I. DESKRIPSI MATA KULIAH
This course is intended to provide students with basic knowledge of language testing. It helps them develop an understanding, knowledge, and skills needed to develop language tests.

II. STANDARD KOMPETENSI MATA KULIAH
At the end of the course, students are expected to be able to:
1. explain some common misconceptions about language testing and resulting problems,
2. explain competence in language testing,
3. explain qualities of language tests,
4. describe language tasks,
5. describe language ability,
6. explain stages and activities in test development,
7. develop an English language test, and
8. develop the scoring method.

III. POKOK BAHASAN DAN RINCIAN POKOK BAHASAN

<table>
<thead>
<tr>
<th>Minggu ke</th>
<th>Pokok Bahasan</th>
<th>Rincian Pokok Bahasan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Misconceptions about language testing</td>
<td>Some common misconceptions about language testing</td>
<td>100’</td>
</tr>
<tr>
<td>2</td>
<td>Competence in language testing</td>
<td>Why is it important to be competent in language testing</td>
<td>100’</td>
</tr>
<tr>
<td>3</td>
<td>Competence in language testing</td>
<td>What does competence in language testing involve?</td>
<td>100’</td>
</tr>
<tr>
<td>4</td>
<td>Language test performance and language use</td>
<td>Correspondence between language test performance and language use</td>
<td>100’</td>
</tr>
<tr>
<td>5</td>
<td>Qualities of language tests</td>
<td>Validity, reliability, practicality, impact, and authenticity</td>
<td>100’</td>
</tr>
<tr>
<td>6</td>
<td>Tasks</td>
<td>Language use in language tests</td>
<td>100’</td>
</tr>
</tbody>
</table>
**Minggu ke** | **Pokok Bahasan** | **Rincian Pokok Bahasan** | **Waktu**
--- | --- | --- | ---
7 | Stages in test development | Stages and activities in test development | 100’
8 | MID TEST | 100’
9 | Purposes of the test | The specific purposes of language tests | 100’
10 | Tasks in the TLU domain | Identifying, selecting, and describing tasks in the TLU domain | 100’
11 | The language users/test takers | Characteristics of the language users/test takers | 100’
12 | Construct to be measured | Definition of the construct to be measured | 100’
13 | Test usefulness | A plan for the evaluation of test usefulness | 100’
14 | Blueprints | Developing test tasks and blueprints | 100’
15 | Scoring methods | Scoring methods | 100’
16 | Test administration | Procedures for administering tests and collecting feedback | 100’

### IV. REFERENSI/SUMBER BAHAN


### V. EVALUASI

<table>
<thead>
<tr>
<th>No</th>
<th>Komponen Evaluasi</th>
<th>Bobot (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Mid-test</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>Final-test</td>
<td>50%</td>
</tr>
</tbody>
</table>

### VI. A WORD ON “ATTITUDE”

Students need to develop “good attitude”. For purposes of this course, we might consider a "good attitude" to be defined as follows:

1. A willingness to be ‘open’ about any problems, concerns, even suggestions on 'how to make things better' in a prompt, timely, honest manner; and

2. A corresponding willingness to work actively and positively and to provide 'progress reports' on what's working, what's not working, etc.