



REFLECTIVE PRACTICES ON LANGUAGE TESTING

*Luthfiyatun Thoyyibah
Dkk*

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PREFACE

Praise and thanksgiving, we pray to God Almighty because for the blessings of His grace and guidance, we were able to complete the book of journal reflection. This book is a product of student-lecturer reflection on Language Testing and Assessment course as a condition to create a university course product.

During pre and post pandemic era, many students took some language testing and assessment in various ways for various purposes. Some students revealed beneficial yet bothering. Some students found it familiar with the test which some other not. In fact, EFL learners having more frequent in taking the language testing. Some insight from EFL learners who took the Language Testing and Assessment course and are having experience in taking some tests shaped their vision for language testing.

For this reason, I hope that this book serves a clear information to readers about the EFL reflection on Language Testing. Descriptions are sought as light as possible, hopefully it can be useful for anyone who reads.

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THE LANGUAGE TESTING TO MY EYES

Luthfiyatun Thoyyibah

The memory of taking English language testing was started from the elementary school level. English at that time was not belong to the school curriculum or even subjects given at school. At that time, students were given sort of additional class of English after school. Back in experiencing the English language testing, we were asked to remind some vocabularies and write them on a book or a paper. English became a magnet for students so it's not surprising when many students attend the English class. Then, as time goes by, many students stepped back from the class as they afraid of being tested. Like it is mentioned earlier that the teacher often asked some students to come forward to mentioned and translated some vocabularies in Bahasa. As a result, when those vocabularies were discussed in the following meeting, many students didn't remember them.

Getting into my teens, apparently the English language testing has not much changing. From writing a story up to the dominance of testing grammatical error in making

sentences still exist. The one that I remember about English testing during my secondary school were writing and memorizing. This is in line with teaching - learning process which is relatively monotonous and lacks creativity in such a way that students' critical thinking was not sufficiently explored. I remember I only entered one to two times to listen to the audio played by the teacher. It sounds like native because I couldn't hear as clear as usual. Then, another truth was, the laboratory we used for learning English was the computer laboratory to learn the Microsoft office. The teacher used the laboratory in order to facilitate us the proper conducive classroom. Just like in elementary school, we were rarely required to speak English in expressing opinions. We often asked only to read the English sentences then when we mispronounced, teacher corrected as well. However, what happened after that testing, of course we forgot what the teacher has corrected. So, I could say that there was nothing special about the English test at school.

Things are a little different for the experience of the English language test when going to college in the early 2000. In accordance with the study program that was intended to enter at that time, I and several friends intended to take the TOEFL test. Honestly, at that time my friend and I were not

familiar with the kind of the test and personally I had just heard the name of the test. What we knew from our teacher, the test became one of requirements in entering the study program.

After six hours traveling by car, we started to do the TOEFL test in around two hours. The test was carried out in the same room as 5 other friends. Our seats are a bit far apart and we were in a soundproof room. At the beginning of the test, we listened to audio played whom the person speaking English and then answered the questions. The next section is not too confusing because we are very familiar with multiple choice questions. Still in the same section, there was a question that's very unfamiliar to me, namely written expression. At that time, the operations mentioned guide me to do the test. After waiting for approximately one hour, we can get the test results. With the score I achieved, I didn't know as well what level it was at, was that good enough, very good, or even not good, but the test owner said the results were good.

Finally, I passed the selection to enter the English education study program. After entering and becoming an English language student, more and more information comes in. The types of language testing are tailored to the needs of

each skill. When it comes to talking, we are invited to talk according to the topics prepared. If it's listening, we would be invited to the language laboratory to listen to audio and carried out learning and testing there. Writing and reading skills could really be done in an ordinary classroom.

Because we have been very passive while studying English since high school, so when we had to produce just one sentence by saying it, it required a very high effort. One more skill that we were not used to do, namely listening directly from the native. I was very effortful to be able to hear clearly what was natively conveyed because so far, I had only used to listen to teachers speaking English, the percentage of it was probably around 20%.

The language test that I experienced actually started to vary more when the pandemic hit. All types of testing must switch online mode, including the English test. Many platforms and applications provide this, but again, it still has to be adapted to the needs of students or classes and their achievements. Thus, the test will achieve maximum results.

As a person who learns language testing, from testing experience, it can be concluded that there is a lot of harmful backwash for this type of achievement and proficiency test. That's because it didn't not match the test given. Productive