

Exploring Effective Assessment in Students' ESP Writing Skill: A Conceptual Framework

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Abstract

This study explores effective assessment in improving students' English for Specific Purposes (ESP) writing skill. Using the PRISMA systematic literature review research method, this study highlights the important role of assessment in building meaningful language skills in a specific field of study. The assessment of ESP writing skill goes beyond the mechanical aspect, focusing on communicative dimensions such as clarity, cohesion and accuracy in a given context. An ongoing and targeted approach to assessment provides constructive feedback to students, enabling them to improve their writing skill strategically. The alignment between content and language skills emphasizes the importance of accurate assessment in achieving learning objectives and developing effective communication skills. Adopting innovative approaches, such as Virtual Learning Object Development (VLO), illustrates ESP education's potential for technological transformation. A paradigm shift towards appropriate assessment methods, such as authentic and dynamic approaches, promotes contextual learning and holistic development. Challenges in ESP assessment, including context-specific criteria and student barriers, highlight the need for responsive and diverse teaching strategies. By addressing these challenges and adopting appropriate assessment techniques, educators can facilitate students' readiness to meet the communication demands of their field of study, creating success in both academic and professional contexts.

Keywords: Assessment, Students' ESP, Writing skill

Introduction

Writing skill are important in English for Specific Purposes (ESP) because they are essential communicative skills in various professional domains (Alshayban, 2022; Risan et al., 2020). Effective and skilled writing enables individuals to convey messages appropriately and efficiently to their intended audience, demonstrates a deep understanding of the topics discussed, and builds a strong professional image (Politton & Hadiyanti, 2019; Tuan, 2010). Kolomiets and friends (2020) emphasize that good writing skill are indispensable in ESP, given the specific and complex demands of written communication in fields such as business, science, engineering, and other professional sectors. Additionally, Klimova (2012) highlight the importance of writing skill in achieving academic and professional success. In the context of ESP, good writing skill involve organising and conveying information and mastering aspects of language and text structure according to the desired genre and communicative purpose. Therefore,

developing writing skill in the context of ESP needs to be emphasised to prepare individuals to face specific and complex communication demands in the professional world.

In developing English for Specific Purposes (ESP) writing skill, assessment plays an important role as an effective tool for measuring individual progress and success in achieving learning goals (Kostrzytska & Shvets, 2012; Laksmi Rachmawati & Hastari, 2022). Assessing writing skill objectively and consistently allows educators and students to understand the strengths and weaknesses in ESP writing and to plan appropriate corrective actions (Alqurashi, 2022). Research by (Al-Shehri, 2008) emphasizes the importance of structured and consistent assessment in ESP to facilitate effective feedback to learners. Through good assessment, teachers can provide clear guidance on language, structure, content, and genre that need improvement, thus helping students develop their ESP writing skill. Additionally, research by Ozan & Y. Kincal (2018) underscores the importance of continuous formative assessment in helping learners improve their writing skill over time. Hence, effective assessment in developing ESP writing skill is key to enhancing learners' communicative abilities in specific professional contexts.

In assessing English for Specific Purposes (ESP) writing skill, teachers face many challenges. The assessment of ESP writing skill requires a deep understanding of genre, communicative goals, and specific professional contexts. According to research by Sèna (2022), the first challenge is that teachers must develop assessment instruments that measure critical aspects of writing ESP, such as using appropriate language, understanding content, organizing ideas, and using appropriate genres. The second challenge is assessing objectively and consistently to avoid personal bias and ensure the assessment is carried out to a high standard. Research by Alqurashi (2022) also revealed that teachers often face difficulties providing effective and constructive feedback to students to facilitate improvement in their writing skill. Therefore, educators need to address these challenges by developing valid and reliable assessment instruments, considering specific contexts, providing clear feedback, and adopting a student-centred learning approach to promote the advancement of ESP writing skill.

Developing relevant and effective assessment strategies for measuring English for Specific Purposes (ESP) writing skill is crucial. Adequate and accurate assessments give teachers a comprehensive picture of students' ESP writing abilities. Milaningrum and friends' (2018) research emphasizes the need for context-based assessment and authentic assignments in assessing ESP writing skill. In this context, relevant assessment strategies should include evaluation of content understanding, ability to apply appropriate genres and formats, and adaptability to specific professional contexts. In addition, research by Fox & Artemeva (2017) highlights the importance of using clear and transparent grading

rubrics in evaluating writing quality in an ESP context. Thus, developing relevant and effective assessment strategies in measuring ESP writing skill is essential to ensure accurate assessments, provide meaningful feedback, and support learners' communicative development in specific professional contexts.

Using multiple assessment strategies to cover key aspects of English for Specific Purposes (ESP) writing skill provides significant benefits. Research by Agustina (2014) and Marina et al., (2022) highlights that using various assessment instruments, such as rubrics, checklists, and authentic assignments, allows teachers to obtain more comprehensive information about students' ESP writing abilities. Multiple assessment strategies also allow for a more accurate evaluation of critical aspects of ESP writing skill, including appropriate use of language, genre-appropriate text structure, effective organization of ideas, and deep understanding of content. In addition, research by Wanner & Palmer (2018) emphasizes that the use of formative assessment, such as peer assessment or self-assessment, can increase learner involvement and independence in the assessment process and improve their writing skill. By using various assessment strategies, teachers can holistically identify learners' strengths and weaknesses, provide richer feedback, and plan teaching that is more focused on developing ESP writing skill.

From the background described above, the main aim of this research is to explore various effective assessment strategies that can be applied in assessing ESP students' writing skill. In contrast, this research also opens the door to exploring various assessment strategies that have proven successful in measuring ESP writing skill. The results of this research have the potential to provide in-depth insight into approaches that can be applied in ESP learning environments. ESP teachers will be able to gain knowledge of assessment instruments that summarize critical aspects of ESP writing skill, including content understanding, appropriate use of language, appropriate text structure, and application of relevant genres.

Not only that, this research also brings significant benefits in examining various assessment strategies that have proven successful in assessing ESP writing skill. By prioritizing a scientific approach, this research can provide in-depth insight into evaluation methods that can be adopted in ESP learning settings. ESP teachers can take advantage of this research to deepen their knowledge of assessment instruments which cover essential aspects of ESP writing skill, such as understanding content, language mastery, and appropriate text structure, as well as appropriate use of genre.

Therefore, this research not only serves as a valuable guide for ESP educators in developing effective assessment strategies but also as a resource that can enhance student achievement and development in ESP writing skill. By better understanding how

to evaluate ESP writing skill effectively, ESP teachers can maximize their learning potential and help students achieve better results in their professional contexts.

Methodology

The researcher used a research design in the form of a systematic literature review, which aims to identify, evaluate, and analyze relevant and interrelated information in the literature or references (Xiao & Watson, 2019). This systematic literature review aims to provide comprehensive answers to research questions while reducing the bias that may result from single studies and unsystematic reviews (Snyder, 2019). This research emphasizes that a systematic review must have a structured methodology that is clear to the reader to meet specific methodological quality standards (Jesson et al., 2011).

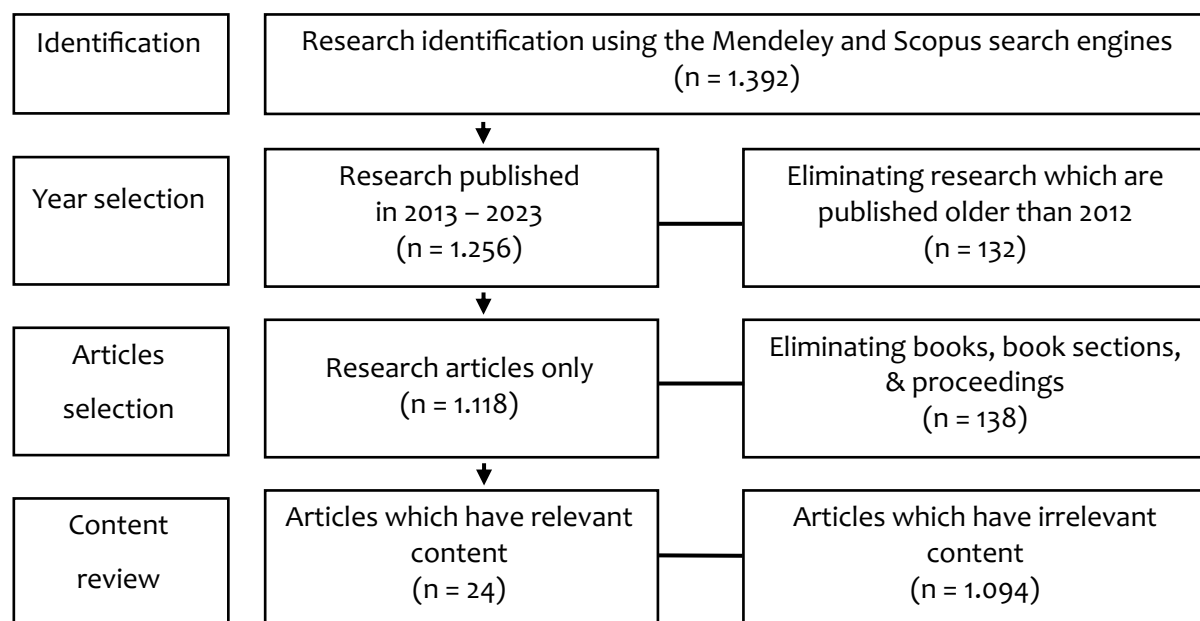
The objects of this research include articles published by various journal publishers. In selecting articles, the authors applied predetermined inclusion and exclusion criteria. To collect articles relevant to specific keywords, namely "ESP Assessment, ESP Student Writing, and ESP Writing Assessment", researcher utilized the Mendeley and Scopus search engines. The methodology follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure that every stage in the research is recorded transparently, from abstract searching to complete article selection. It aims to ensure the success of the article selection process. Therefore, this research is reliable and easily accessible to readers interested. The criteria for selected articles are in Table 1 below (Goldberg et al., 2019).

Table 1 Inclusion and exclusion criteria

No.	Inclusion Criteria	Exclusion Criteria
1	Article published between 2013 and 2023.	Article published before 2013 or after 2023.
2	Articles written in English.	Articles written in a language other than English.
3	Articles published in reputable journals.	Articles published in non-reputable journals.
4	Article accessible (open access).	Article not available in open access.
5	Articles focus on assessing ESP students' writing skill.	Articles may discuss ESP topics in general or other topics in an ESP context without a clear focus.

To carry out comprehensive data analysis related to reading comprehension assessment, researchers began by searching and identifying several related studies. The identification process begins by utilizing the Mendeley and Scopus article search engines to search for relevant sources. Then, the researcher utilized the VOS viewer tool to build and visualize a bibliometric network that includes research titles, related authors, and keywords found through searches in Scopus and Mendeley databases. This approach allows researchers to gain in-depth insight into the reading comprehension assessment framework from multiple perspectives and facilitates more detailed data analysis.

Figure 1 Article selection using the PRISMA framework



In the initial identification stage, researchers collected 842 articles from Mendeley and 550 articles from Scopus, which initially resulted in a large number of 1392 articles that appeared to be related to the research topic. However, to focus the analysis on the most relevant literature and ensure that the information sources used were up to date, the researchers carried out further selection by limiting the period of publications included in the analysis between 2013 and 2023. As a result, the researchers filtered until the remaining 1,256 papers were selected to meet these criteria and ensure that their analysis was based on relevant and up-to-date literature.

Furthermore, to ensure that only the most relevant sources are used in this research, researchers carefully select and exclude books, book chapters, proceedings, and other types of writing that may need to be more suitable. Through this process, 1118 articles were obtained that met strict criteria and were genuinely relevant to the research objectives.

As a final step, the researcher made a final selection by carefully examining the abstracts and research results of each remaining paper. This stage resulted in the discovery of 24 papers that specifically discussed assessing students' writing abilities in the context of English for Specific Purposes (ESP). This entire process reflects the researchers' commitment and thoroughness in identifying and selecting sources that are appropriate to the scope of their research.

Findings

In the context of the research objectives introduced in the background, the researcher now presents the results of the data analysis in detail. In addition to explaining ESP writing skill assessment strategies, in order to support a more comprehensive understanding, researchers also provide essential information related to additional criteria in a systematic literature review. The data we present involves critical elements, namely:

1. the author and relevant research title,
2. the year of publication of the sources and
3. keywords that appear most frequently in the context of this research.

Through this data, readers can gain deeper insight regarding the focus and scope of this research.

Data of author(s) and research title

Table 2 Data of author(s) and research title

No	Author(s)	Research Title
1	Chuenpraphanusorn, T.	An Assessment of the English Language Needs of the Second-Year Undergraduate Hospitality Students of Suan Dusit Rajabhat University, Thailand
2	Didenko, Iryna Zhukova, Nataliia	Teaching Writing and Error Correction in An English for Specific Purposes Classroom in 2014-2020 in Ukraine
3	Dinca, Andreea Chitez, Madalina	Assessing Learners' Academic Phraseology in The Digital Age: A Corpus-Informed Approach to Esp Texts
4	Dursun, Ahmet Morris, Jennifer Ünalı, Aylin	Designing proficiency-oriented performance tasks for the 21st-century workplace written communication: An evidence-centered design approach
5	Fernández David, W.F. Aguilar-Cruz, P.J.	Designing and assessing virtual learning objects to foster english for specific purposes in higher education
6	Hamidou, F.C.L.	Assessing The Writing Skill in An ESP Context: The Case of 1st Year Master Students at The Department of Biology
7	Hartina, St. Syahrir, S.	The Inappropriateness of English for Specific Purposes (ESP) with Learner's Goals: A Need Analysis on Communication and Islamic Broadcasting Program
8	Jitpanich, T. Leong, L.M. Ismail, S.A.M.M.	Assessing the English Writing Needs of Undergraduate Business Administration Students for ESP Writing Course Development: A Case Study in Thailand
9	Laksmi Rachmawati, Dwita Hastari, Sri	Formative Assessment as an Innovative Strategies to Develop ESP Students' Writing skill
10	Mashhady, H.	Assessment of ESP Students ' Writing Performance: A Translation-Based Approach
11	Mauludin, L.A.	Dynamic assessment to improve students' summary writing skill in an ESP class
12	Mauludin, L.A. Ardianti, T.M. Prasetyo, G. Sefrina, L.R. Astuti, A.P.	Enhancing students' genre writing skill in an english for specific purposes class: A dynamic assessment approach
13	Meihami, Hussein Rashidi, Naser	The effect of topical knowledge on ESP learners' writing quality: complexity, accuracy, and fluency measures

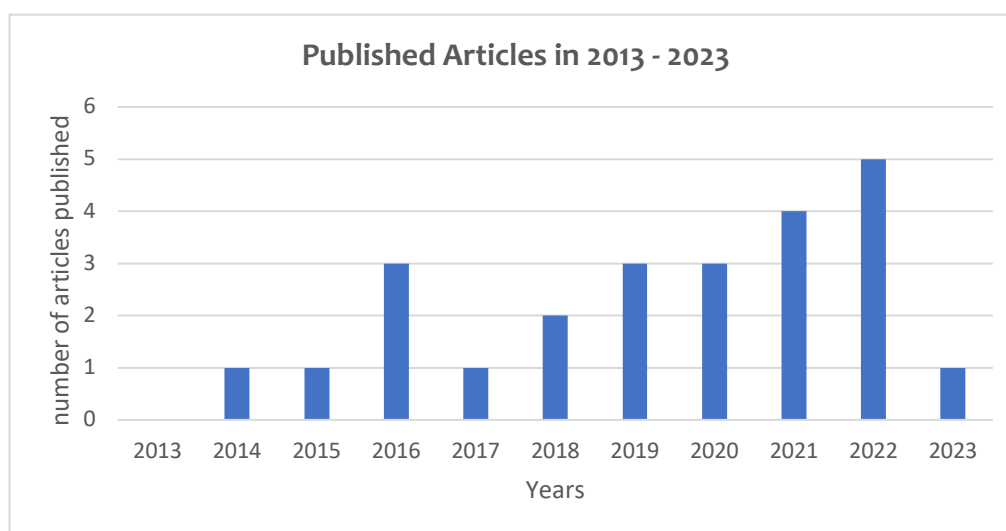
14	Nazim, Mohd	Evaluation of an online teacher-made test through blackboard in an English as a foreign language writing context
15	Pandey, Gopal Prasad	Unpacking Writing Needs of Nepalese University Students
16	Rahman, M.	English for Specific Purposes (ESP): A Holistic Review
17	Rus, Dana	Assessment Techniques in Teaching English for Specific Purposes to Engineering Students
18	Sattarpour, S. Khalili, A.	Exploring the present and target academic English language needs of Iranian undergraduate students: a case at the Tabriz University of Medical Sciences
19	Shykhnenko, K. Nozhovnik, O.	ESP Course Delivered to Personnel Working in Shifts for the State Emergency Service of Ukraine through a Student-Tailored Model
20	Siddiqui, A. Illyas, R. Jokhio, R.A.	Defining the Role of Assessing Strategies to Evaluate Individual Language Differences within ESP Students
21	Tsai, S.	Implementing interactive courseware into EFL business writing: computational assessment and learning satisfaction
22	Uçar, Serpi Yazıcı, Yeliz	The Impact of Portfolios on Enhancing Writing skill in ESP Classes
23	Zaki, Z.	Assessment in English for Specific Purposes through Integrated Skills
24	Zhu, Mengqing	Factors Influencing Analysis for Level of Engineering English Education Based on Artificial Intelligence Technology

Based on the data analysis that has been carried out, it can be concluded that the majority of research that focuses on "ESP Assessment, Student ESP Assessment, and ESP Writing Assessment" is more often carried out in a collaborative form, with a note that there are 13 studies that adopt this approach. In comparison, there were only 11 studies that focused on individual approaches. Research methods that involve collaboration between researchers provide broader opportunities to explore creative solutions to the challenges faced because they combine complementary multidisciplinary perspectives. By expanding the research community network, researcher can present various points of view and ideas that enrich the field of study concerned.

A collaborative research approach not only improves the quality of the entire research domain (Eberle et al., 2021; Hafernik et al., 1997) but also, as suggested by Uzzi et al. (2013), inspires individual creativity in teams, creating the potential for significant scientific impact in cross-disciplinary publications. Therefore, the publication of collaborative work not only stimulates the birth of innovation through the combination of ideas and individual analysis at the preparation stage of scientific work but also opens the door to scientific breakthroughs that can bring positive change in the field (Oliver et al., 2018).

Year of Publication

Chart 1 Year of Publication



From 2013 to 2023, 24 research journal articles have been conducted to investigate various aspects of assessing English for Specific Purposes (ESP) students' writing skill. However, when looking at the distribution of these articles by year of publication, exciting and varied patterns emerge. In 2014, only one article was recorded and published in this domain; following this development, the following year, 2015, only one additional article was published. However, in 2016, the trend slightly changed, with three successful articles being published in this discipline. However, in 2017, there was a decline again, with only one article being republished, although the following year, namely 2018, two new articles managed to complete this research catalogue. Then, in 2019, the discipline of assessing ESP students' writing skill experienced a significant spike, with three additional articles published. This trend continued in 2020 when three more articles completed the research literature. Moreover, in 2021, four articles were successfully published.

In 2022, an upward trend can be seen with five articles specifically examining this critical aspect. The exciting thing in 2023, which is still ongoing today, is that one additional article has appeared, which creates an aura of curiosity regarding the further evolution of this topic. This in-depth analysis unequivocally reveals that trends in research evaluating ESP students' writing abilities do not necessarily follow a constant pattern from one year to the next. This variation in the number of publications reflects the diverse interests. It focuses on researchers that emerged over this relatively long period and, as such, provides crucial insight into developments in this research context.

Keywords

Figure 2 Interconnectivity of Keywords

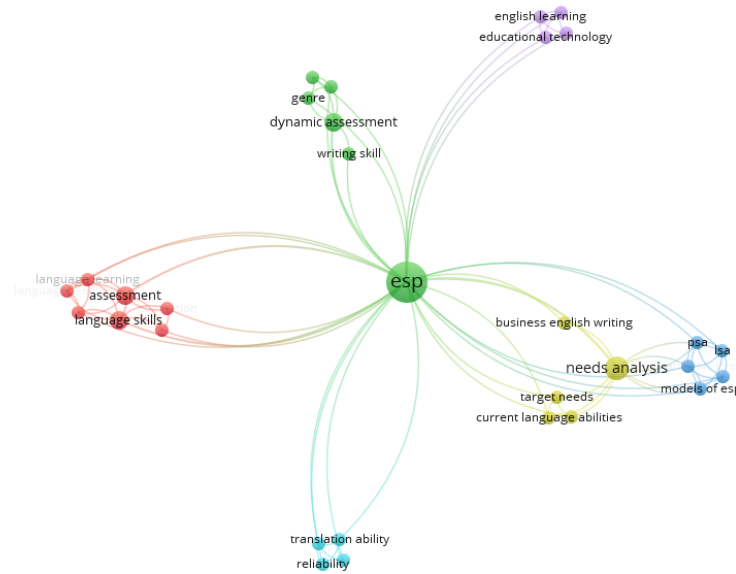


Figure 3 Occurrence of Keywords

Verify selected keywords

Selected	Keyword	Occurrences	Total link strength
<input checked="" type="checkbox"/>	esp	9	35
<input checked="" type="checkbox"/>	needs analysis	3	12
<input checked="" type="checkbox"/>	assessment	2	9
<input checked="" type="checkbox"/>	language skills	2	9
<input checked="" type="checkbox"/>	dynamic assessment	2	6
<input checked="" type="checkbox"/>	lsa	1	6
<input checked="" type="checkbox"/>	models of esp	1	6
<input checked="" type="checkbox"/>	needs analysis in esp	1	6
<input checked="" type="checkbox"/>	psa	1	6
<input checked="" type="checkbox"/>	tsa	1	6
<input checked="" type="checkbox"/>	business writing	1	5
<input checked="" type="checkbox"/>	computational assessment	1	5
<input checked="" type="checkbox"/>	courseware implementation	1	5
<input checked="" type="checkbox"/>	interactive learning	1	5
<input checked="" type="checkbox"/>	language learning	1	5
<input checked="" type="checkbox"/>	language teaching	1	5
<input checked="" type="checkbox"/>	learning effectiveness	1	5
<input checked="" type="checkbox"/>	learning satisfaction	1	5
<input checked="" type="checkbox"/>	methodology	1	5
<input checked="" type="checkbox"/>	current language abilities	1	4

In this study, researcher used the VOS Viewer analysis tool to reveal the complexity of interconnectivity and the appearance of keywords in 24 journals that had gone through an in-depth review process. The analysis results obtained revealed an exciting fact, namely that five keywords consistently appeared in these journals, in the following order of frequency of writing: ESP, followed by "need analysis," "assessment," and "language

skills." Through these findings, all journals that are the subject of analysis are closely related to the evaluation and assessment of writing skill in the context of English for Specific Purposes (ESP). It confirms the importance of the assessment aspect in developing writing skill in the field. It also underlines the crucial role of evaluation in shaping the direction of developing writing skill in the ESP context.

Discussion

Writing skill assessment in ESP teaching

Assessment of writing skill in the context of teaching English for Specific Purposes (ESP) has the main aim of measuring students' communicative abilities in the particular area they are studying. This approach, as expressed by (Hyland, 2013), involves a deeper assessment than just mechanical aspects, such as grammar and spelling. More than that, this approach focuses attention on the communicative dimension, which includes clarity, cohesion, appropriateness of context, as well as mastery and use of specific terms related to the scientific discipline. Through this assessment, it is possible to obtain a holistic picture of the student's ability to produce text that is not only effective but also meets the communication needs of the target ESP environment. Therefore, assessing writing skill is essential for building relevant and substantial communication skills in ESP.

Assessment of writing skill in the context of ESP teaching also provides a significant positive impact in encouraging the development and improvement of the quality of students' writing. By implementing a targeted and ongoing assessment approach, ESP teachers can provide students with particular and constructive feedback regarding the strengths and weaknesses in their writing. The perspective put forward by Rohiyatussakinah and Oktaviana (2018) underlines the importance of effective feedback as the main driver for students in planning strategies to improve their writing skill and developing aspects that require more profound attention. By implementing a structured and development-oriented assessment approach, ESP learners will experience gradual and significant improvements in their writing skill so that, ultimately, they will be able to achieve the expected level of competency in their specific field of study.

In addition, collective research results involving a variety of learning contexts and environments have produced strong evidence regarding the success of the English for Specific Purposes (ESP) approach in meeting the specific English language needs of various learner groups. These findings, which have been accumulated from various sources, consistently emphasize the importance of accurate and appropriate assessment in measuring the achievement of learning objectives (Meihami & Rashidi, 2018). In addition, the findings also highlight the importance of focusing on significantly developing speaking and writing skill, creating an essential balance in the ESP approach (Dinca & Chitez, 2021;

Dursun et al., 2020). Careful integration of content and language skills is also an essential key to providing deep and meaningful learning experiences for students. It creates a solid foundation for understanding the context and actual applications of English in professional and academic situations.

Along with this, the results of research conducted by Shykhnenko and Nozhovnik (2020) have shown how vital the role of education and adaptive technology is in opening up new opportunities to create a responsive and effective learning environment. This research opens up new potential in providing ESP students with deep and varied learning experiences, enabling them to develop language skills that are relevant and effective in a variety of contexts and situations. Thus, the results of the study underscore the critical role of ESP in preparing students for success in English communication in a variety of situations in their lives.

The role of assessment in language teaching for specific purposes (ESP)

In Language for Specific Purposes (ESP) teaching, evaluation plays a crucial central role in providing invaluable guidance for teachers and students in measuring the achievement of particular language skills. As stated by Dudley-Evans & St John (1998), assessment not only functions as a means of assessing student achievement but also as a valuable source of feedback and as relevant teaching material that can be adapted to the ESP context. Therefore, assessment should not be viewed simply as the end point of the teaching process; instead, it should be closely integrated within the teaching approach itself. This perspective places assessment as a critical evaluative element and as an essential tool for improving students' language proficiency in the ESP domain. Assessments that are carefully planned and have practical relevance can provide teachers with in-depth insight into students' strengths and weaknesses in aspects of ESP writing and thereby help identify areas that require improvement. As a result, assessment in the context of ESP teaching not only reflects standards of academic achievement but also acts as a catalyst that encourages students to achieve higher language mastery in the real world of ESP (Pandey, 2020).

Research conducted by Chuenpraphanusorn (2014) has revealed the perceptions held by second-year students at Suan Dusit Rajabhat University, Thailand, regarding the urgency of mastering English. The results of this study reveal that research participants holistically assess the importance of English in various linguistic dimensions, which include aspects of Language Structure, Rhetorical Categories, Language Functions, and Language Skills. These findings provide a prominent highlight in an in-depth look at students' responses to certain essential elements in the English language learning process.

More than just confirming its significance, the results of this study confirm that mastery of English has great relevance in the linguistic dimension. These results also illustrate how the ESP teaching approach can substantially have a positive impact on meeting students' intellectual and communicative needs. Thus, through this research, the emphasis given to developing competencies in Language Structure, Rhetorical Categories, Language Functions, and Language Skills in the context of English language learning can be considered as a critical fundamental foundation in formulating more effective and capable ESP curriculum and teaching strategies respond better to student demands.

Research conducted by Fernández David and Aguilar-Cruz (2023) on the ESP approach has received significant recognition. One striking achievement is the application of Virtual Learning Object Development (VLO) with an ESP approach. This innovation has introduced a valuable new dimension in the language learning context, and VLO has proven to be a highly effective pedagogical intervention. The results of this research illustrate that the application of VLO with the ESP approach positively influences the progress of language learning in the educational environment, and higher education practitioners from various fields and disciplines feel its relevance. More than just a tool, this technology is a central element in motivating a profound and memorable learning process. The research reveals the practical benefits of the ESP approach applied through VLO and stimulates deeper exploration in developing technology-based learning approaches, facing dynamic and complex challenges in language learning.

Paradigm Shift: Appropriate Assessment Methods in ESP Teaching

There are a variety of assessments that can be used in the context of teaching English for Specific Purposes (ESP). According to research by Brown (2004), types of assessment can be divided into two main categories, namely formative assessment and summative assessment. Formative assessment is designed to provide feedback throughout the learning process, monitoring learner progress. On the other hand, summative assessment is used to evaluate students' final achievement at the end of a certain learning period. Additionally, the type of assessment known as authentic assessment, as introduced by Denisa (2016), involves assignments that simulate actual communicative situations in an ESP context. This authentic assessment method is considered more substantial and relevant for ESP learners because it allows them to apply language skills in realistic scenarios they can face in a practical environment.

Recent research in English for Specific Purposes (ESP) teaching has demonstrated an increasing focus on developing more specific assessment methods to measure students' writing abilities. For example, in a study conducted by Mashhady (2016), they underscored the importance of reliability and validity as crucial factors in the use of translation tests as an accurate assessment tool for measuring ESP students' writing

abilities. These findings illustrate the profound need to adopt consistent and accurate assessment instruments that exclusively measure aspects of English writing skill that are relevant to the ESP context.

In this context, the research results of Uçar and Yazıcı (2016) also provide enlightenment regarding alternative assessment techniques in ESP teaching, namely the use of portfolios. The research highlights that through the use of portfolios, students can experience significant improvements in writing skill in ESP classes. Thus, instructors in ESP classes can take advantage of the potential of portfolios as assessment tools that support improving overall writing performance, including improvements in writing sub-skills. In addition to the benefits of improving student performance, portfolio assessment techniques also provide an opportunity for instructors to become more professional in their approach to student evaluation. It illustrates the instructor's active and meaningful involvement in the assessment process, which in turn can support the development of more effective ESP instruction (Rus, 2019).

In a different context, Mauludin (2018) conducted a study that revealed the effectiveness of the dynamic assessment approach as a way to overcome challenges in the process of teaching summary writing skill to students. The results of this study indicate that the dynamic assessment approach is able to promote significant improvements in writing proficiency through the provision of continuous feedback and very flexible interactions between teachers and students. This method can be adapted to each individual's unique needs, which makes it a highly adaptive and practical approach to improving students' writing proficiency.

As a result, research focusing on assessment in the teaching of English for Specific Purposes (ESP) has directed attention towards developing more accurate and contextual assessment methods for assessing students' writing skill. In order to achieve this, adopting the use of translated tests as a reliable and valid assessment instrument, as well as implementing a dynamic assessment approach that is responsive to changes and student needs, is of great importance. The integration of these two approaches opens up opportunities to create a more efficient learning environment while encouraging the development of more holistic English writing skill in an ESP context. Thus, a shift towards more precise and contextual assessment methods in ESP learning can open the door to deeper understanding and more significant development for students.

Challenges in assessing English for Specific Purposes (ESP)

Assessment in the context of English for Specific Purposes (ESP) faces a series of challenges involving complexity that must be addressed. One aspect that is the main focus is determining assessment criteria that are appropriate to the specific context. As stated by Hamp-Lyons & Lumley (2001), assessment in the ESP domain should reflect the unique

communicative demands and needs of each specific field. It emphasizes the urgency of identifying appropriate assessment criteria and standards for the context of ESP students' work or studies.

This complex ESP assessment process involves essential stages in the development of reliable assessment instruments. The assessment instrument must be able to accurately measure the specific language skills required in the ESP environment on which it is focused (Drid, 2018). In order to overcome this complexity, careful attention is needed in designing adequate and reliable assessment instruments so that the assessment results can provide a clear picture of students' abilities in the ESP context in which they are participating. In other words, the creation of valid and reliable assessment instruments is a must, as this will ensure that ESP assessments provide an accurate picture of students' abilities in languages and contexts relevant to their needs in the specific areas that are the focus of their studies.

In research conducted by Hamidou & Lachachi (2016), it was revealed that students face a number of significant obstacles when they try to write in English. These obstacles include difficulties in understanding texts, problems in grammatical aspects, limitations in using appropriate vocabulary, and they often need to be caught in errors in the use of punctuation and spelling. Apart from that, similar findings also emerged in research conducted by Hartina and Syahrir (2021). Their research shows that students are dissatisfied with the current ESP curriculum. This dissatisfaction is caused by a number of factors, including learning patterns that are considered monotonous, the need to align textbooks with student needs, and the limited time allotted for the learning process. This research, taken together, provides an in-depth understanding of the complexity of the challenges faced by students in the context of English writing proficiency and issues in ESP curriculum development.

In a deeper analysis, the results of this study illustrate the urgent need for more diverse and flexible learning approaches to overcome the challenges associated with developing students' writing skill in English. This kind of approach is able to overcome grammatical barriers, expand vocabulary, and improve sentence structure while creating a dynamic and motivating learning environment. In addition, these findings emphasize the urgency of designing curricula that are responsive to students' unique needs and reduce repetition in teaching methods. With a deep awareness of the challenges students face in the ESP learning process, the corrective actions proposed by these studies play a crucial role in increasing the effectiveness of English language learning, especially in educational contexts.

Developing a good quality language test is a process that requires adherence to specific standards that are set to ensure that the test meets the criteria for a good

language test. In this case, compliance with these standards is reflected in two key aspects, namely test validity and reliability. However, some challenges arise in preparing the test, mainly when the test is carried out online and remotely via platforms such as Blackboard. One problem that arises is the difficulty in distinguishing between student progress and performance levels. In this context, these differences can be attributed to the use of online platforms, which provide opportunities for some students to find less sophisticated ways to answer tests, such as cheating or even impersonating someone else.

Subsequent, it is essential to look at the reasons why a test is considered 'easy' in one sense, which may be related to several other factors. Distractions in test questions may need more qualities to influence and measure student knowledge well. The distractions used in such tests may not qualify as practical tools for testing student understanding (Zhu, 2022). Additionally, the type of objective questions used in a test may also impact the perceived ease or difficulty of the test. For example, MCQs may only be partially appropriate for a Technical Writing course, where students need to practice in various writing genres such as resume, report, paraphrase, notes, and paragraph writing (Nazim, 2022). However, teachers' limited experience in assessing subjective questions following a particular rubric may have limited the use of essay-type questions on midterm and final exams.

Additionally, the possibility that similar or even identical questions may have been given to students in class or as homework before also makes the test seem easier. Such questions may be intended more as a learning tool than as an accurate assessment tool. Finally, students may have become accustomed to exams conducted through the Blackboard platform and tend to score high, especially over the past two years, compared to the past when exams were conducted face-to-face. Lastly, it is possible that news about the test or its answers spread, prompting some students to seek help from others or even impersonate others to ensure correct answers.

In a study conducted by Jitpanich et al. (2022), research results show that students face significant obstacles in developing adequate English writing skill to communicate effectively in the work environment. Their learning experience in writing English tends to be limited. In addition, grammar and vocabulary problems have also been identified as two main challenges often faced by students when they engage in writing activities in English, mainly when they write emails and reports. Third, it was found that email writing skill that include conveying information, e-commerce product descriptions, and preparing progress reports in English are the skills most frequently used by business administration personnel in their work environment. The results of this study underline the importance of improving students' English writing skill, especially in the context of professional communication.

Conclusion

An exploration of practical assessment in students' English for Specific Purposes (ESP) writing skill reveals the integral role of assessment in enhancing meaningful language proficiency in a specific field of study. ESP writing assessment goes beyond mechanical aspects, emphasizing communicative dimensions such as clarity, cohesion, and appropriateness in a particular context. Continuous and targeted assessment strategies provide students with constructive feedback, allowing them to improve their writing skill strategically. The alignment of content and language skills underscores the importance of accurate assessment in achieving learning goals and developing practical communication skills.

Adopting innovative approaches, such as Virtual Learning Objects (VLO) portfolios, shows the transformative potential of technology in ESP education. A paradigm shift towards personalized assessment methods, such as authentic and dynamic approaches, encourages contextual learning and holistic development. Challenges in ESP assessment, including context-specific criteria and student barriers, underscore the need for responsive and diverse teaching strategies.

By addressing these challenges and implementing tailored assessment techniques, educators can facilitate students' readiness for the specific communication demands of their respective fields, thereby fostering success in academic and professional contexts. In all, this in-depth exploration of ESP assessment not only broadens our understanding of the importance of communication-focused assessment but also paves the way toward the development of more contextual and adaptive pedagogies that address the needs of ESP students in a variety of subject areas.

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