



# Developing Writing Test EPTIC (English Proficiency Test for Islamic Community) Based on Islamic Content

Elfi<sup>1</sup>, Reni Susanti<sup>2</sup>

[elfi@iainbatusangkar.ac.id](mailto:elfi@iainbatusangkar.ac.id)

<sup>1,2</sup>*Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Batu Sangkar West Sumatera*

## Abstract

The problem discussed in this study is that there is no writing test based on Islamic values. The purpose of this study was to determine the analysis of student needs for the EPTIC (English Proficiency Test for Islamic Community) writing test, and to develop a writing test based on Islamic values (Writing test EPTIC). This research is a development research (R & D). Informants from this study were English Education students in the 5th semester of the 2019/2020 academic year, totalling 45 people. The informant selection technique is total sampling. The instrument used is a questionnaire to determine the analysis of student needs for the EPTIC writing test. The research procedure used is the ADDIE model, which is to analyse, design and develop an EPTIC writing test product based on Islamic values. Furthermore, to analyse the data, the researcher uses the theory of Miles and Huberman (1994) by reducing the data, presenting the data, and verifying the data and draw a conclusion. To validate the product, the researcher used a validation sheet from riduan theory (2007) which consisted of five categories, namely very valid, valid, less valid, invalid, and very invalid. The results showed that, 90.9% of students needed an EPTIC writing test based on Islamic values. After being validated by the validator, the EPTIC writing test based on Islamic values developed was very valid with a score of 93.13.

**Keywords:** Writing Test EPTIC, Islamic Content, English proficiency test

## Introduction

English proficiency Test is English standardise Test for global assessment of English ability. Furthermore Writing proficiency Test is a standardized test for global assessment of fuctional writing ability in English. There are many kinds of English proficiency tes such as : TOEFL and ELTS. According to Brown (2004:70) English profficiency test is a test that can evaluate and assest English skill of the people who are not native in English. In short, English proficiency test is standardized test to

assess English skill such as listening, speaking, reading and writing.

Brown (2010:11) states that Aptitude tests traditionally consist of standardized multiple-choice questions about grammar, vocabulary, reading comprehension, and listening comprehension. For example, many commercially produced proficiency tests include an English test as a foreign language (TOEFL test), both written samples and oral production performance. He also explains that efficiency testing is almost comprehensive and normative. The central issue in assessing competencies is how the components of language ability are specified. The tasks that a candidate must perform must be a legitimate example of using English in a defined context.

English Proficiency Test is English standardise Test for global assessment of English ability. Furthermore Writing proficiency Test is a standardized test for global assessment of functional writing ability in English. There are many kinds of English proficiency tests such as : TOEFL and ELTS. According to Brown (204:70) English proficiency test is a test that can evaluate and assess English skill of the people who are not native in English. In short, English proficiency test is standardized test to assess English skill such as listening, speaking, reading and writing.

Test of language ability presupposes a comprehensive definition of the specific competences that comprises overall language ability. They also affect and are affected by instructional goals (Alderson:2005). The specifications for the TOEFL Test provided an illustration of an operational definition of ability for assessment purposes.

Swain (1990) in Brown (2010) explains that performance assessments provides a multidimensional view by referencing three linguistic features (grammar, discourse, sociolinguistics) that can be assessed through verbal, multi-limb selection, and written responses. In addition, Brown (2010) Lowe (1988) presents the definition and conceptualization of capabilities proposed by the ACTFL Society. The ACTFL has a holistic and more unified view of competencies when describing the four levels of Advanced, Advanced, Intermediate and Beginner. At each level, listening, speaking, reading, and writing instructions are provided as evaluation guidelines.

Bachman (1990) in Brown (2010) suggests a communicative definition of ability that Recognize dynamic interactions between situations, language users, and discourse. In this case, communication is more than just communication. In addition, he suggested that the ACTFL model may be able to provide a single global assessment of general language proficiency. for a test taker, mask the dynamic nature of communicative language ability. It infers standardized proficiency test have to test all off skill holistically based on each level that should be dynamic.

The students in the university level have to follow TOEFL or IELTS test when

they graduate their study. Most of students especially Islamic university students got problem to get the highest score of TOEFL and IELTS since most of the contents of the test are not suitable with their background of knowledge. Most of them got low score of the test and get difficulties to answer the questions in the test.

Many researches finding gives alternative solution to the problems by developing English proficiency Test based on Islamic content for Islamic University students. Irwan (2016) conducted a research about developing TOEFL-Reading based on Islamic content. This research have been develop sets of reading test for Islamic university student. Then, Elfi (2017) have been conducted a research) under the title “ *Pengembangan Test Listening EPTIC ( English Proficiency Test for Islamic Community) Berbasis nilai Keislaman*. The product of this research is one package of listening test based on Islamic content. This test can be used if all of the skill of test is designed by using Islamic content. So that, to complete the set of English proficiency test for another skill, It is needed to conduct the research about developing writing test based on Islamic content that is called Writing -EPTIC (English proficiency Test for Islamic Communities).the purpose of this research are to develop Writing Test EPTIC (English Proficiency Test for Islamic Community) based on Islamic Content.

### **Literature Review**

Heaton (1988: 135) says that the writing abilities are complicated and every so often hard to teach, requiring mastery now no longer simplest of grammatical and rhetorical gadgets however additionally of conceptual and judgmental elements. There are evaluation tries to institution many and sundry abilities vital for writing desirable prose into 5 standard additives or essential areas. They are: (1) language use – the cappotential to write down accurate and suitable sentences; (2) mechanical abilities – the cappotential to apply punctuation and spelling correctly; (3) remedy of content – the cappotential to suppose creatively and broaden thoughts; (4) stylistic abilities – the cappotential to govern sentences and paragraphs and use language effectively, and (5) judgment abilities – the cappotential to write down in the best way for a selected cause with precise target target market in mind, collectively with an cappotential to select, prepare and order applicable information.

Brown (2010: 262) states that there are two writing skills that learners should acquire. The first is micro skills. Applicable micro skills are suitable for imitation and intensive types of writing tasks. The second skill is the macro skill. Macro skills are essential for successfully mastering large, responsive writing. Macro competence includes several criteria: 1) the use of rhetorical and customary forms of written discourse, and 2) proper communication of written texts in a formal and purposeful manner. , 3) Communicate ideas, new information, given information, generalizations and illustrations, 4) literal meaning of the text, as guiding ideas to mediate connections and connections between them and convey such relationships.

Strategies such as 5) correctly communicating culture-specific references in the context of written text, 6) developing and using battery lighting, etc.

Brown (2010: 263) states that learners need basic training and evaluation of imitation writing, and the basics of letter, word, and simple sentence formation. There are two parts to the design of the imitation writing task evaluation. First, (Handwriting) Write letters, words and punctuation tasks. Second, recognition of spelling tasks and Phoneme Grapheme support. This type of task is popular for assessing your ability to spell words correctly and process phonological correspondence. The types of this task are: 1) Spell test. It means that the teacher dictates a brief list of words one word at a time, then dictates the words in a sentence that is repeated again, and the candidate pauses writing the words. Teachers can help control hearing errors by selecting words that they have heard before in class. 2) Image-based tasks. This task displays an image that focuses on familiar words whose spelling may be unpredictable. Items are selected based on the purpose of the evaluation, 3) multiple-choice method. Presenting words or phrases in the form of multiple-choice items risks entering the realm of reading comprehension assessment, but if the item has subsequent writing components, they act as a formative enhancement of spelling rules. increase. 4) Phonetic symbol matching. Phonetic symbols are used to spell words correctly in alphabetical order.

Brown (2010: 267), in contrast to actual writing, this level is display writing, producing a language for students to demonstrate their abilities in grammar, vocabulary, or sentence formation, not necessarily a genuine purpose. It suggests that you don't have to convey the meaning for.

According to Brown (2010: 273), responsive writing involves students responding to prompts and tasks. Freed from tight control and intensive writing, learners can exercise different options in vocabulary, grammar, and discourse choices, but with some restrictions and conditions. Commonly featured text genres: brief reports, responses to reading articles or stories, article or story summaries, short stories or explanations, graphs, tables, and chart interpretations.

The writer engages in writing and actual writing, not display writing. Responsive and widespread lighting assignments are subject to some classic and well-discussed evaluation questions that have a flavor that is significantly different from bottom lighting production. 1) Reliability. Assessments are usually formative rather than comprehensive, and positive feedback is more important than practicality or reliability. 2) Evaluation. In evaluation, not only the format but also the function of the text is important. 3 hours. Responsive writing, along with rich writing, relies on the design process essential for its ultimate success.

Brown (2010: 276) states that there are several ways to design responsive and rich writing. The first is paraphrase. It means saying something in your own words.

You can avoid plagiarism and provide certain types of representation. Grading is based on how candidates convey the same or similar messages, with idioms, grammar, and vocabulary acting as secondary assessments. The second is a guided question and answer. This means that the test administrator asks a series of questions and acts as an overview of the resulting text. The third is heel construction work. The fourth is a strategic option. The fifth is the Standardized Test (TWE) for Responsive Lighting. TWE (Writing English Test) is a standardized test of writing ability and has earned a reputation as a recognized measure of written English. In addition, TWE is a timed ad hoc test that takes less than 30 minutes and cannot be prepared in advance. Try the TWE topic. As some say, the best preparation for life is to learn to work and collaborate with others.

There are 6 steps to maximize your success with TWE:(1) Carefully identify the topic (2) Plan supporting ideas, (3) In the introductory paragraph, repeat the topic and show the org chart, (4) Write an effective supplementary paragraph. 5. Repeat your position and summarize in the last paragraph (6) Edit the sentence pattern and rhetorical expression. (Evaluation guide p. 239)

There are three main approaches to assessing writing performance: holistic, key features, and analytical. The first method is overall scoring. An overall rating means that a single score is assigned to the essay. The second method is the evaluation of key characteristics. It means that achieving the main purpose or feature of the essay is the only factor evaluated. The third method is analytical scoring. The written text is divided into several subcategories (organization, grammar), each subcategory is defined to receive an individual assessment, and the assessment of learning in the classroom is best achieved by analytical assessment. Brown and Bailey (1984) of Brown (2010) designed an analytical rating scale that specifies five major categories from "unacceptable" to "excellent" and five different levels in each category. There are five categories of this method: composition, logical development of ideas, grammar, punctuation / spelling / mechanism, style and quality of expression.

According to Brown (2010), there are two ways to deal with long sentences. The first is to evaluate the early stages of the configuration process. There are several criteria for this style. These are: a) focus primarily on meaning, key ideas, and organization, b) comment on introductory paragraphs, c) create general comments that clarify the organization's key ideas, logic, or adequacy. le) grammatical and lexical errors that ignore miners, etc.

According to Heaton (1988: 136), composition is an attempt to determine the type of composition that students face on a daily basis. There are many different ways to write an essay. a) Short articles, b) Regular and informal letters, c) Instructions, d) Arithmetic experiments, e) Diaries, f) Journal creation.

Successful applicants must have passed an exam aimed at testing whether they can choose the next typeface. For beginner it needs ability to create using grammar

and vocabulary errors, easy-to-read and easy-to-understand sentences, and simple, uncomplicated sentences. For Intermediate It needs corrects grammar, vocabulary, and spelling, but there may be some mistakes that do not impair communication.

Handwritten is generally easy to read and the wording is clear and appropriate. Use the appropriate range of speech. Consistently link topics and points. 3. Advanced level: Very high standards of grammar, vocabulary and spelling. Limiting the range of handwritten languages that are easy to read without being unconscious Candidates can use them accurately and appropriately: The ability to create organized and consistent sentences shows that they are quite sophisticated.

According to Heaton (1988: 138). There are several types of situations for use in the letter testing according to the activity schedule. (1) Fill the behavior of the empty time. Then use the information of the diary to write a letter to a friend, and (2) conditional questions, (3) type, the type of condition, (3) make the reaction in the formula or informal letter (4 ) conversation table Table included in information is also useful for contextual configuration configuration. (5) It is useful because students sent to a simple graph or histogram are generally readable because they can generally be read. (6) photos and charts as incentives that describe objects, people, places and processes that can be used in advantages

The main objection to including configuration questions as part of the test is generally based on reasons for lack of reliability. Unreliability means that each marker has a different score due to different perspectives. According to Heaton (1988: 144), examiners give grades for what students write. What do they think what the students write means? Handwritten and general appearance of what the students wrote. Student prior knowledge. Writing is still widely used as a means of measuring writing skills because it helps improve writing skills and expresses them in words. This is an essential skill for communication in real life. Assessing oral production, banding systems designed for specific student groups at a particular level are far superior to scales created for proficiency testing conducted on a national or international basis.

## **Method**

The nature of this study was research and development (R&D). This study focused on the development of writing tests: EPTIC (English Test for the Islamic Community) based on Islamic content. Sukmadinata (2006: 164) claims that developmental research involves processing or steps in the design of new products or the development of previous products. The steps or processes begin with investigating needs analysis, investigating problems, and discovering solutions. Developmental research may be viewed as a systematic study of the design, development, and evaluation of educational programs, processes, and products to

achieve consistency and effectiveness. This study used the ADDIE model developed by Branch (1997). ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. ADDIE is an educational model for developing new products. The phases to be implemented consist of five phases: both current and goal needs analysis, appropriate product design, new product development through expert interviews, new product implementation, and feasibility acquisition. I did. New product from the teacher.

This research was a research and development (R and D) which used ADDIE design model. There were five phases conducted namely: analyze, design, develop, implement and evaluate. Firstly, researchers analyzed needs analysis from the students by giving questionnaire. Then, information from the questionnaire would be source of data in order to design a developed model of writing test: EPTIC based on Islamic content. Then, researchers developed the model, they also need experts' judgment to validate the new model. Finally, they need perception from the students and lecturer on feasibility of developed writing tes: EPTIC

There were three phases have been conducted in this research. It was started by analyzing the need analysis on listening module and was ended by evaluating the new model through perception of the users. Completely, those phases was presented as follows:

### **1. Analyzing**

In this phase, the researchers analyzed kinds of what meets with instructional curriculum and objectives. Since IAIN Batusangkar used KKNi curriculum, surely researcher linked the models to objectives of Writing skill. Researchers distributed questionnaire to English department students who have finished taking all of writing subject The questionnaire have been distributed to the students in order to obtain information on need analysis of writing test-EPTIC based on Islamic content.

### **2. Designing**

After getting clear information from need analysis, researcher then designed appropriate writing test-EPTIC based on islamic content for the students. The researchers designed the test that meet and match with needs analysis and standard of basic competency for writing skill. The researcher used indicator of writing skill suggest by Cullen at all ( 2015) The indicator of writil test are:

1. Describing a chart, table or graph
  - a. Understanding chart,tables, or graph
  - b. More complex charts
  - c. Improving students task achievement score

2. Comparing and contrasting graph and tables
  - a. Avoiding repetition
  - b. Comparing and contrasting data
  - c. Grammatical accuracy-describing numbers and figures accurately
3. Describing diagrams
  - a. Understanding diagrams
  - b. Describing a process – coherence and cohesion
  - c. Lexical resource –being accurate
4. Describing maps
  - a. describing a map
  - b. Describing changes in a place
  - c. Grammatical accuracy
5. writing a letter
6. getting ready to write
  - a. planning and organising ideas
  - b. getting started – writing an introduction
7. expressing ideas clearly
  - a. linking ideas – cohesion
  - b. lexical resource – avoiding repetition
  - c. expressing a personal view
8. checking and correcting
  - a. developing idea clearly
  - b. grammatical accuracy

Then the researcher designed test format, test specification, question guidelines and test rubric. The researcher also designed islamic topics based on students need analysis.

### **3. Developing**

In this phase, the researchers developed writing test: EPTIC based on islamic content. In particular, they developed the module that appropriately match and meet with students' need. The test was validated by the experts in order to get validation. On this case, they need judgment from validators who are experts on assessment especially writing skill. After getting judgment from the experts, they revised the test in order to get better result of writing test.



## **1. Respondents of the Research**

Respondents plays important role in conducting a research. They were the source of information for researcher. The respondents of this research were the English department students who have finished taking all of writing subject They have been choosen as respondents by total sampling technique where all of the students have been selected as respondents of the research.

## **2. Instrumentation of the Research**

There are two kinds of instruments utilize for obtaining the data namely: questionnaire sheet, and validation checklist. First of all, questionnaire is an instrument for getting primary information in order to know needs analysis. On this case, the researcher developed questionnaire by considering need analysis of students at IAIN Batusangkar. There are four steps that have been conducted by the researchers in designing the questionnaire. First, they designed blue print and first draft of questionnaire. Second, researcher did a discussion with the expert in order to validate the questionnaire sheet. Third, after getting some contributions from expert, they revised the questionnaire. Fourth, distribute the questionnaire to the students.

Next, validation checklist has been used to validate the development of writing test module. In this case, the researchers invited experts to give validation on construct validity of writing test-EPTIC based on Islamic content. Validation checklist comprised several items that related to construct validity of the test. It has function to find out whether the test valid or invalid. Validators had responsibility to check items by items in order to give correction, revision even addition. By this way, the expert finally stated conclusion, the instrument have been accepted by few revisions. The last instrument was practicality checklist. It has been used in order to check the feasibility of writing test-EPTIC based on Islamic content development. The researcher stated several points that related to practicality of the product to the users in checking their perceptions. On this case, the user English department students at IAIN Batusangkar who have taken all writing subject.

## **3. Type of Data**

There were some types of data have been obtained within this research, they were as follows: (1) Analyzing, types of data in this phase was students' responses from the questionnaire. (2) Designing, in the designing phase, the data have been obtained through questionnaire. (3) Developing, In the developing phase, the data have been obtained through validation checklist by the experts.

#### 4. Technique of Data Analysis

The data on instruments have been analyzed quantitatively and qualitatively. Quantitative data, data from questionnaire sheet of practicality and validation checklist, have been analyzed by using descriptive statistics to get the average and percentage result. Conversely, qualitative data, on this case questionnaire for need analysis, have been analyzed by using data reduction. The techniques can be shown as follows:

1. Questionnaire of needs analysis have been analyzed by using Miles and Huberman theory. There are: data reduction, data display, and conclusion
2. Product validity, in this case validation from the expert have been analyzed by using validation checklist. According to Riduan (2007:88) there were five categories of product validity. The lowest criteria were categorized into very invalid, which meant the product could not totally be applied. Meanwhile, the highest score was categorized into very valid, which meant the product valid and applicable.

### Results

#### 1. Analyzing Need Analysis of Students toward Writing Test EPTIC based on Islamic Content

Based on the data from questionnaire, the students' need analysis toward Writing Test EPTIC based on Islamic Content. The result can be seen as follows:

- a. All of students have followed IELTS preparation test. all of despondences (100 %) have followed writing IELTS preparation test. It means, they have known writing international standard test such IELTS.
- a. the students got problems in writing IELTS test. most of students (25 %) got problem with vocabulary mastery, grammar problem and still get problem with text type.
- b. most of students (68.2%) who said that the topic that was given in IELTS test related with their knowledge. It means that not all the topic discussed in IELTS writing test related to students background knowledge.
- c. most of students (54.5%) said that the topic in IELTS writing test was difficult.
- d. most of students (95.5%) said that table, diagram, and other form that that was showed in IELTS writing test help them to get and to develop their ideas in the test.
- e. most of students (90.9%) need writing test based on islamic content.
- f. Students need Islamic topic in writing test based on Islamic content. There were 11 topic proposed by students. Most of them (25.5%) need the

topic about ablution and story, 19% of them need topics about ibadah and thaharah.

- g. The students need table, diagram, and another form to develop ideas in writing test EPTIC
- h. There were 44 topic that needed by student to develop writing test EPTIC.
- i. There were 44 of students need writing test EPTIC

**2. Designing Writing Test EPTIC (English Proficiency Test for Islamic Community) based on Islamic Content**

a. Designing Test Format of Writing Test EPTIC based on Islamic Content

The format of the test are divided into weighting, duration of time, number of test, Rhetorical style and task. The weighting of the test. The weighting was 100 %. The duration of time in this test is 90 minutes. The numbers of the test were 2 questions. The rhetorical style of writing test EPTIC was analytical, descriptive, persuasive and argumentatif. Then, the researchers also design the test with possible genres such as procedure text, hortatory exposition text, explanation text, descriptive text, report text, discussion text, spoof text,, narrative text, and recount text. Then, the researcher designed the task. There were two question in the task. The first question asked students to interpret of information based on specific stimuly provided (no less than 150 words), and question asked students to do extended writing based on a given topic (no less than 350 words).

b. Designing Test Specification of Writing test EPTIC based on Islamic Content

The next step of designing test was designing test specification of writing tes EPTIC based on islamic content. This test assests students' ability to write various types of text covering a range of rhetorical styles. The assesment covers assessment components and writing skill. To make it clear, it can be described in the table belows :

**Table 1**  
**Test Specification of Writing Test EPTIC based on Islamic Content**

| No | Assesment Component | Writing Skill                             |
|----|---------------------|---|
| 1  | Accuracy            | 1. Using correct spelling and mechanics   |
|    |                     | 2. Using correct grammar                  |
|    |                     | 3. Using correct sentence structures      |
| 2  | Appropriacy         | 1. Using varied vocabulary and expression |
|    |                     | 2. Using clear varied sentences           |

|   |                           |   |
|---|---------------------------|---|
|   |                           | 3. Using language appropriate for the intended purpose and audience       |
|   |                           | 4. Observing conventions appropriate to a specific situation or text type |
| 3 | Coherence and cohesion    | 1. Developing and organizing ideas  |
|   |                           | 2. Using clear varied sentences   |
|   |                           | 3. Using anaphora appropriately together with other cohesive devices      |
| 4 | Use of language functions | 1. Defining, describing, explaining                                       |
|   |                           | 2. Comparing and contrasting  |
|   |                           | 3. Classifying  |
|   |                           | 4. Giving reasons   |
|   |                           | 5. Giving opinions  |
|   |                           | 6. Expression relationships   |
|   |                           | 7. Suggestions and recommendations  |
|   |                           | 8. Expressing agreement and disagreement                                  |
|   |                           | 9. Persuading   |
|   |                           | 10. Interpreting information from non linear text                         |
|   |                           | 11. Drawing conclusions   |
|   |                           | 12. Stating and justifying point of view                                  |
|   |                           | 13. Presenting an argument  |

Adapted from MUET (2012)

c. Designing the topic of Writing Test EPTIC based on Islamic Content

To design the topic, the researchers divide the level of the student into two level, they are: intermediate level and advance level. For intermediate level, the topics were disigned based on genre text

**Indicator of Writing Test EPTIC**

| NO. | GENRE OF WRITING     | TOPIC OF EPTIC   |                           |
|-----|----------------------|------------------|---------------------------|
|     |                      | WRITING TASK 1   | WRITING TASK 2            |
| 1.  | Procedure text       | Wudhu (Ablution) | Sholat (prayer)           |
| 2.  | Hortatory exposition | Ramadhan month   | Boarding school education |

|    |                  |                             |                                     |
|----|------------------|-----------------------------|-------------------------------------|
| 3. | Explanation text | Zakat expenditure           | Main angels and their duty          |
| 4. | Descriptive text | Istiqlal Mosque             | Shalat/Prayer                       |
| 5. | Report text      | Privilege of Ramadhan month | Islamic New Year                    |
| 6. | Discussion text  | Muslim's Headscarf          | Birth Control (KB) in Islam         |
| 7. | Spoof text       | Abu Nawas's Story           | Funny experience in lebaran holiday |
| 8. | Narrative text   | The story of Nuh prophet    | The Habil and Qabil story           |
| 9. | Recount text     | Celebrating lebaran day     | The tradition in lebaran day        |

For advance level, The researchers designed the topic of writing EPTIC test based Islamic content focuss to argumentative writing. The test needed more analytical thinking.

### **3. Developing Writing Test EPTIC based on Islamic Content**

The researchers developed the test-based students' need analysis, test format, and topic that have been discussed above. They developed writing test EPTIC for intermediate level. In this level of students, the researcher developed 9 writing test EPTIC with 9 genres of text. the validity score of writing test EPTIC was 93.13 or very valid.

#### **Discussion**

The results of the survey were the student need for a written exam based on Islamic content and the results of the EPTIC written exam based on Islamic content. 10 results of student needs analysis. First, all students have completed the IELTS preparation test. All answers (100%) followed the creation of the

Researchers need to develop products based on the student needs by analyzing the student's product needs. Sukmadinata (2006: 164) suggests that the step or process of developing a product begins with examining needs analysis, then investigating the problem and finding a solution. The test was developed using the academic writing genre. It is related to Brown's theory (2010: 260), which states that academic writing aims to discuss many subjects such as paper and general expert reports, essays, and writing.

Writing Test EPTIC used a highly responsive type of writing performance. Brown (2010: 261) found that in responsive-type assessment tasks, learners manipulated with a limited level of discourse, connecting sentences into one paragraph, and logically connecting two or three paragraphs. It states that the writer need to create a sequence. Pedagogical guidelines, a list of criteria, an

overview, and other guidelines related to the task. This type includes short explanations, explanations, brief reports, laboratory reports, summaries, and short answers for reading and interpreting charts or graphs. At this stage, the learner who is about to get started is exercising his freedom of choice among other forms of expressing his ideas. Second, learners need to learn grammar and focus more on discourse practices that achieve the goals of the written text.

### Conclusion

The Islamic university students, have Islamic background knowledge. They need English proficiency test of writing that is called Writing EPTIC as a writing test to test their writing skill. Writing test -EPTIC is developed the test for intermediate level and advance level. This test have been validated and the result is very valid.

Writing test EPTIC can overcome the problem that is faced by Islamic university students when they follow writing proficiency test in which the test is containing with Islamic content. Hopefully, the Islamic background knowledge that they have will help them to get the higher score of writing proficiency test.

### References

- Brown. (2004) *Language Assessment Principle and Classroom Practice*. New York: Longman.
- Brown. (2010) *Language Assessment Principle and Classroom Practice*. New York: Longman.
- Cullen, Pauline at all. (2015). *The Official Cambridge Guide to IELTS for Academic & General Training*. London: Cambridge University Press
- Elfi. (2017). Pengembangan Test Listening – EPTIC (English Profficiency Test for Islamic Community) Berbasis Nilai Keislaman. *STAIN Batusangkar: Unpublish Research Report*.
- Heaton (1988). *Writing English Language Tes*. London: Longman
- Irwan . (2016). Pengembangan Soal Reading TOEFL Berbasis Teks Keislaman. *STAIN Batusangkar: Unpublish Research Report*
- Riduan. (2007). *Belajar Mudah Penelitian Untuk Dosen, Karyawan dan Peneliti Pemula*. Bandung. Alfabeta
- Sukmadinata, N.S. (2006). *Metode Penelitian Pendidikan*. Bandung: Program Pascasarjana Universitas Pendidikan Indonesia dengan PT Remaja Rosdakarya
- Indonesia Australia Language Foundation.(2007). *ELTIS design document*. Jakarta: Finney,D
- Reid, Joy M.(1993). *Teaching ESL Writing*. United Stated: Prentice Hall Regents
- Weir, Cyril. (1990). *Communicate Language Testing*. London: Prentice Hall