Kun Aniroh

ESP IN PRACTICE:
DESIGNING READING TEST
FOR HOTEL STUDENTS

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This work is solely my own responsibility for the mistakes, errors and inadequacies. Critiscism and feedback will be most welcome.

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Kun Aniroh Muhrofi-Gunadi

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FOREWORD

Quality assurance in education it its most genuine sense should take place nowhere but in its very habitat: the classroom practice. Whatever innovative educational reform programs introduced to classroom practitioners seems to have no substantial effect on attempts made to change classroom culture for quality improvement in education if classroom practitioners were not aware of what and for what they are to perform professionally in the classroom. As the critical agent of culture change in the classroom, teachers need to be professionally and adequately equipped with up-to-date knowledge and skills in assessing whatever products resulted from their instruction. One is knowledge and skills in testing and interpreting the learning outcomes.

It is under such a vision that the present final project is accomplished. The report is written in 5 (five) chapters. Chapter I introduces the context for accomplishing the final project. Chapter II lays both theoretical and conceptual foundations of aspects related to reading and language testing. Chapter III describes the procedures undertaken to carry out the test validation. Chapter IV reports all accounts pertaining to validation. Chapter V concludes the conduct of validation and recommends further actions needing to be taken in conjunction with the findings of the final project.

A lot is learned from accomplishing this final assignment. We can reflect vividly what and how we, classroom practitioners like an amateur, have tested and evaluated our students with our own-made 'invalidated' tests so far. Quality assurance in education should accordingly emanate from quality classroom practices: from quality tests made by reflective teachers. Not others. So, start small, Begin now, Assess and Evaluate!

Malang, 24 June 2018
The Writer,

Kun Aniroh

This book is designed for the advanced students of English Department, English instructors and those who are interested in test of English for specific purpose. It is designed based on the principles of language testing with the content of hotel and tourism matters. In designing summative test for the needs of students' quizz, middle or final test, teacher made test is usually lack of implementing the test principles. This does not mean that in the teacher made test there should be an 'ideal made test' but rather to learn of how to make 'ideal test' and can be practiced for the broader needs such as students' entrance test, staffs' selection and recruitment test and other crucial need test in an institution.

Theoritical overview of basic concept of reading, taxonomy of reading, assessment, format, requirement of a good test is provided which enrichs the reader in comprehending the theory of reading comprehension and reading test. The procedure for test development deals with purpose of testing reading, test content specification, text selection, scoring grid, test item moderation and test item revision.

Try out and result which discuss analysis of try out test, item analysis, test validity and practicality are also presented. To provide the readers with the procedure of the test the readersare equipped with text selection, pilot testing, scoring grid, scoring grid, students' feedback and the result of factor analysis.

ABOUT THE WRITER

Dr.Kun Aniroh, SST.Par.,MM,.MP.d is a lecturer at Diploma Tourism Program, Universitas Merdeka Malang, Indonesia. Her education backgrounds are English, human resources and tourism management and got the doctorate degree of English education of Universitas Negeri Malang. Her teaching and research interests focus on TEFL, ESP, materials development and tourism destination management. She has written a number of articles in journals and proceedings and had written two books ESP Materials Development: Theory and Practice and English for Hotel Management.

In 2004, she had the opportunity to attend fellowship program in Belgium and Germany, in 2006 attended Ecotourism short course in Japan, and in 2010 was a visiting lecturer at English Education of Kyungpook National University and at English and International Tourism Department of Gyeongju University, Korea. In 2012 she was a visiting lecturer at the Faculty of Business and Tourism at Universiti Malaysia Kelantan and in 2016 she was invited by the Consulate General of Indonesia in Perth, Australia to share about social community development.

She was the volunteer of The Indonesian Foundation for Intercultural Learning (2002-2017) and was a member of board of advisor of AIESEC (2008-2017) of Brawijaya University, Malang.

She has been invited to be a resource person in talkshow, conference and seminars by some organizations discussing English teaching, tourism issues, research and social activities.She is the founder of PINOKI, a foundation of study club, English and Quranic study for kids,boarding house, syaria cooperative for villagers and ecotourism in the village of Klandungan, Landungsari, Malang.

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INTRODUCTION

1.1   Background

The teaching of Reading Comprehension at Diploma III in Tourism Program is still posed with several technical and non technical challenges. This is partly, it should be genuinely admitted, due to lack of quality resources such as human resources as well as instructional materials to be taught to students either at lower level and higher level. At both levels, for instance the reading materials for students of tourism program are limited to the old materials and some selected materials prepared by the teachers without conducting careful need analysis. Consequently the teaching learning process of reading comprehension does not give satisfactory results as shown by their achievement (Official Documents on Students' Achievement Results, 2004). An attempt has been made so far by the English teachers at Diploma III in Tourism Program and the subject specialists to bridge this by compromising some topics to be taught and by teaching English while students have practice on some subject skills, but again this does not give satisfactory output yet.

ESP reading skills actually place a strategic position in tourism industry, in particular for those at the managerial levels. This means that students who have good reading comprehension skill wills have good position in their future career. Reading comprehension is needed at all departments in hotel and tours and travel but high level of reading is mostly needed at the 'back office' which needs careful analysis and critical thinking on the part of the students. Back office is a department such as front office, marketing, human resources at the hotel, and marketing, ticketing and tour department at tours and travel. As a consequence, those who want to have a good career at tourism industry should have high level of reading.

Since the position of Reading Comprehension is crucial in tourism industry, it is hoped that not only teaching Iearning processes which should be taken into consideration, but also the testing. A good test can have a good impact on teaching learning process, materials and the objective of testing (Bachman, 1990:283; Hughes, 2003:1-2; Brown, 2004:26). Brown (2004:26) even suggests that teaching learning process starts from testing. By so doing the direction of teaching is clear, and the students know what they should do at the end of the lesson or the semester. A good test can also be the source of learning for the students. From the result of the test they can improve their mistakes they have made, so they will not make the same mistakes.

A formative of ESP Reading Comprehension test here is proposed for the sake of practicality. First, it is because the test is conducted while an instructional program is going on. The item coverage is limited to what has already been given in the program. This is done to see whether the program is running in line with its plans. Improvement may be set up if the program goes beyond the plans. Second, the ESP Reading Comprehension Test is specific, usually contrasted with a language test in general the purpose of which is broadly defined. A language test in Language for specific Purpose Testing (LSP) such as the ESP Reading Comprehension Test has the authenticity of task and the interaction between language knowledge and specific purpose content knowledge (Douglas, 2000:2).

1.2   Rationale for Reading Skill Instruction

The kind of English taught to students at Diploma III Tourism Program so far has been English for Specific Purposes, particularly the kind of English that is concerned with tourism industries. The reason for equipping the students with ESP of tourism industries is that by the end of their study the students are expected to have been functionally capable in using English for their prospective professions in tourism industries. For the purpose, English is allocated for 16 credits, which is distributed into courses. These courses are Communicative English and Professional English. These courses have objectives different emphases. The former focuses on the mastery of listening and speaking skills whereas the latter puts a more emphasis on reading and writing skills. To evaluate the students' achievement in Communicative English(Speaking) and Professional English(Reading), teacher-made versions of test have been employed. Normally, the tests are developed by the lecturers responsible for the corresponding courses. The test items are developed based on instructional materials outlined in the syllabus; no test content specification has been developed so far as the basis of writing test items. Similarly, there has been no initial trial to be applied to examine empirically the quality of the items and the test in terms of item analyses, reliability and validity aspects of the tests. Thus, the tests are basically intuitions of the lecturers. As such, the quality of the tests is open to questions and so is the interpretation of the scores. Considering the important role of tests in measuring the students' genuine English skills, there is a need to examine more closely the quality of the tests as used in Diploma III Tourism Program.

1.3   **Challenges and Constraints**

The challenges and constraints meant in this context refer to external and internal factors. In external terms, the Language for Specific Purpose (henceforth LSP) Test is relatively new. LSP Test was introduced in 1975 by the British Medical Council for the purpose of evaluating the professional and language abilities of physicians trained outside UK applying for temporary registration to practice medicine in Britain (Douglas, 2000:3). Therefore, if the test has not been well established, it is quite acceptable. An LSP test covers many kinds of field in which each field has its own characteristics in language and content. For this reason it is not easy to standardize an LSP Test. An LSP Test in Tourism which is commonly used is not standardized in the sense that every industry has its own standard when the industry wants to recruit new staffs. This becomes a challenge as well as a constraint for tourism colleges. This means that English teachers are demanded to master many kinds of genre, language and content in Tourism.

Internal challenges and constraints are also observed. The test of reading comprehension is one of the tests used in Diploma III Tourism Program. The reading skills are considered more strategic particularly in equipping the students in Professional English because these students are projected to be able to function more as supervisors or middle managers where reading skills are required. The internal challenges and constraints seem to be highly technical. There has been absence of assuring test quality.

Considering the absence of systematic attempts in the test development in Diploma III Tourism in general as well as the important role of reading tests in Professional English, there is a strong call for a more systematic endeavor to develop such reading tests. This includes the process from establishing the test content specification of the intended reading tests, the writing of test items based on the test content specification, the trial or validation of the test to examine the quality of the items that covers discrimination power, level of difficulty as well as effectiveness of distracters, the reliability and the validity of the reading test.

1.4   **Objectives of the Final Project**

The reading comprehension test to be developed is intended for the fifth semester of Hotel Department students, Diploma III in Tourism Study Program, Merdeka University Malang. As has been described in the previous section, simply no quality assurance has been established and exercised in all lecturer-made tests in Diploma III in Tourism Study Program, Merdeka University Malang. As a result, these tests are questionable in terms of their

characteristics such as level of difficulty, discrimination, reliability, and validity. Considering that tests conceptually are to have sequential effects (Brown, 2004:26), be it on lecturers' teaching and students' learning, letting the tests be administered lacking of validation seems to be not desirable if quality learning output is expected. This disadvantaging situation certainly needs to be avoided at all points. Therefore, a fundamental change in practice needs to be initiated immediately.

The aim of the final project is mainly two folds: to develop an LSP Test of reading comprehension using correct principles of test, and then to conduct validation on the reading test to be developed. The test quality to be examined include item characteristics, test reliability, and test validity with their specific dimensions such as item level difficulty, item discrimination, internal consistency, face validity, content validity, concurrent validity, and construct validity as well as test practicality.