

Designing Prototype Product of English Test Book Materials for Indonesian Tertiary Students

Rohfin Andria Gestanti^{1*}, Elok Putri Nimasari², Khoiru Nurfitri³, Adi Fajaryanto Cobantoro⁴

¹Universitas Muhammadiyah Ponorogo; rohfinigestanti@umpo.ac.id

²Universitas Muhammadiyah Ponorogo; nimasari@umpo.ac.id

³Universitas Muhammadiyah Ponorogo; murfitrikhoiru9@gmail.com

⁴Universitas Muhammadiyah Ponorogo; adifajaryanto@gmail.com

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*Correspondence: Rohfin Andria Gestanti

Email: rohfinigestanti@umpo.ac.id

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project research, this current study focuses on developing a prototype product of English test materials including the design of the test book. The product results of this study are elaborated in four stages of test materials covering two skills of English proficiency test.

Abstract: English proficiency test is significantly pivotal for tertiary students as they prepare for their after-school work-life experience. In this case, students are obliged to obtain fair knowledge of global issues but also local-based phenomena students may be familiar with on a daily basis. Besides, competency in English contributes to one's acknowledgement in building a career or pursuing higher education. That is why many educational institutions in Indonesia require students to obtain a school-leaving English proficiency certificate. In regard to this phenomenon, designing English test materials that accommodate students' needs in accordance with particularly required competencies is prominent. This present study further examines the test specification construction results developed as an initial study of a standardized English proficiency test implemented in a private university in Indonesia. As a part of research and development

Keywords: English Proficiency test; materials development; test book; text-based instruction.

INTRODUCTION

English language testing is as important as English language learning as it is supposed to depict one's ability in mastering certain aspects of language use. As how materials for language learning are prepared, language testing materials need to be comprehensively well-prepared by keeping in mind why the test is developed and how the test is administered. English tests are developed for many purposes such as measuring level of proficiency, determining students' graduation or placement course, and transferring knowledge and experiences where the language is used ([1], [2]). Of those objectives, English proficiency test is one of English tests mostly developed and administered as it is employed to objectively measure the language use ability and preferably required by test-users. Whether for pursuing higher education or building career, the use of test results becomes obligation that have to be completed. In regard to this issue, many tertiary educational institutions come with idea to develop their own proficiency test in order to meet the professional requirement. Standardized test of academic English proficiency (hereafter, STAcEP) is a mandatory English proficiency test for all students of Universitas Muhammadiyah Ponorogo regardless the students' major

or field of study. The test is specifically designed to measure students' understanding of general English. Notifying the preliminary study conducted prior to the test development, the test is administered to facilitate students in preparing professional requirement once they leave the university. STAcEP is a part of English Certification Program that comes with preparation class where the students are obliged to enroll before taking the test. Specifically, the development of this test is underpinned by need analysis study concerning the institutional vision of the university regarding accomplishment of diploma supplement and mandatory of obtaining school-leaving certificate.

According to [1], [3], standardized English test is supposed to be developed by referring to CEFR, the same reference used by the general language proficiency tests. CEFR-based proficiency test broadly provides its test-takers with plenty types of questions, task focus, topics and source of text that objectively assess students' general understanding of various contexts in form of text. That is why the aforementioned form of test is considered as text-based instruction and the materials provided in test preparation shall be constructed under the same intention. In some cases, students or test-takers may make use the available materials to facilitate them in preparing or accomplishing the test [4]. While the available test preparation materials offer generalized materials related to American context, British context or other foreign contexts and contains test items with the same theme, the current institutional proficiency test requires students to not only obtain fair knowledge of global issues but also local-based phenomena students may be familiar with on a daily basis. For some cases, the use of English as international language in expanding circle, what students need to learn is not always related to the way how the native speakers use the language. Instead, it tolerates dialect and idiolect [5]. As an effort to comply with this necessity as well as accommodate the institution's learning output, the requirement of test book materials offering items related to intended test is pivotal to conduct.

Plenty of studies showed that high-stakes English test offers wide range of English-related knowledge that still considers cultural-related context [6]–[8]. However, few of them clearly depict the involvement of local-related theme as well as adjustment of its development. Students as test takers may obtain new knowledge in learning English in expanding circle country becomes challenging as they require essentials for taking different type of English test other than high-stakes English tests [9]–[11]. Besides, how the materials for the test are developed as the test specification suggested is not mainly discussed, especially for local, institutional English proficiency test in which the generated materials from high-stakes English proficiency test may not be applicable. Therefore, this present study intends to briefly elaborate the construction of institutional English proficiency test administered for university students. It aims to provide elaboration on materials presentation in an English test book used in current English test.

METHOD

Communicative approach is the method employed to construct STAcEP test book materials in this present study. Communicative approach in language testing development generally involves contextual text-based items instead of literal word construction. In this case, text-based test items require ability to comprehensively understand both linguistic and non-linguistic aspects within the whole texts. Besides, it obliges students to provide responses towards oral or written tasks in various genre of texts [12]. Thus, test materials development involving text-based tasks is covered under this approach. Text-based tasks accomplishment hold urgent emphasis on actual practices in

which the tasks within the test are able to arranged, implemented, and assessed effectively [13]. Text-generated tasks constructed in test specification scaffold the assessment framework that involves various topics of texts provided in the test. In assessing language competency, the use of texts is considered pivotal and beneficial as they provide authentic materials and information students can connect [14]. Text-based tasks in communicative approach consists of three stages, namely: objective setting, language contextualization, and practices and knowledge transfer [15], [16]. While objective setting focuses on intended final output of the tasks, language contextualization refers to materials elaboration covering focus of the texts, language features, and task exemplification. Moreover, practices and knowledge transfer cope with tasks presentation under certain topics studied with certain test items of particular types of tasks whether it falls under spoken or written responses. Analyzing these three variables is the preferred way in facilitating students cope with testing materials to be accomplish.

The texts elaborated in this study are primarily extracted from adapted texts generated from various sources focusing on designated theme presented in the test specification. The test materials were developed for all first-year students at Universitas Muhammadiyah Ponorogo. This study uses aforementioned three stages of theoretical framework of text-based tasks of communicative approach as the main research instrument. The data are taken from documentation observation on the preliminary study and library research of respective materials. Furthermore, the texts used as data are article reports taken from various sources including journal articles, online news, and authentic materials with particular topics that is in accordance with test specification. They are thus examined in terms of materials overview, language focus, vocabulary building, and students' practices. These terms are used in the design of present text-based tasks of communicative approach in language testing.

RESULTS AND DISCUSSION

According to the analysis, it is asserted that English test book materials development specifically covers two main findings. The details are displayed in Table 1.

Table 1 Results of English test book materials development

Results	Details
Test specification as the syllabus	<ol style="list-style-type: none"> 1. Underpin the development of the test 2. Highlight the materials involved in the test book
Materials organization of the test book	<ol style="list-style-type: none"> 1. Objective setting <ol style="list-style-type: none"> a. Implies the output of particular discussed tasks 2. Contextualization <ol style="list-style-type: none"> a. Represents the whole materials display b. Consists of texts display, grammatical features, vocabulary building, constructed instruction, exemplification of particular text-based tasks 3. Practices and knowledge transfer <ol style="list-style-type: none"> a. Provides direct practices on certain tasks b. Implies students' capability in understanding the instructions

As referred to Table 1, test specification involved in this test book materials development is generated from research finding reported by university test developer (Gestanti). Both the test speci-

fiction-based syllabus and the materials organization for STAcEP test book materials development are descriptively elaborated in this section.

Test Specification as the basic syllabus

Test specification plays the same role as syllabus in language learning. It mainly underpins detail information of test usefulness, content and format, technical features, and standard of the test [17]. Test specification is included in the analysis process as it emphasized on what the test is about, what it covers, and what students will achieve when they accomplish the test [18]. Thus, the materials for the test book are developed according to the test specification. The current English test is intended to provide text-based general understanding of English language competencies for university students. The test book is used as supporting references given to students during preparation course prior to the test. In other words, it can be inferred that test book materials development underpins the referred test specification in order to meet the test requirement.

Broadly speaking, test specification is displayed in two forms: Listening and Reading Comprehension. Each skill contains of topics, topic of questions, format of questions, and number of questions. The justification is taken from consideration of former study conducted under test development theory [17]. Simply, table 2 showed the general preview of test specification.

Table 2 General preview of Test Specification

Listening Comprehension					Reading Comprehension					
Number of questions	20	30	30	30	Passage	#1	#2	#3	#4	#5
Format of questions	Multiple choice (10); 1 dialogue with 2 questions (5 dialogues followed by 10 questions) Form completion (10); 1 dialogue followed by 5 questions (2 dialogues followed by 10 questions)	Discussion Sentence completion (10); 2 dialogues followed by 10 questions	Long dialogue Short answer (10); 2 dialogues followed by 10 questions	Lecture Summary completion (10); 2 lectures followed by 10 questions	Topic	Sciences	Common Academic Lives	Indonesian figures	Indonesian cultural heritages	Islam and Muhammadiyah values
Topic	Multiple choice: 1. Daily activities (ordering meal) – C1 conversation 2. Meeting Bank Customer service (cashier talk) – R2 Transactions to obtain goods and services 3. Social life (shopping at bag pack shop with friends at mall) – C1 informal discussion 4. Finding direction – R2 information exchanger 5. Flight departure (time table) – C1 public announcements Form completion: 1. Campus life (student and staff library) – C1 goal-oriented co-operation 2. Work life (organizing an event) – C1 goal-oriented co-operation	1. Interviewing new employee at workplace – C2 interviewing and being interviewed 2. School life (assignment: asking assignment with peers) – C2 informal discussion	1. Consulting to religious leader – C2 Journal discussion 2. Work life (complaint) – C2 Journal discussion (meetings)	1. Religious speech – C1 addressing audience 2. Academic speech/ talk – C1 addressing audience	Word Count	400	400	300	350	300
					Topic of Question	Main Idea; 1 Lexical Resource; 4 Referent; 1 Explicit detail; 4 Implicit detail; 2	Main Idea; 1 Lexical Resource; 4 Referent; 1 Explicit detail; 4 Implicit detail; 2	Main Idea; 1 Lexical Resource; 3 Referent; 1 Explicit detail; 2 Implicit detail; 1	Main Idea; 1 Lexical Resource; 4 Referent; 1 Explicit detail; 3 Implicit detail; 1	Main Idea; 1 Lexical Resource; 3 Referent; 1 Explicit detail; 2 Implicit detail; 1
					Format of questions	Main Idea; 1 Referent; 1 Lexical Resource; 4; sentence completion Explicit detail; 4; True-False Implicit detail; 2; matching	Main Idea; 1 Referent; 1 Lexical Resource; 4; sentence completion Explicit detail; 4; True-False Implicit detail; 2; matching	Main Idea; 1 Referent; 1 Lexical Resource; 3; sentence completion Explicit detail; 2; True-False	Main Idea; 1 Referent; 1 Lexical Resource; 4; sentence completion Explicit detail; 3; True-False	Main Idea; 1 Referent; 1 Lexical Resource; 3; sentence completion Explicit detail; 2; True-False Implicit detail; 1; sentence completion
					Number of Question	12	12	8	10	8

As displayed in Table 2, it can be seen that the current English test focuses on language comprehension that is integrated in local-related theme. It means that the language aspects including finding lexical resources, structuring sentences, generating main ideas and supporting ideas are considered from local-related issues. It is in accordance with practical objectives of institutional English test as intended in former studies [17]. Related to test book materials development, the aspects covered in test specification are implemented into several discussions set accordingly in materials organization. For instance, while topics of texts are represented in learning objectives and materials overview discussed in each chapter, topic of questions and format of question are elaborated in sample exercises and practices. In addition, number of questions represents the amount number of test items being questioned in the practices. Such elaboration facilitates the whole development process in which the offered materials in the test book comprehensively beneficials the test takers in preparing the test through the test book.

Materials Organization of the Test Book

The second finding focuses on how the text-based tasks and materials are organized in the test book. As stated in research methodology, the present test book materials developed in this study is constructed using text-based tasks accomplishment framework. This framework mandates test developer to analyze text types, language features, exemplification, and instruction for each task. Regarding this finding, the results are analyzed according three primary aspects: objective setting, language contextualization, and practices and knowledge transfer.

The first aspect is objective setting. Objectives are supposed to show what output the students will get once they accomplish the discussed tasks or materials. This English test book generally consists of ten chapters: the first five chapters focuses on Listening and the rest five chapters discuss Reading skill. Each chapter elaborates one part of text and tasks being tested. In this test book, the objectives are clearly stated in the initial part of the chapter. Learning objectives carried the focus on what students may obtain once they complete the phase. It is pivotal since being able to aware of what students will obtain after completing designated tasks allow them visualize their learning process and pursue compatible strategies [19]. Along with the objectives, indicator of current chapter is also provided. Result regarding this first aspect is shown in figure 1

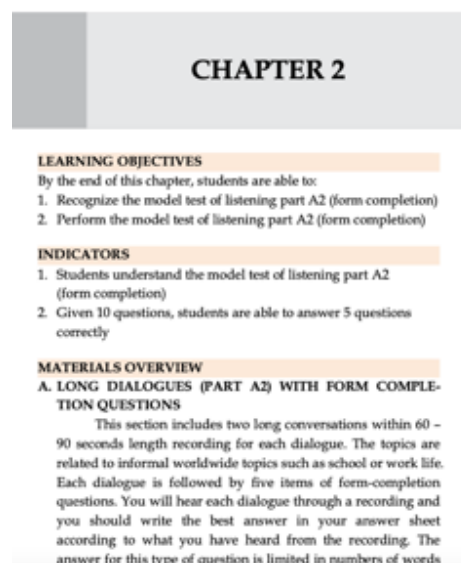


Figure 1. Preview of initial presentation of test book

The second aspect analyzed in developing the test book materials is contextualization. As the word suggests, contextualization refers to the determination of certain context involved and represented in the texts and the tasks. In this case, contextualization is represented in the presentation of the whole content of materials discussed in each chapter [20]. It mainly consists of elaboration of discussed text and tasks, the intended instruction, grammatical features, and vocabulary building that are deliberately provided to support what students need to achieve in the actual test. As the focus of contextualization is to make students familiar with various contexts and are able to generate ideas based on certain context, whether it is spoken or written texts, are put right after the learning output and adjusted according to the test specification. For instance, in chapter two, the tasks should

be accomplished is Listening with long dialogue spoken text integrated with form completion questions. The text provided in chapter two follows the topic justified from test specification.

Apart from certain type of text, grammatical features and vocabulary related to the tasks are thoroughly conveyed. Grammatical features are inevitable part in language learning as it explains how the many aspects of language are constructed meaningfully and accordingly. It offers additional understanding on how students generate ideas from the provided questions as well as put ideas together and construct the answer [21]. Following the grammatical features or in this case called as language focus, a number of practices are available for students. The involvement of initial practices aims to enforce students to see through the ... yet significant aspect in language testing. In addition, vocabulary is another essential part of language learning and language testing [22]. In the test, materials on vocabulary mastery are not displayed separately. Instead, it is integrated in certain type of questions that assess students' ability to grasp meaning or provide responses according to the context [23]. Moreover, questions on lexical resources are included in the test both in listening and reading tasks. That is why, tasks focusing on building students' vocabulary mastery are presented in the test book. Similar to language focus, vocabulary building also comes with practices to enhance students' engagement within the task. To create a clear perception, results fall under contextualization aspect is illustrated in table 2.

Table 2 Results on test book materials development regarding contextualization

Text or materials display	Language focus (grammatical features)	Vocabulary building																																							
<p>MATERIALS OVERVIEW</p> <p>A. LONG DIALOGUES (PART A2) WITH FORM COMPLETION QUESTIONS</p> <p>This section includes two long conversations within 60 - 90 seconds length recording for each dialogue. The topics are related to informal worldwide topics such as school or work life. Each dialogue is followed by five items of form-completion questions. You will hear each dialogue through a recording and you should write the best answer in your answer sheet according to what you have heard from the recording. The answer for this type of question is limited in numbers of words used. You should not write "no more than two words" as your answer for each question.</p> <p>General Strategies for Long Dialogues with Form Completion Questions</p> <p>To complete such type of question, you may refer to the following strategies for your practice:</p> <ol style="list-style-type: none"> 1. Read the directions carefully on how you should write your answers before reading any questions. Different sections or parts may have different directions and way to answer. <p>written in the test book had been simplified. In other words, sentence simplification is making long sentences into shorter ones. Besides, it may also refer to some sentences that is extracted into one single sentence. This type of sentence abbreviation commonly appear in STA/EP. Thus, be aware of it and get used to it. As you listen to the recording, try to reduce the sentences by focusing only to the keywords directing to the expected answer.</p> <p>By considering and identifying aspects explained above, it allows you to decide what type of words fit the blank form.</p> <p>Example:</p> <p>Listen to the dialogue played in the recording and read the question below:</p> <p>3) _____ the second part of STA/EP listening section. Steps to fill out form completion question: Analyze the sentence context. 2) _____ the number of words. When to finish: in the same time with the recording, play before it (3).</p> <p>2. Strategy 2: Identify words with parallelism</p> <p>Parallelism in sentences refers to grammatical structures of sentence elements that are apparently match. It is a balance of similar words, phrases, or clauses representing the same grammatical structure within one or more sentences. In this case, Nouns should be parallel with Nouns, gerunds with gerunds, infinitives with infinitives,</p>	<p>LANGUAGE FOCUS</p> <p>PASSIVE VOICE</p> <p>Passive voice is formed by adding the verb to be with the same tense as its active verb and adding the past participle of the active verb. The subject in active verb will be the "agent" of the passive verb. In almost cases, the agent often not to be mentioned. When the agent is needed, it will follow with by and placed in the end of the clause.</p> <p>Example:</p> <p>Active : the students plant mango trees. Passive: mango trees are planted by the students.</p> <p>PASSIVE VERB IN VARIOUS TENSES</p> <table border="1"> <thead> <tr> <th>TENSES</th> <th>ACTIVE VOICE</th> <th>PASSIVE VOICE</th> </tr> </thead> <tbody> <tr> <td>Present simple</td> <td>She delivers the food.</td> <td>The food is delivered.</td> </tr> <tr> <td>Past simple</td> <td>She delivered the food.</td> <td>The food was delivered.</td> </tr> <tr> <td>Future simple</td> <td>She will deliver the food.</td> <td>The food will be delivered.</td> </tr> <tr> <td>Present continuous</td> <td>She is delivering the food.</td> <td>The food is being delivered.</td> </tr> <tr> <td>Past continuous</td> <td>She was delivering the food.</td> <td>The food was being delivered.</td> </tr> <tr> <td>Going to</td> <td>She is going to deliver the food.</td> <td>The food is going to be delivered.</td> </tr> <tr> <td>Present perfect</td> <td>She has delivered the food.</td> <td>The food has been delivered.</td> </tr> </tbody> </table> <p>Change these active sentences into passive sentences.</p> <ol style="list-style-type: none"> 1. Shakespeare wrote that play. That play was written by Shakespeare. 2. Bill invites Ann to the party. _____ 3. Alex is preparing that report. _____ 4. Waitresses and waiters serve customers. _____ 5. The teacher is going to explain the lesson. _____ 6. I didn't write that note. Jim wrote it. _____ 7. Alice didn't only that pie. Did Mrs. Derby make it? _____ 8. Is Mr. Donny painting your house? _____ 9. The cup fell on the floor. _____ 10. Don't Amy take the course this semester? _____ 	TENSES	ACTIVE VOICE	PASSIVE VOICE	Present simple	She delivers the food.	The food is delivered.	Past simple	She delivered the food.	The food was delivered.	Future simple	She will deliver the food.	The food will be delivered.	Present continuous	She is delivering the food.	The food is being delivered.	Past continuous	She was delivering the food.	The food was being delivered.	Going to	She is going to deliver the food.	The food is going to be delivered.	Present perfect	She has delivered the food.	The food has been delivered.	<p>VOCABULARY BUILDING</p> <p>A. Arrange these jumble letters into good words.</p> <table border="1"> <thead> <tr> <th>1. scribbles</th> <th>2. fat</th> <th>3. probably</th> </tr> </thead> <tbody> <tr> <td>4. message</td> <td>5. energy</td> <td>6. peace</td> </tr> <tr> <td>7. successful</td> <td>8. advice</td> <td>9. excessive</td> </tr> <tr> <td>10. demand</td> <td>11. operate</td> <td>12. exhausted</td> </tr> <tr> <td>13. evidence</td> <td>14. discuss</td> <td>15. strict</td> </tr> </tbody> </table> <p>B. Complete the sentences with appropriate words listed in A.</p> <ol style="list-style-type: none"> 1. My friend is working on a publisher where the writer has to write everything in it. _____ it means people arrange it according to a specific order neatly. 2. The membership of my _____ is almost expired. 3. I cannot show them the _____ of the place because my stay is not working. 4. "Bad truth is better than beautiful lie" is a quite I advise and become my _____. 5. Mrs. Mahanti has _____ in teaching because she has been teaching for more than 10 years. 6. Corana virus outbreak and have to overcome it have become _____ in many countries. 7. Joining any social community program often students _____ they may not get to classroom. 	1. scribbles	2. fat	3. probably	4. message	5. energy	6. peace	7. successful	8. advice	9. excessive	10. demand	11. operate	12. exhausted	13. evidence	14. discuss	15. strict
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The last aspect being analyzed in the development of English test book materials is practices and knowledge transfer. Knowledge transfer offers the enhancement of what is learnt into actual practices. To meet this purpose, a set of students' practices covers questions with the same amount number of questions stated in the objectives and test specifications. Knowledge transfer facilitates students grasp general information about the text, understand what is being asked and apply the re-

sponses given in other contexts. The form of practices is structured as the same as the form of actual test so that students as the test takers could experience the actual environment of the actual test. Moreover, it is placed in the end of each chapter in order to allow students study the sample texts and questions before completely try out the practices.

CONCLUSION

To sum up, language testing requires many aspects to cope with. Therefore, supporting materials provided prior to the test becomes significant. English test book materials development is carried out to bridge the gap between test requirement and intended achievement. Employing text-based task accomplishment, the findings show two main results: the use of test specification as the basic syllabus and the organization of materials. Furthermore, the organization of materials is set by highlighting three aspects: objective setting, contextualization, and practices and knowledge transfer. Each aspect is elaborated accordingly in order to convey thorough comprehension of particular topic, text, and task included in the test. The three phase of text-based tasks accomplishment have been clearly stated in the materials. However, the exploration of test specification seems require further supporting details so that its relevance may completely fit the test requirement. Thus, further study focusing on analyzing the significance of test specification towards the materials alteration is necessary to be conducted.

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