Rahmawati., S.Pd., M.Si

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PENERBIT CV.EUREKA MEDIA AKSARA

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PREFACE

Praise and gratitude the authors say to the presence of Allah SWT, who has bestowed His mercy, taufik and guidance, so that the writer can finish this textbook. Shalawat accompanied by greetings is also dedicated to the Great Prophet Muhammad SAW for bringing news about the importance of knowledge for life in this world and the hereafter.

As for our textbook entitled "LANGUAGE TESTING" I have finished making it as good as possible and as useful as possible for readers. On this occasion, I am fully aware that this textbook still has many shortcomings and mistakes and maybe it is still far from the perfection of a book. Therefore, I request that readers provide criticism and suggestions for the work of this textbook so that we can continue to improve the quality of this book. Thus we have created this textbook, with the hope that readers can understand the information and also gain insight into the field of the legal system in Indonesia and can benefit the wider community. Thank You.

Writer

LANGUAGE TESTING

UNIT 1 | INTRODUCTION

A. The Definition of Language Testing

Testing in general and language testing in particular is a challenging field. Testing is a universalfeature of social life and throughout history people have been put to the test to prove theircapabilities or to establish their credentials (McNamara, 2000). On the one hand, tests are usedto make basic decisions which influence people's lives. Therefore, tests must provide asaccurate information as possible to enable testers to make fair decisions. This makes testing avery delicate responsibility. On the other hand, testing is rooted in many complicated scientificdisciplines such as, linguistics, psychology, and sociology, each of which has its own intricateand unresolved issues. This also makes testing a very complex responsibility. The delicacy ofdecision-making and the intricacy of different related fields have made testing a challengingfield.

As a branch of applied linguistics, language testing is a relatively new discipline with a history of no more than 100 years. The development of language testing theory is closely related to people's views of language and language use. Moreover, language testing is inseparable from language learning and teaching, no matter which kind of testing theory is taken. For language teachers, tests perform both pedagogical and research functions.

This essay is a brief literature review of the developments of language testing theories and corresponding testing

UNIT 2 | APPROACHES TO LANGUAGE TESTING

A. Introduction

Language tests can be roughly classified according to four main approaches to testing:

1. the essay-translation approach;
2. the structuralist approach;
3. the integrative approach; and
4. the communicative approach.

Although these approaches are listed here in chronological. order, they should not be regarded as being strictly confined to certain periods in the development of language testing. Nor are the four approaches always mutually exclusive. A useful test will generally incorporate features of several of these approaches. Indeed, a test may have certain inherent weaknesses simply because it is limited to one approach, however attractive that approach may appear.

B. The Essay Translation Approach

This approach is commonly referred to as the pre-scientific stage of language testing. No special skill or expertise in testing is required: the subjective judgement of the teacher is considered to be of paramount importance. Tests usually consist of essay writing, translation, and grammatical analysis (often in the form of comments about the language being learnt). The tests also have a heavy literary and cultural bias. Public examinations (e.g. secondary school leaving examinations) resulting from the

UNIT
3

QUALITIES OF GOOD TEST

A test may have a single item or combination of items. Regardless of the numbers of item in a test, every single item should possess certain characteristics. Therefore, in addition to good items, a test should have certain characteristics. Following are some important characteristics of a test to be good:

A. Simplicity

A test should be written in a clear, correct and simple language. A test should avoid ambiguous questions and instructions. Here, it is important to keep the method of testing as simple as possible.

B. Fairness

A test is designed in such way that should be free from culture biasness so that no culture has an advantage over other's culture. It is generally observation that if students studying through English medium, then they can easily understand the concepts and write the answer sheet of examination well in the same language. While the students studied through other medium of instruction, get difficulties in understanding and writing in English medium. In such case, the examination is biased for other medium students, if asked them to write in English only. Thus, it is necessary for a test to be good must be freed from cultural biasness.

Similarly, a test should cover the areas of content that have been taught to all students those who are appearing in the test,

UNIT 4

TYPES OF TEST

A. Placement Tests

The function of this test is to place new students in the right class in the school. Usually based on syllabuses and materials the students will follow and use once their level has been decided on, these test grammar and vocabulary knowledge and assess students' productive and receptive skills. Some; schoolsaskstudents to assess themselves as a part of placement process, adding this self-analysis into the final placing decision. In line with that, Hughes (1989) reveals that placement tests are intended toprovide information which will help to place students at the stage (or in apart) of the teaching programmost appropriate to their abilities (p. 14). On the other word, this test helps the educators to place students in the learning group that is appropriate for their level of competence. For instance, when the students want to join formal schools and universities. Virtually, placement tests are also administered in some non-formal institution.

B. Diagnostictests

Hughes (1989, p. 12) defines that diagnostic tests are used to identify students' strengths and weaknesses. They are intended primarily to ascertain what further teaching is necessary. In addition, Gonzalez (1996) asserts that diagnostic tests are also called formative or progress tests and they are used to diagnose a particular aspect of a particular language or to check on students' progress in learning particular elements of a course. They help the teachers to decide what needs to be

UNIT 5

OBJECTIVE AND SUBJECTIVES TEST

A. Objective Test

An objective test is a method of evaluation in which questions asked have a single correct answer. Objective questions typically include true/false, multiple choice, and matching questions. Objective assessment is crucial as it can effectively measure each level of a student's ability, from basic recall to complex synthesis.

It is far more precise, leaving less room for the pupils to interpret hypotheses or concepts. Objective assessment is a method of examination where each question has a single right answer. Subjects that rely largely on objective tests include geography, mathematics, physics, engineering, and computer science.

Types of Objective Tests:
1. Multiple-Choice
2. True/False
3. Matching
4. Fill in the Blank
5. Assertion and Reason

Features of Objectives Tests:
1. They are so specific and clear that only a definitive response is expected
2. They assure pefect objectivity in rating
3. This can be graded objectively and efficiently
4. It takes less time for a reaction than an essay test

UNIT
6

LANGUAGE SKILLS TEST

Another way to understand language testing is in terms of language skills. Though you may ask someone whether they "know" a certain language, that general term consists of several distinct skills. The four skills involved in language proficiency are listening, speaking, reading, and writing.

These skills can be categorized by their direction and method of communication. Listening and reading are both ways of receiving language input, whereas speaking and writing are both ways of producing language output. These pairs differ from each other when it comes to the direction of communication. The items within each pair, however, differ by their method of communication. Listening and speaking both involve oral communication while reading and writing involve written communication. Let's take a closer look at each of the four language skills.

A. Listening Skills Test

Listening is a language skill that is first mastered by children before mastering speaking, reading and writing skills. Listening skills are essentially more cognitive with a higher aspect. This ability includes receiving, analyzing, understanding, and concluding verbal information conveyed in the target language (Supriyadi, 2013).

Listening is a process of listening to verbal symbols with full attention, understanding, apperception and interpretation to obtain information, capture content or messages and understand the meaning of communication that

UNIT
7

INTERPRETING TEST SCORE

A. Introduction Interpreting Test Score

Interpreting test scores involves analyzing the results of an assessment or examination to understand an individual's performance. Test scores provide valuable information about an individual's knowledge, abilities, and skills in a specific subject or area. Here are some key points to consider when interpreting test scores:

1. Score Scale: Familiarize yourself with the scale used for scoring the test. Different tests may have unique scoring systems, such as a percentage scale, a standardized score (e.g., IQ score), or a proficiency level (e.g., beginner, intermediate, advanced).

2. Norms and Percentiles: Determine if the test uses norms or percentiles to compare the individual's performance with a reference group. Norms provide an indication of how the individual's score compares to others who have taken the test. Percentiles show the percentage of people in the reference group who scored lower than the individual.

3. Mean and Standard Deviation: Understand the average score (mean) and the spread of scores (standard deviation) within the reference group. This information helps determine how an individual's score deviates from the average performance.

4. Interpretation Guidelines: Many tests come with interpretation guidelines that provide insights into what different score ranges signify. These guidelines may indicate proficiency levels, classifications (e.g., below average,

UNIT 8

SOME PRACTICAL STEPS TO TEST CONSTRUCTION

A. Preparing a Test

In preparing a test, there are four steps to follow: defining general purposes, drawing up test specifications, and devising test tasks or items.

1. Defining general purposes

Purposes of tests are usually in accordance with the type of test being constructed, whether it is an aptitude test, a proficiency test, placement test, diagnostic test, or an achievement test. It is better for us to know the natures of those tests.

2. Assessing clear, unambiguous objectives

In addition to know the purpose of the test you are creating, you need to know as specifically as possible what it is you want to test. You can do this by examining the objectives for the unit you are testing.

3. Drawing up test specification

Test specification for classroom use can be a simple and practical outline of your tests. For largescale standardized tests that are intended to be widely distributed and therefore are broadly generalized, test specifications are much more formal and detailed. For class-use tests, your specifications will only comprise:

a. a broad outline of the tests,

b. what skills will you test, and

c. what the items will look like. Specifying item format or types of items to be used is complex choices. These

UNIT 9

SCORING, GRADING, AND TEST SCORE INTERPRETATION

A. SCORING

Scoring is evaluation of performance by assigning a grade or score. A system of classifying according to quality or amount. Rating system or a system for classifying things.

Scoring or marking is a process of determining the correct and incorrect answers made by students, and are then accumulated to produce a total score. Grading is a process of classifying or grouping the scores for assigning values.

Scoring or marking is the process of awarding a number or a symbol to represent the level of student learning achievement. The most common method is by adding up the number of correct answers on a test, and assigning a number that correlates. Generally, a "score" is a numeric value based on the possible points on a test. From the marking point of view, tests fall into one of two categories: objective or subjective. The objective test has only one correct answer, but the subjective test may result in a range of possible answers, some of which are more acceptable than others. Actually, it is not really the tests which are objective or subjective, but the systems by which they are marked.

1. Objective marking is possible with multiple choice, binary choice, exactanswer cloze, or matching formats. In all these tests, a list of the keys gives the only correct answers. Thus, the actual marking is easy, that is, the correct answers are simply added up into a score. Objective marking is also possible for discrete-item test, in which items are

UNIT 10 | ALTERNATIVE ASSESMENT

A. What and why of Alternative Assessment

Are the dozens of research papers all starting to blur together? Are the scantron bubbles beginning to haunt your dreams? More than likely, they are for students too. In moving away from traditional forms of assessment it is becoming more common practice, and highly desired, by students, teachers, and the professional world to extend the life of assessments past a single moment. Alternative Assessment may offer new ways for you and your students to explore subject matter in unique, and holistically beneficial ways.

Although carrying its own importance and necessity in achieving specific outcomes, summative assessments do have distinct drawbacks (Williams, 2014). These typically include:

1. Tedious completion and grading for professors and students
2. Narrow learning outcomes
3. A focus on the grade, rather than the process (for more on this see Ungrading)
4. Disposable products that are never seen by student or teacher again
5. Instances of concern for academic integrity

Alternative assessment offers solutions to these drawbacks and speak to emerging needs of college graduates. The professional world seeks college graduates who possess not only discipline-specific factual knowledge but also the problem

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CIPTAAN

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Nomor dan tanggal permohonan	:	EC00202368790, 18 Agustus 2023
Pencipta		
Nama	:	**Rahmawati, S.Pd., M.Si**
Alamat	:	Jl. Letda Sujono Gg. Pembangunan No. 3A, Medan Tembung, Medan, Sumatera Utara, 20223
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Kewarganegaraan	:	Indonesia
Jenis Ciptaan	:	**Buku**
Judul Ciptaan	:	**Language Testing**
Tanggal dan tempat diumumkan untuk pertama kali di wilayah Indonesia atau di luar wilayah Indonesia	:	11 Agustus 2023, di Purbalingga
Jangka waktu pelindungan	:	Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1 Januari tahun berikutnya.
Nomor pencatatan	:	000501741

adalah benar berdasarkan keterangan yang diberikan oleh Pemohon.
Surat Pencatatan Hak Cipta atau produk Hak terkait ini sesuai dengan Pasal 72 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta.

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