



An Analysis of the Four Language Skills Tests Based on Language Assessment and Evaluation Principle at SMP Negeri 1 Pematangsiantar

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ABSTRACT

This research analyze the implementation of English language assessments for listening, speaking, reading, and writing based on the principles of validity, reliability, practicality, authenticity, and washback. The assessment is administered into 27 students of seventh grade at SMP Negeri 1 Pematangsiantar. The research aims to evaluate how the designed assessments align with effective assessment principles while addressing classroom realities. The quality of the test is analyzed by using mixed-method approach, quantitative analysis utilized the Pearson Product-Moment and Split-Half methods to measure validity and reliability, while qualitative analysis examined practicality, authenticity, and washback through observation and student feedback. The findings indicate that while several test items fulfilled validity and reliability criteria, many required revision to enhance alignment with learning objectives and improve consistency. Practicality was evident as the assessments could be conducted within time and resource limitations, although challenges appeared in scoring and analysis processes. Authenticity was reflected in the use of materials and tasks closely related to students' daily contexts, promoting meaningful language use. Additionally, the assessments generated positive washback, motivating students to engage actively in learning while providing teachers with insights for instructional improvement. These results highlight the significance of designing assessments that are not only aligned with curriculum goals but also promote comprehensive language skill development. The research contributes to enriching assessment literacy among pre-service teachers and emphasizes the continuous need for reflection and refinement in language assessment practices to foster effective English learning environments in EFL contexts.

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INTRODUCTION

Assessment plays a crucial role in language learning, serving not merely as a grading tool but as an integral component in monitoring, guiding, and enhancing learners' language development. In English as a Foreign Language (EFL) contexts, assessment enables educators to identify learners' strengths and challenges, aligning instructional goals with measurable outcomes and providing opportunities for learners to reflect on their progress. Despite the pivotal role of assessment in language education, effective implementation remains challenging, particularly in contexts like Indonesia where large class sizes, limited resources, and varying levels of assessment literacy among teachers can impede comprehensive assessment practices.

Current practices often prioritize reading and writing assessments, while listening and speaking assessments receive limited attention due to logistical constraints, potentially hindering the development of holistic language proficiency. Previous studies have highlighted the need for balanced assessment practices that address all four language skills to foster communicative competence among learners and ensure alignment with curriculum objectives. However, ensuring that assessment practices adhere to the principles of validity, reliability, practicality, authenticity, and washback while addressing classroom realities remains an ongoing challenge for educators.

This research aims to evaluate the implementation of English language assessments covering listening, speaking, reading, and writing at SMP Negeri 1 Pematangsiantar by analyzing their alignment with the principles of effective assessment. It investigates whether the designed assessment tasks appropriately measure the intended language skills and reflect real-life language use, while also considering the feasibility of administration within a classroom setting. By employing a mixed-method approach that integrates quantitative analysis of validity and reliability with qualitative insights into practicality, authenticity, and washback, this research seeks to provide a comprehensive evaluation of classroom-based assessments.

The significance of this research lies in its potential to contribute to the improvement of assessment literacy among pre-service and in-service teachers, highlighting the importance of designing assessments that are pedagogically sound and contextually relevant. Additionally, it offers insights into practical strategies for implementing effective assessments in resource-constrained environments, promoting the development of learners' communicative competence across all language skills. Through this research, it is hoped that assessment practices can be refined to better support language learning in EFL classrooms, fostering environments that encourage active participation, reflection, and continuous improvement in both teaching and learning processes.

METHOD

The participants in this research consisted of 27 seventh-grade students enrolled at SMP Negeri 1 Pematangsiantar during the 2025/2026 academic year. Employing a total sampling technique, all students present during the assessment sessions were included to ensure comprehensive data collection and to enhance the credibility of the findings. This participant selection was aligned with the objective of evaluating the implementation of English language assessments covering listening, speaking, reading, and writing, while capturing a complete overview of students' language competencies within the natural classroom setting.

The instruments utilized in this research comprised a set of self-developed English language assessment tasks systematically designed to evaluate students' proficiency across the four primary language skills. The instruments included 30 multiple-choice questions and 15 essay items for receptive and productive skill measurement, alongside structured speaking and writing tasks assessed through analytic rubrics emphasizing fluency, accuracy, vocabulary range, organization, and mechanics. The construction of these instruments was grounded in the English for Nusantara Grade 7 curriculum, ensuring alignment with instructional materials while incorporating authentic contexts reflective of students' daily experiences. Additionally, observation sheets were employed to document students' engagement and responses during the assessments, facilitating triangulation and providing qualitative depth to the quantitative data collected.

Data analysis in this research employed a mixed-method approach, integrating quantitative statistical analysis with qualitative thematic interpretation to achieve a comprehensive evaluation of the developed assessments. For quantitative analysis, the validity of the test items was examined using the Pearson Product-Moment correlation, ensuring each item measured the intended construct with sufficient accuracy. Reliability testing was conducted through the Split-Half method and Cronbach's Alpha coefficient, providing insights into the internal consistency and stability of the assessments administered.

Qualitative data, derived from observation notes, student reflections, and rubric-based evaluations, were analyzed following thematic analysis procedures, including data familiarization, coding, theme generation, and interpretation as suggested by Creswell (2018). This process facilitated the identification of recurring patterns related to practicality, authenticity, and washback within the classroom assessment practices. Themes were systematically reviewed and refined to ensure they accurately captured the realities encountered during the implementation of assessments while aligning with the five core principles of effective language assessment: validity, reliability, practicality, authenticity, and washback. Through this analytical framework, the research sought to derive insights into how classroom-based assessments could be effectively designed and implemented to enhance students' communicative competence in English while supporting reflective and evidence-based instructional practice.

FINDINGS AND DISCUSSIONS

Practicality of the Assessment

Practicality in language assessment concerns whether a test can be implemented efficiently within the constraints of classroom settings, covering aspects such as cost, preparation and administration time, ease of designing and scoring, and the process of interpreting results (Brown, 2004; Bachman & Palmer, 2019). A practical assessment helps teachers measure students' skills accurately without creating unnecessary burdens on time, energy, or resources.

The English assessments for reading, listening, writing, and speaking in this research were designed to be feasible for classroom use. Each test required a preparation budget of around IDR 22,000, covering printing and material needs, making it affordable for schools. Preparation for each test took approximately 6–8 hours, allowing teachers to select materials and create items aligned with the *English for Nusantara* curriculum.

Reading assessments were administered within 45-minutes, aligning with the allocated class period. The process of designing was relatively straightforward, particularly for multiple-choice items, while essay items required the development of clear rubrics for scoring. Although interpreting the results involved additional analysis to examine validity and reliability using Excel, this was manageable and necessary to maintain the quality of the assessment.

For listening, the assessment also fit into a 45-minute period and required selecting appropriate audio materials and constructing related items within the preparation window. Multiple-choice sections were easy to score, while essay responses needed rubric-based evaluation to assess comprehension and sequencing. Interpreting results required focused analysis but could be conducted with available tools.

In the writing assessment, the 45-minute test window provided sufficient time for students to complete their tasks. Creating prompts was clear and aligned with students' levels, while scoring was straightforward for objective items and required rubric-based evaluation for essays, focusing on content, organization, grammar, vocabulary, and mechanics. Interpretation of scores required additional attention to ensure results accurately reflected students' performance.

The speaking assessment required 45 minutes for class administration, with an additional 1.5–2 hours for individual evaluations. Designing speaking prompts and rubrics was achievable, while scoring required detailed rubric use to assess fluency, pronunciation, grammar, and vocabulary. Although interpreting the results demanded more effort, it ensured reliable data for evaluating students' speaking abilities.

Overall, the assessments for all four skills demonstrated practicality in real classroom conditions. The affordable cost and manageable preparation and administration times allowed the assessments to be integrated smoothly into existing teaching schedules. Although scoring essays and interpreting results required more time and precision, these steps were essential for maintaining fairness and accuracy, ensuring that assessments remained effective tools for measuring students' English proficiency without overwhelming teachers or disrupting the learning process.

Reliability the Assessment Instrument

Table 1. Reliability's Result

Skill	Type of test	Reliability result
Reading	Multiple	Acceptable
	Essay	Low
Listening	Multiple	Low/Negative
	Essay	Low
Speaking	Multiple	Moderate
	Essay	Low
Writing	Multiple	High
	Essay	High

Reliability in assessment refers to the consistency of test results across different conditions, ensuring that scores accurately reflect students' abilities without being influenced by unrelated factors (Brown, 2004). This study used the Split-Half Method for multiple-choice items and Cronbach's Alpha for essay items to measure the internal consistency of the English assessments for reading, listening, writing, and speaking.

For the reading assessment, the multiple-choice test reached an acceptable level of reliability, indicating that the test items measured reading comprehension consistently across students. However, the essay section showed low reliability, which may reflect inconsistencies in how students interpreted the questions or how the rubric was applied during scoring. This finding suggests the need to review the clarity of prompts and to strengthen rubric consistency to improve reliability.

In the listening assessment, the multiple-choice section showed low to negative reliability, indicating that the items did not consistently capture students' listening skills. This result highlights the need for item revisions to align better with students' levels and the intended listening outcomes. The essay section also indicated low reliability, suggesting that clearer instructions and improved rubric application are needed to support consistent scoring for listening assessments.

The writing assessment produced moderate reliability in the multiple-choice section, indicating a fair level of consistency in measuring students' understanding of writing-related concepts. The essay section, however, showed low reliability, which points to variations in scoring across criteria such as organization, grammar, and vocabulary. To address this, rubric indicators should be clarified, and scorers should be trained to apply the rubric consistently.

The speaking assessment demonstrated high reliability in both the multiple-choice and essay sections. The consistent results in the multiple-choice section show that the items effectively assessed knowledge related to speaking, while the essay section's high reliability indicates that the rubric used to evaluate fluency, pronunciation, grammar, and vocabulary was clear and consistently applied.

These findings highlight that while multiple-choice tests generally yield more consistent results, essay assessments require clear rubrics and consistent application to maintain reliability. Improving the clarity of prompts and rubric indicators, along with

scorer training, can strengthen the reliability of classroom-based English assessments, supporting accurate and fair measurement of students' skills.

Validity of Test Item

Table 2. Validity's Result

Skill	Type of test	Valid items	Invalid items
Reading	Multiple Choice	12 out of 30	18/30
	Essay	6 out of 15	9/15
Listening	Multiple Choice	3 out of 30	27/30
	Essay	4 out of 4	-
Speaking	Multiple Choice	6 out of 30	24/30
	Essay	5 out of 5	-
Writing	Multiple Choice	6 out of 30	24/30
	Essay	4 out of 5	1/5

The analysis of validity in the English assessments showed varied results across the four skills. In the reading assessment, out of 30 multiple-choice items, 12 were valid while 18 were invalid. For the essay section, 6 out of 15 items were valid, and 9 were invalid. These results indicate that several multiple-choice and essay items did not align well with the reading objectives or students' proficiency levels, pointing to the need for item revision to improve their effectiveness in measuring reading comprehension.

For the listening assessment, only 3 out of 30 multiple-choice items were valid, with 27 categorized as invalid. This low proportion of valid items suggests that many of the test items may not have matched the intended listening skills or were not suitable for the students' levels. In contrast, all 4 essay items were valid, indicating that the essay section was able to capture students' listening comprehension accurately and was effective in assessing this skill area.

In the speaking assessment, 6 out of 30 multiple-choice items were valid, while 24 were invalid, showing that most of the items did not effectively measure speaking-related knowledge. However, all 5 essay items were valid, demonstrating that the essay section successfully assessed fluency, pronunciation, grammar, and vocabulary as targeted.

The writing assessment revealed that 6 out of 30 multiple-choice items were valid, with 24 identified as invalid. This suggests that many multiple-choice items did not adequately capture the constructs related to writing skills. Meanwhile, in the essay section, 4 out of 5 items were valid, with only 1 item invalid, indicating that the essay assessment largely aligned with the writing skills intended to be measured.'

These results indicate that the essay sections across listening, speaking, and writing generally showed strong alignment with the targeted skills, while the multiple-choice sections require careful revision. Many multiple-choice items may need to be redesigned to ensure that they clearly measure the intended learning outcomes and match the students' levels. By addressing these areas, the validity of English language assessments in the classroom can be strengthened, ensuring that they accurately reflect

students' abilities and provide useful data to support the learning process.

Authenticity of Tasks

Authenticity in language assessment, as stated by Bachman and Palmer (1996) and Brown (2004), refers to the extent to which test tasks reflect real-life language use, allowing students to engage with language meaningfully in contexts relevant to their daily and academic lives. Authentic assessments help students connect classroom learning with practical communication needs, supporting both language development and functional use.

In this study, the reading assessment was designed using texts and themes from the *English for Nusantara* textbook that align with students' daily experiences, such as introducing themselves, describing routines, and discussing school activities. Tasks required students to identify main ideas and specific details, mirroring real-life reading situations and promoting practical reading comprehension skills.

For the listening assessment, audio materials included conversations and announcements reflecting everyday contexts like classroom interactions and discussions about hobbies and routines. Students practiced extracting key information and understanding spoken English as used in real-life situations, ensuring that listening tasks were meaningful and applicable to their communication needs.

The writing assessment required students to compose a personal narrative introducing themselves, including information about their hobbies, preferences, and personal details. This mirrors real-life tasks where individuals introduce themselves in social or academic settings, allowing students to practice organizing and expressing ideas clearly in writing for authentic purposes.

In the speaking assessment, students engaged in self-introduction activities and dialogues using polite expressions common in daily conversations. This encouraged the use of English naturally while developing fluency, pronunciation, and vocabulary in realistic speaking situations, such as meeting new people or participating in classroom discussions.

Through these assessments, authenticity was integrated by connecting test tasks with the students' actual language use in their environments. This supports meaningful learning and ensures that English language assessments are not only aligned with curriculum goals but also prepare students to use English confidently and effectively in real-world contexts.

Washback Effect of the Assessment

Washback refers to how assessments influence students' learning behaviors, motivation, and classroom participation, while also affecting teaching practices (Brown, 2004; Bachman & Palmer, 1996). Understanding washback helps ensure that assessments support learning and foster positive classroom dynamics.

In this study, the reading, listening, writing, and speaking assessments in both multiple-choice and essay formats generally demonstrated positive washback. Students actively engaged in learning by asking questions about vocabulary and grammar and applying comprehension strategies during the reading and listening tests. The speaking and writing assessments provided opportunities for meaningful language production, helping students build confidence in using English. Many students showed excitement

when answering correctly and supported peers in understanding the material, reflecting a collaborative learning environment. The use of topics from the *English for Nusantara* curriculum, closely tied to students' real-life contexts, increased motivation and participation during assessments.

The assessments were conducted in a supportive classroom atmosphere that encouraged students to feel confident and motivated, with some students maintaining communication with the teacher afterward, reflecting strengthened interest in learning English.

Negative washback was minimal but noted. Some students felt nervous during speaking assessments or hesitant in writing due to limited vocabulary or fear of making mistakes. A few were unprepared because they had not been informed in advance, leading to reduced participation for some individuals. However, these challenges did not escalate into significant stress, as the assessments emphasized learning and growth over rigid evaluation, helping students gradually build confidence.

From the teacher's perspective, the assessment process also provided practical washback by contributing to professional development. Designing and administering curriculum-aligned tests, analyzing results for validity and reliability, and reflecting on assessment practices strengthened the researcher's readiness to conduct future assessments more effectively. While the tests may not have fully captured every student's ability due to limited time and the researcher's first experience with empirical analysis, the process highlighted the importance of continuous learning for both teacher and students within the assessment cycle.

These results show that the assessments functioned not only as evaluation tools but also as learning opportunities, fostering motivation, confidence, and skill development while strengthening teacher-student interaction in the classroom.

CONCLUSION

This study examined the English language assessments for listening, speaking, reading, and writing skills conducted at SMP Negeri 1 Pematangsiantar using the five principles of effective language assessment: validity, reliability, practicality, authenticity, and washback. The findings showed that the assessments successfully promoted students' active participation and motivation in learning English, providing valuable insights for the teacher candidate to improve instructional practices. Several essay-based tasks demonstrated strong validity, but many multiple-choice items across the four skills showed low validity, indicating the need for revision to better align with learning objectives and student abilities. Reliability analysis revealed that speaking assessments achieved high consistency, while writing assessments were moderately reliable, and reading and listening assessments showed lower reliability, emphasizing the need for further improvement in item quality and scoring consistency.

The assessments were found to be practical within the classroom context, with manageable time, preparation, and cost, although scoring essay tasks required additional effort. Authenticity was reflected in the tasks, particularly in speaking and writing, as students engaged with real-life language contexts, while reading and listening assessments need further refinement to enhance their contextual relevance. Positive washback was evident as students actively prepared for the assessments, showing increased motivation and reflecting the constructive role of assessments in supporting language development. Overall, the study demonstrated that well-designed assessments

can serve as effective tools for measuring and supporting language learning when aligned with the principles of validity, reliability, practicality, authenticity, and washback.

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APPENDIX

Appendix 1 : Test Instrument

Test Instrument for Reading, Listening, Writing, and Speaking Skills are provided in the following Google Drive link for practical access :

<https://drive.google.com/drive/folders/1nMGuERUyWayTZ0e8usuX9adVr0GioXSi>

Appendix 2 : Validity and Reliability Calculation Tables

Validity and Reliability Calculation Tables are provided in the following Google Drive link for practical access

<https://drive.google.com/drive/folders/1nZBF1z7EJBLBVaEGZt7LvHZR3efSIHNs>