STUDENTS' NEED IN LANGUAGE TESTING AND EVALUATION SUBJECT AT THE ENGLISH DEPARTMENT OF UIN PROF. K. H. SAIFUDDIN ZUHRI PURWOKERTO

Irra Wahidiyati[*1] , Khoeriah Kholid[*2]
irrazkayra@uinsaizu.ac.id[*1], author.email@gmail.com[*2]
Faculty of Tarbiya and Teacher Training[*1,2]
State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto[*1,2]

ABSTRACT

This descriptive quantitative study analyzed the students in the Language Testing and Evaluation (LTE) subject. The sources of information were taken from 100 students and two lecturers. Questionnaires and interviews are used to gain the data. From the result of the research, the students need detailed material about language testing and evaluation as their skills for being teachers in the future. First, they need explicit material about assessments and tests. Second, they need the material for creating listening, speaking, writing, and reading test items because there are some types of listening, speaking, writing, and reading that students should master. Next, the TBI (Tadris Bahasa Inggris) students must master creating listening, speaking, writing, and reading test items. The TBI student also needs information on creating assessment rubrics for listening, speaking, writing, and reading test items. In the interview with the lecturer, the TBI students need to understand all assessment components. The LTE lesson plan should state that a detailed assessment rubric has been added for each skill, even though making an assessment rubric per type of existing skill is necessary.

Keywords: *Analysis, English Department, Language Testing and Evaluation, Students Need.*

INTRODUCTION

The students of the English Department are the next generation of English teachers in Indonesia. They should be able to prepare the material well, create good tests, arrange the tests, evaluate the test well, and assess their students' language abilities. So, the students need to learn language testing and evaluation, hence LTE. One of the subjects in *Tadris Bahasa Inggris* English Department of UIN, Prof. K. H. Saifuddin Zuhri Purwokerto, that needs to do some need analysis is Language Testing and Evaluation. The students get some materials in this subject to create a good test. They are the next generation of English teachers in Indonesia, so it is an essential subject for the students of Tadris Bahasa Inggris to learn. The students should know how to do some assessments, including a test because a test measures a person's ability, knowledge, or performance in a given

domain (Brown, 2004). According to Putra and Maharsi (2023), one of the external factors that influence students' motivation is teacher factors. So, the students of Tadris Bahasa Inggris, hence called TBI, should be able to be good teachers for their students in the future.

An analysis should be done to improve the quality of language testing and evaluation subjects, so a curriculum evaluation is highly required. Based on the pre-observation of the current state of this department, it was found that the university does not provide permanent programs to teachers for Language Testing and Evaluation subjects, so the teaching materials are designed by teachers according to their perceptions and not according to the needs of the students. Some sixth and seventh-semester students did not know how to make an assessment rubric for four skills in the comprehension examination. So, they need to get more material on the LTE subject. A need can be defined as a discrepancy between an existing set of conditions and a desired condition location (Borg, 2014). One of the basic principles of curriculum development is that an educational program should be based on student needs analysis. Needs analysis is the process or activities of gathering information on student needs that serve as the basis for designing and developing a curriculum that meets the needs of students (Borg, 2014). Needs analysis becomes essential in ensuring the program's success and achieving the objectives exemplified by successful language teaching. In particular, a needs assessment is defined as a unique basis for the future development of the academic activities of a specific group of students (Al-Hamlan & Baniabdelrahman, 2015).

Evaluation is a continuous process that embraces various methodological techniques (Brown, 2004). When a student answers a question, comments, or tests a new word or structure, the teacher unconsciously judges the student's performance. From a scientific point of view, Brown (2004) stated that a test measures a person's ability, knowledge, or performance in a specific area. It is an instrument or a set of techniques, procedures, or elements that needs performance on the part of the students. The method must be explicit and structured in a qualified test: multiple-choice questions with prescribed correct answers, a writing prompt with a scoring rubric, an oral interview based on a script of questions, or a checklist of the solutions expected to complete the administrator.

Some TBI students in the sixth and seventh semesters did not know how to make an assessment rubric for four skills in the comprehension examination. They made mistakes in creating a speaking rubric assessment for writing assessment. The study by Toprak Yıldız (2019) shows that the fundamental attention in language testing and assessment in India is the assessment of language skills and communicative language testing. The second study, carried out by Kalyon (2020), analyzes English language testing and evaluation courses to develop language assessment literacy among pre-service EFL teachers in Turkey. This research conveys that the learning process in only one language testing and assessment course is insufficient to comprehend the theory and perform well during the practice. Both studies discuss many syllabi, but this study discusses the syllabus of TBI, especially LTE subjects, and will continue with the material development. The development of materials is crucial for teachers, significantly higher

education teachers. Before developing material, teachers should decide on the syllabus. The program is fundamental as it becomes the hub of the teaching-learning process. Kinnear (2020)defines a syllabus as "a document that says what is (or at least) to learn." Another statement from Nunan (1988) is that the syllabus focuses more on content selection and evaluation.

Furthermore, according to Davies (1979), the syllabus is simply a framework within which pedagogy can threaten activities. They are considered absolute rules for determining what needs to be learned rather than reference points drawn from learning. Therefore, the syllabus documents content and other components educators use in educational programs as guidelines and maps for teaching and learning (Prayogo et al., 2013). We should design the syllabus before teaching the learning process, especially for TBI Program Language Testing and Evaluation subjects.

Based on Brown & Priyanvada (2019), Four general types of listening performance contain categories for which assessment tasks and procedures are considered. Intensive: listen to recognition of components of more significant parts of speech (phonemes, words, intonation, discourse markers, etc.). Responsive listening: listen to relatively short lectures (greetings, questions, commands, comprehension tests, etc.) and give similarly quick answers. Selective: it processes parts of the discourse to "scan" for specific information, such as short monologues lasting several minutes. The purpose of such performances is not necessarily to seek overall or general meaning but rather particular information within the context of longer spoken language. For example, a selective listening assessment task can ask students to pay attention to names, numbers, grammatical categories, directions (in map exercises), or specific facts or events. Extensive: listening for a top-down, global understanding of spoken language. A wide range of performances ranges from listening to lengthy lectures to listening to conversations and deducing the overall message or purpose. Listening to the bottom line, the main idea and the conclusion is part of deep listening (Brown&Priyanvada, 2019). To assess student learning in the most straightforward process category, the student is given a recognition or recall task under conditions very similar to those in which they learned the material (Harmer, 2007).

According to Brown (2004), there are four types of reading assessment. They are perceptive reading, selective, interactive, and extensive reading. Perceptive reading tasks involve attending to the components of the larger speech span: letters, words, punctuation marks, and other graphic symbols. The next is selective reading. Examples of this type of reading are choose image, task, match, true/false, multiple choice, etc. Stimuli include sentences, short paragraphs, and simple tables and graphs.

Four categories of written performance are considered, covering a range of written works. Each category is similar to those defined for these three other skills; as always, these categories reflect their unique area of competence. First, to imitate, learners must acquire skills to create a written language. The primary task of writing letters, words, punctuation marks, and short descriptions of sentences includes spelling and recognizing the correct correspondence between phonemes

and graphemes in the English spelling system. This level attempts to master the mechanics of writing. The form at this stage is primary, if not exclusive; focus, context, and meaning are secondary (Brown, 2004).

Based on Brown (2004), intensive writing creates appropriate vocabulary in context, collocations, etc. Idioms and correct grammatical features up to sentence length. While meaning and context are essential in determining accuracy and relevance, most evaluation tasks focus on form. Extensive writing requires a good mastery of all topics. Writing processes and strategies for all purposes, down to essay length. A term paper, a report for a large research project, or even a dissertation. The author focuses on accomplishing objectives, logically organizing and developing ideas, using detail support or explaining concepts, and demonstrating syntactic and lexical diversity. Often, it takes multiple drafts to get the final result or product. The focus on grammatical form is limited to occasional editing or proofreading of drafts (Brown, 2004).

Taghizadeh & Mazdayasna (2023) evaluated the incorporation of assessment principles into the course content in language assessment courses at Iranian state universities. The results show that the quality of the language assessment literacy presented in the course did not effectively provide a comprehensive principle of the assessment because some courses somehow excluded ethical considerations, fairness in assessment, test washback, etc. The study above explains that each university's language assessment quality is ineffective. However, this study analyzes the TBI students' needs for the Language Testing and Evaluation subject. Before designing better materials, it must explore their needs in this field.

For this reason, to realize the study program vision that by 2040, the institution should be an excellent English education development program that develops Islamic values and creates a nationwide civil society, educators and professionals should evaluate the recent curriculum by holding a student need analysis. The Language Testing and Evaluation needs research for students is primarily worked with the intent of obtaining in-depth information on the current and future needs of language learners from many perspectives, including teachers or lecturers, together with the students to help make decisions inform about the objectives of the future curriculum and to ensure that the curriculum content best meets the needs of the students (Cowling, 2007). So, students' need analysis is crucial to improve the Tadris Bahasa Inggris to become a well-developed study program in UIN Prof. K. H. Saifuddin Zuhri Purwokerto, especially for LTE subjects.

The researchers conducted this research based on the description of the problems in the English Department of UIN Prof. K. H. Saifuddin Zuhri Purwokerto. Based on the assumption that preliminary research on this issue, this study specifically finds the answers to the following questions. What are the students' Language Testing and Evaluation needs at the English Department of UIN Prof. K. H. Saifuddin Zuhri Purwokerto?

RESEARCH METHOD

A descriptive quantitative study was conducted to answer the research questions. This study is in the English Department of UIN by Prof. K. H. Saifuddin Zuhri Purwokerto. The consideration of choosing this site is because of the crucial need of the institution that evaluated the existing curriculum. Some students were the participants in this research. Several lecturers were also involved in this study. In this study, the sources of information were taken randomly from 100 students and three lecturers of Tadris Bahasa Inggris (TBI) UIN Prof. K. H. Saifuddin Zuhri Purwokerto.

The study used questionnaires and interviews to collect the research data. The questionnaire was distributed to 100 students to identify the student's needs and issues based on the subject of Language Testing and Evaluation. The questionnaire contained closed questions using a Likert Scale of 1-4. Secondly, the interview was conducted with ten students and three lecturers of Tadris Bahasa Inggris Department to support the questionnaire result and obtain more detailed data on the needs of the students. Meanwhile, the document analysis was used to determine whether the existing program met the needs of English Department students in the English Language Testing and Assessment Class at UIN, Prof. KH Saifuddin Zuhri Purwokerto.
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FINDING AND DISCUSSION
Finding

The following descriptions explain the target needs based on the questionnaire of some Tadris Bahasa Inggris students who had finished their *Praktik Pengalaman Lapangan* (PPL). The data are clearly listed in Table 1. The questionnaire's first question, 'Do you understand the differences between assessment and test?' shows that 66 % of students didn't understand the differences between the test and assessment, and 34% of 100 TBI students did not understand the differences between evaluation and test. Based on the interview data, student 3 can answer that assessment is a process; tests are instruments for conducting assessments. He said assessment is a process. While Student 4 answered only about assessment. He stated that assessment is a process or procedure for obtaining information related to student learning outcomes. He didn't answer the differences between tests and assessments. He only answered about assessment.

Table 1. The findings of the research

No.	Question	Percentage
1	Students' understanding of the differences between assessment and test	66%
2	Students' need in listening assessment	69%
3	Students' need in speaking assessment	72%
4	Students' need in reading assessment	42%
5	The students' need in writing assessment	43%
6	Students' need in learning assessment and evaluation	78%

Based on the second question, "Do you need to know the type of listening test?" They feel it will be beneficial when they know and understand the type of listening test. They think it will help them to run the teaching-learning process

well. They could decide on the listening test item based on the student's abilities and the scoring rubric based on the listening test item. Based on the result, only 69% of students understand how to compose listening questions along with the scoring rubric. However, according to the results of the interviews, their understanding was merely understanding. They were not precise in compiling questions and scoring rubrics for the listening test.

The third question in the interview to the students is, "Do you need materials to prepare speaking questions in detail?" Based on the results of the interviews, the students need to learn about speaking assessment. Some students think speaking is the most challenging part because speaking differs from reading or memorizing. Some students answered that it was essential to learn speaking assessment and compile speaking questions. However, based on the questionnaire results, 61% feel they understand the speaking test, and 9% really understand the speaking test. This means their understanding of composing speaking questions is still lacking. Students still need practice and practice writing various kinds of speaking questions

The result of the questionnaire is that of the 100 students given the questionnaire, only 10% felt they understood how to compose reading questions for students, 32% felt they understood enough. Based on the results of the interviews, TBI students stated that they needed to learn material about composing writing questions because that is their provision when they become teachers in schools, both formal and non-formal schools, both elementary, junior high, and high school levels. According to TBI students, compiling writing questions requires many steps, especially when collecting writing questions. They need this material because they feel that their writing skills are not good enough, so they want to have more control over writing and compiling writing questions so that later, when they become teachers, they can compose good and correct questions according to existing guidelines.

Based on the questionnaire given to 100 TBI students who had gone through PPL 1 and PPL 2, 28% of students only felt 'understandable enough' with the material on how to prepare English writing questions, along with the results of the questionnaire distributed to TBI students. Of 100 TBI students who have attended PPL 1 and PPL 2, only 15% felt they understood the writing assessment material, 28% felt they understood enough about writing assessments, and 57% felt they understood writing assessments. But this is not unusual because some of these students still feel that they understand enough, which means that they only think they know and know sufficient, whether they can apply it or not to the learning process in the classroom when they become English teachers in the future. From the questionnaires, 78% of the 100 TBI students said they needed or needed the ability to prepare an assessment rubric. The remaining 22% stated that they needed to be able to prepare an assessment rubric when they later became teachers.

From the first question, is it necessary for TBI students to be able to compose speaking, writing, reading, and listening questions in various types of questions? Lecturer L1 answered that TBI students needed this to prepare them later to become educators. This is necessary because there are several ways of

compiling and rules for collecting questions using various skills. Each rule skill and the preparation method have specific characteristics, so the practice of questions in the four skills cannot be done haphazardly. A TBI graduate student must master the preparation of questions with these four skills to be considered a good educator or teacher. The L2 lecturer added that TBI students must be taught how to compose and the rules for compiling speaking, writing, reading, and listening questions. Because each of these skills has a way of compiling different questions, TBI students need to be able to compose questions using these four skills. Without the ability to write questions according to these skills, students may ask questions that do not match the skills that will be measured later.

From the second question, do TBI students have to be able to compile an assessment rubric according to their skills? The L1 lecturer answered that this was necessary because, as a future teacher, one cannot be careless in preparing questions according to skills. At UIN Saizu, teaching regarding the preparation of questions and assessment rubrics is integrated into one subject. Namely, LTE taught in one semester. Teaching about the preparation of questions and assessment rubrics is very complex, so teaching it thoroughly and in-depth in one semester is impossible, especially with many students. Even in that one semester, the lecturer cannot provide feedback on each student's work because of the limited time available.

In the case of a comprehensive exam, when a student is instructed to make a skill assessment rubric, some students create an assessment rubric that does not match the skill. Supposedly, if a student is willing to take a comprehensive exam, they should be able to prepare the assessment rubric properly and correctly. So, it can be concluded from this case that students must be given special courses on compiling an assessment rubric according to skills. In essence, a student should be able to write down any aspects, categories, and ranges of assessment relevant to the skills to be assessed. However, many TBI students do not understand how to compile an assessment rubric according to these skills.

Discussion

Based on Brown & Priyanvada (2019), four general types of listening assessment exist. The first is intensive listening recognition of components of more significant parts of speech. So, as future elementary to high school teachers, students must understand this first type of listening, which involves phonemes, words, intonation, etc.; future teachers must be able to adjust when to use this most accessible listening assessment.

Second is responsive listening, listening to relatively short speeches (greetings, questions, commands, comprehension tests, etc.) and giving similarly quick answers. The purpose of such performances is not necessarily to seek overall or general meaning but rather specific information within the context of longer spoken language (teacher's lesson instructions, television and radio news. The other type of listening is extensive listening. In extensive listening, future teachers must ask questions at the highest level. Listening to the bottom line, the main idea, and the conclusion is part of deep listening (Brown & Priyanvada, 2019). Future teachers must be able to compose listening questions that involve

more extended essays and require students to understand the contents of longer texts.

They must understand various kinds of speaking tests, including intensive speaking, responsive speaking, interactive speaking, and extensive speaking. To speak effectively, learners need to pronounce the words correctly. This involves understanding the building blocks of the language (phonemic awareness) and actively listening to native speakers to mimic their sounds, rhythm, and intonation (Rizanti et al., 2024). Intensive speaking is the production of short segments of oral language intended to demonstrate competence in a narrow range of grammatical, phrasal, lexical, and phonological (Brown, 2004). The students should practice creating speaking assessment tasks in this material, including reading aloud and sentence and dialogue completion. The students could adapt the material or how to generate some test items and the rubrics for this intensive speaking test. Responsive speaking includes short dialogue, standard greetings and small talk, and simple requests and comments. The third is the interactive speaking test item. Interaction can be broken down into two types: transactional language, which is used to exchange specific information, and interpersonal exchanges, which are used to maintain social relationships.

From the interviews, it can be concluded that future teachers need the ability to compose reading questions because reading is one of the most essential components of the learning process. In fact, not only learning English everything requires reading as a significant part of students' understanding of reading. Various types of reading assessments can be given to students. Among them are selective, extensive, interactive, and perceptive reading. Selective reading is easy for future English teachers because it only includes words, letters, and punctuation. The level of students must also be adjusted, depending on whether they teach elementary, junior high, or high school. Even though this reading question looks simple, not all English teachers are necessarily able to compose this question with clear and correct instructions that are easy for students to understand.

The next is selective reading. Examples of this type of reading are choose image, task, match, true/false, multiple choice, etc. The test items include sentences, short paragraphs, and simple tables and graphs. So, these future teachers must be able to determine what kind of reading questions will be given to their students later in learning English. According to Progosh (1996), learning, teaching, and testing must be harmonized, test specifications and items must be derived from the exact needs analysis, and program consent must be used to develop course materials. The interactive reading types include language spans of several paragraphs to one or more pages that the reader must read, in the language of psychology meaning, interacting with the text. Extensive reading applies to multiple text pages, professional articles, essays, technical reports, short stories, and books.

There is a lot of knowledge about writing assessments. First, they must know the type of questions for writing. Among them are imitative, responsive, responsive, and extensive writing. The first type of writing they should know is responsive writing. The assessment task involved the learner working with a

limited level of discourse, connecting sentences to her one paragraph, and creating logically coherent two or three-paragraph sequences needed (Brown, 2004). In this type, TBI students or future teachers must be able to compose responsive writing. The second type of reading is intensive or controlled writing. In addition to the fundamentals of imitative writing, there are skills in creating context-appropriate vocabulary, phrases, and idioms and correcting grammatical features down to sentence length. Meaning and context are essential in determining accuracy and relevance, but most assessment tasks are more formal and tightly controlled by test design (McKay & Brown, 1980). In this type of writing, TBI students must be able to compose intensive questions, for example, with the picture-cued task. This category includes correct spelling and perception phoneme-graph correspondence in the English orthographic system. Learners at this level try to master writing mechanics (McKay & Brown, 1980). Extensive writing requires a good mastery of all topics. Writing processes and strategies for all purposes, down to essay length. A term paper, a report for a large research project, or even a dissertation. The focus on grammatical form is limited to occasional editing or proofreading of drafts (Brown, 2004). They know extensive writing is very critical because tests or assessments are crucial in the world of education.

The Language Testing and Evaluation course is essential for TBI students because they feel future teachers must know how to evaluate students when they teach in the future or currently while implementing PPL 2. Norris (2016) argues that tasks offer a fundamental, though not exclusive, foundation for functional language assessment and that task-based assessment, though challenging, is probably worth the effort. In language testing, the testers are concerned with how much a test can produce scores that accurately reflect a candidate's ability in a specific area, for example, reading, writing a critical essay, vocabulary knowledge, or spoken interaction with peers (Rahman, 2016). Therefore, test makers must be able to compile questions and assessment rubrics so that the resulting assessment is valid.

From the data, students should be able to compile an assessment rubric after this LTE lecture, and it is hoped that they will be able to compile rubrics and compile test questions correctly and according to the assessment goals. A test must have criterion-related validity if a relationship can be demonstrated between test scores obtained from different test versions administered to the same candidates in the same conditions on two other occasions (Weir, 2005). TBI students also need to learn this. A test is not just a test but must follow the material, according to the student's level, and have criteria related to validity.

There were even some students who could not distinguish between questions for writing and questions for speaking. In line with what the L1 Lecturer said, (Nurweni et al., 2018) explained that it is better if teaching the ability to compose questions in 4 skills focuses on just one language skill, for example, only assessment for speaking or assessment for reading only and carried out on an ongoing basis. Students need to be taught the ability to compose questions in 4 skills in depth and continuously so that similar cases do not arise, showing the inability of students to write questions.

*Irra Wahidiyati[*1], Khoeriah Kholid[*2]*

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To speak effectively, learners need to pronounce the words correctly (Rizanti et al., 2024). Each question made must be able to measure students' abilities in various skills; for example, speaking questions must be able to measure students' proficiency in speaking skills, listening questions must be able to measure students' abilities in listening, writing questions must be able to measure students' abilities in writing and Reading questions must be able to measure students' ability in reading skills.

The need for skill literacy and student performance to compile and know the rules for collecting questions is essential. Several cases show that student literacy and performance in making questions in the four skills are still minimal. Hence, students must be taught to compose questions using the four diverse skills. The methods and rules for compiling questions are very different from one skill to another, so students need to be equipped with this concept so that they do not measure their abilities with measuring instruments that cannot even measure the purpose of their preparation. Zaim (2014) explained that assessment must use various measures, methods, and criteria according to the characteristics and essence of the learning experience. By specializing in courses for preparing assessment rubrics according to skills, students can more easily understand the ways and rules for compiling assessment rubrics.

The ability to compose these questions is necessary both for students and teachers. Inc (2008) explained that if a teacher cannot arrange questions according to the applicable methods and rules, this will affect the quality of national education. In preparing questions, a teacher must pay attention to what skills are contained in a question because each question varies according to what skills will be measured later. For example, when we make writing questions, it will be different from when we write listening questions.

CONCLUSION AND SUGGESTION

The study results show some of the students' needs for Language Testing and Evaluation subjects at the English Department of UIN, Prof. K. H. Saifuddin Zuhri Purwokerto. The students feel that they need some detailed material about Language Testing and Evaluation as their modal for being a teacher in the future. First, they need explicit material about assessments and tests. They need the materials about assessment and evaluation, assessment types, and purpose. Second, they need the material to create listening and speaking skills. Because there are some types of listening and speaking that students should master. Based on the listening and speaking skill type, they should understand the different rubrics, too. Next, the TBI students must master creating writing and reading test items. Besides creating writing and reading test items, the TBI student needs information on creating assessment rubrics for writing and reading test items. In the interview with the lecturer, they said that the TBI students, as the next generation of English teachers in Indonesia, should be able to master all assessment components. It includes speaking, listening, reading, writing, grammar, and vocabulary. And also the rubric to assess the student's mastery of all those skills.

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