rules and guidelines that dictate how words and phrases are organized to convey meaning accurately. Without a solid grasp of grammar, even the most extensive vocabulary may fail to create coherent sentences. On the other hand, vocabulary encompasses the words and expressions that enable individuals to express thoughts, ideas, and emotions. A rich vocabulary allows for greater precision and nuance in communication, enhancing both spoken and written interactions. Together, grammar and vocabulary form the backbone of language proficiency, empowering learners to articulate themselves clearly and understand others with ease.

In classroom situation, it is important for teacher to test the learner's language mastery. But what is the reason for testing grammar and vocabulary? The most frequent reason is that tests indicate a certain skill level. We use tests to determine how much someone knows about a particular subject. (Heaton, 1990) divides teacher's reasons for testing into seven categories:

1. Finding out about progress
2. Encouraging students
3. Finding out about learning difficulties

4. Finding out about achievement
5. Placing students
6. Selecting students
7. Finding out about proficiency

There are some questions may come out when preparing a grammar and vocabulary test especially when the test has to ensure it effectively assesses students' understanding and use of both items, grammar and vocabulary.

1. How should I test grammar/vocabulary?
2. What kind of grammar/vocabulary should I test?
3. How many items should they include?
4. How important is the context in grammar/vocabulary test?
5. What kind of format should I apply?

12.2. TESTING GRAMMAR

A good mastery of grammar helps learners to form words to convey real meaning in order to communicate clearly and fully engage with the English language in various contexts. However, mastering grammar can be dismaying due to its complexity, making it difficult to remember and apply them consistently. For example, distinctions between similar grammatical forms, such as past simple and present perfect, can be subtle and tricky to differentiate.

The abstract concept of grammar also leads learners to confusion. An example of an abstract concept in grammar is the **subjunctive mood**. The subjunctive mood is used to express wishes, hypothetical situations, demands, or suggestions, which can be intangible and difficult to visualize. Let's take an example sentence that is made for **hypothetical situations** "*If I were you, I would take the job.*" In this sentence, "*were*" is used to describe a hypothetical situation, suggesting a scenario that

between grammar and vocabulary testing is essential for fostering comprehensive language skills. A broader range of lexical items used in writing correlates with higher proficiency levels, indicating that effective assessments should evaluate both grammatical accuracy and lexical diversity.

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AUTHOR'S PROFILE



Restu Arini

The author has been a lifelong learner and educator with over 20 years of teaching experience. She has degree in English Language Education. She has dedicated her career to fostering language proficiency and academic excellence among her students. Specializing in material design and teacher professionalism, Arini has a unique ability to create engaging, effective, and innovative teaching materials tailored to meet diverse learning needs. Her expertise in material design enables her to develop comprehensive resources that enhance students' understanding of English language concepts, making learning more accessible and enjoyable.

CHAPTER 13

SCORING LANGUAGE TEST AND ASSESSMENT

Amriani Hambali

Politeknik Pertanian Negeri Pangkajene Kepulauan, Pangkep

E-mail: amrianihambali@polipangkep.ac.id

13.1. INTRODUCTION

In today's globalized world, where communication across linguistic boundaries is increasingly commonplace, the ability to accurately assess an individual's language skills has become paramount. As the English language has emerged as a dominant lingua franca, the need for effective language testing has grown exponentially. Assessment is a fundamental component of the educational process, serving as a means to evaluate student learning, measure the effectiveness of teaching strategies, and guide instructional decision-making. The term "assessment" encompasses a wide range of practices, from informal classroom checks for understanding to formal, high-stakes examinations.

The primary purposes of assessment can be broadly categorized into three key functions: diagnostic, formative, and summative. Diagnostic assessment aims to identify students' prior knowledge, misconceptions, and learning needs, allowing teachers to tailor instruction accordingly. Formative assessment, on the other hand, provides ongoing feedback to both students and teachers, enabling them to monitor progress and make necessary adjustments during the learning process. (Dunn et al., 2020) Summative assessment, typically administered at the end of a unit or course, measures the extent to which students have achieved the intended learning outcomes and can be used for evaluation and accountability purposes. (Dunn et al., 2020). Assessments can take many forms, including tests, quizzes,

projects, presentations, and observations. They can provide valuable information to a variety of stakeholders, including policymakers, teachers, students, and parents. Careful design and implementation of assessments are crucial to ensure their validity, reliability, and fairness, ultimately contributing to the overall effectiveness of the educational system.

Test is so important for students in some ways, (Madsen, 1983) such test can help create positive attitude towards the class. Through the sense of accomplishment, through the periodic evaluation students have opportunity to erase their dissatisfaction in the spirit of fair play and consistency. Another way that English test can be benefit students is by helping them master the language, a good English test also help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve. Furthermore, testing will not only help students but also benefit for the teacher of language. Teacher can use the test to diagnose their teaching effectiveness, checking the suitability of the lesson level, diagnose the area of their teaching that still need improvements. Besides, teacher may also utilize the test a tool to improve the evaluation process itself, the process of evaluation in terms of the allotted time, accurate result, and the student's anxiety towards the test. Tests, then, can benefit students, teachers, and even administrator by confirming progress that has been made and showing how the parties can best redirect their future efforts. In addition, good tests can sustain or enhance class morale and aid learning. Rating the successfulness of the students learning or performance should be done through scoring. Scoring is the heart of the test. Without careful attention to administration and scoring, it would be difficult, for example, to compare score among individuals, across administration or over different form of the test (Cohen and Wollack, 2006).

test, it uses various question types such as multiple-choice, matching headings, and summary completion. Each correct response is worth 1 point. The raw score (total correct answers) is converted to a band score (1-9), with specific band descriptors outlining the level of comprehension.

In listening test, the discrete – point approach is the popular scoring system. (Buck, 2001) explained that the basic idea of the discrete-point approach is that it is possible to identify and isolate the separate bits, or elements, of language. In discrete-point tests for listening the most common tasks for testing in the discrete -point tradition are phonemic discrimination tasks, paraphrase recognition and response evaluation.

13.4. CONCLUSION

In conclusion, this chapter underscores the critical role of effective scoring methods in language assessments, particularly within the context of English as a global lingua franca. It highlights the necessity for assessments to be valid, reliable, and fair, ensuring that they accurately reflect a learner's language proficiency. The comparison between holistic and analytic scoring methods reveals that while holistic scoring offers simplicity, it may overlook important nuances in a learner's performance. Conversely, analytic scoring provides a more detailed and reliable evaluation, making it a preferable choice for assessing writing and speaking skills. Furthermore, the incorporation of structured rubrics and peer assessment in speaking tests enhances the reliability of evaluations. The discussion on various scoring methods for reading and listening assessments reinforces the need for diverse approaches tailored to specific skills. Ultimately, advocates for a thoughtful design and implementation of assessment practices that prioritize equity and ethical considerations, ensuring that all learners have the opportunity to demonstrate their language abilities effectively.

By embracing these principles, educators can foster a more inclusive and accurate assessment landscape in language education.

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AUTHOR'S PROFILE



Amriani Hambali

The author currently pursuing a Doctoral Program in English Education at the Postgraduate Program of Makassar State University. Previously attended the S1 and S2 Education Programs at the same university. She is a permanent lecturer at Politeknik Pertanian Negeri Pangkajene Kepulauan in Pangkep, South Sulawesi. She has an interest in the area of language evaluation and assessment. She teaches general English courses, as well as several ESP courses in agriculture and business such as Business English, Business Writing, English for Agriculture, English Fishery. The author also actively fosters student extracurricular activities such as English club and English Debate at her institution.

AN INTRODUCTION OF ENGLISH LANGUAGE TESTING

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