



**KEMENTERIAN AGAMA REPUBLIK
INDONESIA INSTITUT AGAMA ISLAM
NEGERI KENDARI**

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RENCANA PEMBELAJARAN SEMESTER

Course	:	LANGUAGE ASSESSMENT FOR LISTENING AND SPEAKING
Code	:	TBI 5066
SKS	:	2
Semester	:	5
Lecturer	:	Dewi Atikah
Learning Outcomes	:	<p>Upon the completion of the course, students are able to:</p> <ul style="list-style-type: none">• Explain some misconceptions about teaching and testing• Explain competence in language assessment, including the importance of feedback• Create effective objectives for English language test• Develop English listening test correctly• Develop English speaking test correctly• Develop scoring method• Analyze the test results
Course description	:	<p>This course gives the further concepts of measurements and their practical applications, which comprises types and purposes of assessment, criteria of good tests, principles of language assessment, test administration especially for listening and speaking assessment, scoring, feedback, and interpreting test scores, description about language and language learning taxonomies. Each item is presented in thematic contexts in English language and English learning achievement. During the course students will do a lot of exercises on constructing test items of English learning achievements, submit several works. Evaluation is based on the assessment of the achievement in doing the assignments, mid semester and final tests</p>

Week	Objectives	Topics	Methodology	Time Allocation	Learning Activities	Assessment indicator and criteria	Score proportion
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students know and agree with the basic rules applied in the course Students understand the expectations of the course	Syllabus overview, introduction to the Course, diagnostic test	Lecturing, games	100 minutes	<ul style="list-style-type: none"> • Listen to the rules applied in the classroom • Discuss the learning contract • Listen to the course overview and the the syllabus • Finish doing the diagnostic test 	<ul style="list-style-type: none"> • Students can apply the course rules • Students can follow the learning contract • Students can finish the diagnostic test 	-
2	Students differ the concept of macro and micro skills in listening skills	Listening skills, micro and macro skills.	Question and Answer, Pair work, Lecturing	100 minutes	<ul style="list-style-type: none"> • Give opinion on macro and micro skills. • Work in pairs to decide which listening tasks are included as micro or macro skills. • Show one sample of micro and macro skills in the provided listening test 	<ul style="list-style-type: none"> • Students give an opinion on the macro and micro skills in listening skills, • Students discuss as a small group which skills belong to macro and micro skills , • Students can indicate which is micro and macro skills in listening task. 	1%

3	Students identify different types of listening tasks	Listening tasks	Watching videos, discussion, lecturing	100 minutes	<ul style="list-style-type: none"> • Watch videos on different type of listening tasks • Discuss the listening tasks from the ready test 	<ul style="list-style-type: none"> • Students can identify the different listening tasks. • Students can share their opinions on the different listening tasks on the test 	2%
4 - 5	Students make a strong correlation between learning objectives, indicators, and items	Learning objective, test objective, indicators, items	Group work, TPS	200 minutes	<ul style="list-style-type: none"> • Discuss the correlation between the objectives, indicators and items are strong enough. • Correct the objectives/indicators/items if they do not match each other. • Create objectives or indicators from the test 	<ul style="list-style-type: none"> • Students can make a strong correlation between learning objectives, indicators, and items. • Students can create objectives from the test 	5%
6-7	Students can create a listening test using different type of tasks	Objectives and listening tasks	Group work, peer feedback, teacher feedback	200 minutes	<ul style="list-style-type: none"> • Listen and discuss the test objectives of listening comprehension and skill • Work in a group and share what listening tasks they have ever had related to listening comprehension and skill • Discuss the listening 	<ul style="list-style-type: none"> • Students can explain the difference between listening skill and listening comprehension as well as how to assess both • Students can tell the objective of a listening test • Students can differ many listening tasks to be used in the test • Students can create a listening test 	5%

					task from the provided passages from the lecturer		
					<ul style="list-style-type: none"> In a small group, create a listening test using different tasks 		
8	Midterm-Test Create a listening test individually. Administer this test to two students, and submit your test and your student's answer.						30%
9-10	Students can explain good criteria of a good speaking test, and how to make a speaking test	How to assess speaking, good criteria of a speaking test, different types of speaking tasks	Lecturing, discussion, group work	200 minutes	<ul style="list-style-type: none"> Listen and discuss the test objectives of speaking test. Work in a group and share what speaking tasks Discuss the speaking task samples provided passages from the lecturer 	<ul style="list-style-type: none"> Students can explain the good criteria of speaking test Students can tell the objective of a speaking test Students can differ many speaking tasks to be used in the test 	5%
11	Students design a speaking test	A speaking test example	Pair work	100 minutes	<ul style="list-style-type: none"> Design test objectives Make test items Check the grammar of the items 	<ul style="list-style-type: none"> Students can design a speaking test with the effective objectives Students can explain the correlation between test objectives and test items 	3%

12-13	Students edit and revise their speaking test, as well as learn how to give score to students' speaking	A speaking test made by students, speaking marking scheme by Jacobs et al (1981)	Pair work, peer feedback, teacher feedback	200 minutes	<ul style="list-style-type: none"> • Check other pair's test based on the guideline explained by the lecturer • Edit the test based on the comment from peer • Clarify the comment from the teacher on their test draft, if any • Listen and discuss the scoring guideline for speaking • Interpret the speaking score 	<ul style="list-style-type: none"> • Students can make a speaking test • Students can give feedback for their friends • Students can revise their draft based on the teacher feedback as well • Students can give score to students' speaking • Students can interpret the score they give 	4%
14	Students practice to give feedback and score to students' draft	Students' speaking draft, speaking marking scheme	Group work	100 minutes	<ul style="list-style-type: none"> • Administer their test to other students • Check the students' speaking • Give feedback on the draft • Give score and comment at the end of the students' speaking 	<ul style="list-style-type: none"> • Students can give feedback • Students can give score to speaking drafts 	3%
15	Independent Study and Consultation: The students are preparing for the final test and ask questions if any. They will do a quiz. Consultation is compulsory						2%

16	Final Test Make a speaking test! Test it to two students! Mark, give score, and provide feedback for the students' speaking drafts	40%
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Reference List:

Atikah, Dewi. 2013. *To what extent peer and teacher feedback affects the students' writing compositions*. Unpublished thesis: Universitas Halu Oleo.

Atikah, Dewi. 2018. Teaching strategies in speaking class: a good model in Islamic institution in Kendari, Southeast Sulawesi. *The AsianEFL Journal*, 20(8), 265-278.

Bachman, L., F., & Palmer, A. 1996. *Language teaching in practice: designing and developing useful language tests*. Oxford: OUP.

Brown, H Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. Longman: Pearson Education, Inc.

Disusun oleh:	Diperiksa oleh:		Disahkan oleh:
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