THE QUALITY OF ENTRANCE TEST OF ENGLISH QUESTIONS AT WALISONGO STATE ISLAMIC UNIVERSITY IN THE ACADEMIC YEAR OF 2015/2016

THESIS

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education in English Education

By:

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WALISONGO STATE ISLAMIC UNIVERSITY
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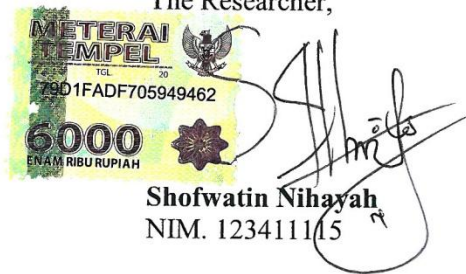# A THESIS STATEMENT

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has been tested in Munaqasyah session by the team of thesis examiner of Education and Teacher Training Faculty Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.

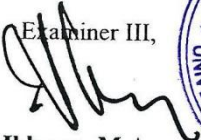Semarang, June 10ᵗʰ, 2016

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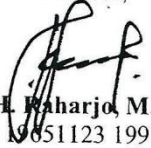NIP. 19810908 200710 2 001

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iii

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To
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Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

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Wassalamu'alaikum wr. wb.

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iv

ABSTRACT

Title   : The Quality of Entrance Test of English
              Questions at Walisongo State Islamic
              University in the Academic Year of 2015/2016
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As one of State Islamic Universities, UIN Walisongo used various systems to select new candidate of students. The process of recruitment of new students is known as entrance selection test. In this matter, the aim of entrance selection test organized by UIN Walisongo is to describe students' ability to complete the study for five years. In addition, the results of entrance selection test can be used as a reference in faculty or department where students will be educated. Considering the importance of measuring test-takers' achievement, it is important for the test-maker to design a good test. One of ways to know the quality of test is through an analysis, namely item analysis.

The main objective of this research is to describe the quality of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016, based on the difficulty level, the discriminating power, and the option distractor.

In this research, the researcher conducted quantitative as the method of this research. The data were obtained from English entrance test items at UIN Walisongo in the Academic Year of 2015/2016 and its key answers. It was obtained from 200 students' answer sheet consist of 100 students who did A code and 100 students who did B code. The data were collected through documentation.

In analyzing the data, the researcher used the application program of ANATES version 4.0.2 to analyze multiple-choice English entrance test items.

The result of this research described that the difficulty level of English entrance test items of A code range was 20% for moderate items, 33,33% was difficult items, and 46,67% was quite difficult items. While, the difficulty level of English entrance test items of B code range was 40% for moderate items, 33,33% for difficult items, and 26,67% for quite difficult items. The overall results indicate the

mean of index difficulty level of English entrance test items of A code was 0,23 and B code was 0,26. It means that either English entrance test of A code or B code was difficult items for the test-takers. Then, the discriminating power of English entrance test items of A code showed that 53,33% of the items discriminate very good between upper and lower scoring groups, 26,67% of the items have moderate discriminating power, and 20% of the items have poor discriminating power. Whereas, the discriminating power of English entrance test items of B code showed that 66,67% of the items discriminate very good between upper and lower scoring groups, 13,33% of the items have good discriminating power, 6,67% of the items have moderate discriminating power, and 13,33% of the items have poor discriminating power. As the whole results indicate the mean of index discrimination English entrance test items of A code was 0,36 and B code was 0,44. It means that English entrance test of A code and B code was good enough to discriminate upper and lower students. Later, all of the English entrance test items of A code and B code contain the distractors of incorrect answers that were chosen by at least 5% of the total number of test-takers although some distractors both A code and B code were failed to function well.

MOTTO

فَسۡـَٔلُوٓاْ أَهۡلَ ٱلذِّكۡرِ إِن كُنتُمۡ لَا تَعۡلَمُونَ ﴿٤٣﴾ ...

"… Ask the people of knowledge, if you do not know."

(QS. An-Nahl: 43)[1]

"Stop Worrying Start Living"

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[1] Khan, Zafrullah, *The Qur'an*, (Curzon Press: London, 1981), p. 241.

DEDICATION

This thesis is lovingly dedicated to:

- ❖ *My beloved parents (Bapak Moh. Shobirin & Ibu Supi'ah)*
- ❖ *My beloved young sister (Shofwatussariroh)*

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First and foremost, the researcher would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending her to accomplish this thesis untitled ***The Quality of Entrance Test of English Questions at Walisongo State Islamic University in the Academic Year of 2015/2016***. Without Him, the researcher could not stay patient and in control in writing this thesis from the first page to the last page.

May peace and salutation always be given to the Prophet Muhammad SAW, the last messenger of God who has guided us from the darkness to the brightness, from the stupidity to the cleverness.

The researcher realizes that she cannot complete this thesis without the help of others. Many people have helped her during the writing this thesis and it would be impossible to mention of all them. The researcher wishes, however, to give her sincerest gratitude and appreciation to:

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6. Dearest friends; PBI A 2012 that I can't mention the names one by one.

7. All the researcher's friends.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amiin.

Semarang, February 23rd, 2016
The Researcher,

Shofwatin Nihayah
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TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF CHART

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

This introduction chapter presents background of the research, questions of the research, objectives of the research, and significance of the research.

A. Background of the Research

One of the ideals of the Indonesian struggle as stated in the preamble of 1945 of Republic Indonesia is to educate the nation. This goal was realized by placing education as the first and main sector in the development programs of the government. This is caused the main power driving force of the national development is the product of an education that can produce human resource.

The commitment to educate the nation had been strongly attached to the all educational institutions in Indonesia, including UIN (Universitas Islam Negeri or State Islamic University) Walisongo Semarang. It can be seen from the vision, mission, and purpose which are promoted.

Based on SK Rektor No. 10/2014 on Pebruari 12nd, 2014 about vision, mision, and purposes of UIN Walisongo Semarang; Vision of UIN Walisongo is the leading research of Islamic University based on the unity of science for humanity and civilization in the year of 2038. In line with its vision, mission of UIN Walisongo are:

1

1. Organizing educational and teaching of knowledge and technology (IPTEKS) based on unity of science to produce professional graduates who have a good behavior;
2. Improving the quality of research for Islamic, science and social importance;
3. Organizing a devotion which is beneficial for the development of society;
4. Exploring, developing and implementing local wisdom values;
5. Developing cooperation with various institutions in regional, national, and international;
6. Embodying the professional institutional management based on international standard.

The purposes of UIN Walisongo are:

1. Providing graduates who have academic and professional capacity with the nobleness of character that are able to apply and develop unity of science;
2. Developing research and devotion to society that give contribution for improving the quality of societies' life in religion, nation and state.

Furthermore, in order to implement all of them, it is required a recruitment to get a number of students qualified in their field. The process of recruitment is not simple but it is conducted through a long period which is known as *Selection Test*.

Suryabrata (2004), as cited by Dian Amrulloh explained that there are four main reasons why the university or college organizes the selection test for new candidate of students.[1] First, education at university or college is the preparation of nation's leader in the future, so candidate of students who will learn at a university or college should have a good quality. Second, the opportunity to study at university or college is a rare, especially in developing countries such as Indonesia, so it will be given to the most potential candidates. Third, selection test allows to get out high talented candidate of students. Fourth, the opportunity to study at university or collage is a condition that is very expensive, so it must be utilized effectively and efficiently for whom that is success in learning by any chance in the future.

As one of State Islamic Universities, UIN Walisongo used various systems to select new candidate of students. For Bachelor program, the entrance selection test in the Academic Year of 20015/2016 was conducted through non-test and test which was divided into five lines. First and second through non-test, they are SNMPTN (Seleksi Nasional Masuk Perguruan Tinggi Negeri or National Selection of State University) and SPAN-PTKIN (Seleksi Prestasi Akademik Nasional Perguruan Tinggi

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[1] Amirulloh, Dian, *Analisis Soal SNMPTN Biologi Berdasarkan Domain Kognitif Taksonomi Bloom Revisi dan Profil Capaian Siswa SMA Kelas XII*, (Bandung: Universitas Pendidikan Indonesia, 2013), p. 2.

Keagamaan Islam Negeri or National Selection of Academic Achievement of State Islamic University).

SNMPTN is a national selection patterns based on academic achievement by using report value of the first up to fifth semester for Senior High School or Vocational High School that take three years period of study; or first up to seventh semester for Vocational High School that take four years period of study, and academic portfolio. Whereas, SPAN-PTKIN is a selection that is implemented nationally by all UIN (Universitas Islam Negeri or State Islamic Universities), IAIN (Institut Agama Islam Negeri or State Institute for Islamic Studies) or STAIN (Sekolah Tinggi Agama Islam Negeri or State Islamic College) in one integrated system that is established by Minister of Religious of the Republic of Indonesia which is based on consideration of academic achievement, such as school grades, gear of national examination, and other achievements during studying in Senior High School.

Then, the lines through test are SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri or the Joint Selection of State University), UM–PTKIN (Ujian Masuk Perguruan Tinggi Keagamaan Islam Negeri or Joint Selection of State Islamic University), and UJM (Ujian Jalur Mandiri or Local Test of UIN Walisongo). These ways are based on the result of test directly. The test is carried out by using a selection tool in the form of a set of questions that must be done by new candidate of

students as a test-takers. This test is in multiple-choice questions since they are given to a big number of test-takers. Later, multiple-choice questions are effective, simple, and easy to score.

In this matter, the aim of entrance selection test organized by UIN Walisongo is to describe students' ability. It is very important consider that new regulation, namely the regulation of Rector UIN Walisongo Semarang No. 53 in 2015 was mentioned that they have to complete the study for five years. In addition, the results of entrance selection test can be used as a reference in faculty or department where students will be educated.

UJM is the university admission testing of new students which is created purposely and managed independently by UIN Walisongo Semarang. The materials in this test are TPA (Tes Potensial Akademik or academic potential test), TBSD (Tes Bidang Studi Dasar or basic study test), TWK (Tes Wawasan Keislaman or Islamic concept test), and science test. The test is used to measure the students' competence as a basic in decision making to determine whether they will be accepted or not.

As a measuring instrument, the test must have a good quality level because they have to be able to pass candidate of potential students.

Considering the importance of measuring test-takers' achievement, it is important for the test-maker to design a good test. Generally, the quality of a test can be measured through the level of validity and reliability. Validity refers to the

appropriateness of interpretations of the test results while reliability refers to the consistency of the test results.[2] By presenting both aspects, we can see then the quality of the test in order to decide whether the test is good enough to be used or not. If it does not fulfill the requirements of a good test, the test-maker should redesign and rearrange it.

Further, because a test consists of items as its components, the quality of the test cannot be released from the items. The quality of the test items show those items are able to discriminate the test-takers' ability to answer the items correctly, level of difficulty, and functioning of the option distractor.

In fact, the different test items are created in every year although they have the same purpose. There is no attempt to make an item bank that can be reconfigured at any time with a high level of reliability. The test is not analyzed systematically, so the quality hardly been ever known.

Moreover, it was found that the result of the test does not describe students' ability and pass candidate of potential students yet. As a consequence, some of sudents feel frustrated in their study at particular department.

Related to the reasons above, the researcher realizes the importance of the test items. So, a test review has to be conducted to identify the problematic items test, especially for English

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[2] Gronlund, Norman E., *Constructing Achievement Tests*, Second Edition, (USA: Prentice-Hall, Inc., 1997), p. 130.

questions. Then, a test review can be used to build a good test and to improve test items.

Finally, the researcher feel interested in describing the quality of entrance test (here, it means local test. Since the test was created purposely and managed independently by UIN Walisongo Semarang, so the data can be obtained as much as possible) of English questions at UIN Walisongo in the Academic Year of 2015/2016 as a research material.

B. Questions of the Research

The problem of this research namely "How is the quality of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016?", which is focused on:

1. How is the difficulty level of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016?

2. How is the discriminating power of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016?

3. How is the option distractor of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016?

C. Objectives of the Research

Considering the problems above, this research is oriented to describe the quality of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016, based on:

1. The difficulty level of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016.
2. The discriminating power of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016.
3. The option distractor of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016.

D. Significance of the Research

The study on the quality of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016 is expected to give contribution to language learning evaluation, they are:

1. Theoretical Significance

The results of this research provide positive contribution to enrich educational material of the language learning evaluation, particularly in the development of evaluation instrument.

2. Practical Significance
   a. For the test-maker

      The result of this research can be used as a reference for the test-maker to evaluate the quality of entrance test of English questions at UIN Walisongo.

   b. For the University

      The result of this research will improve the quality of education through optimal input of the University.

   c. For the researcher

      By doing this research, the researcher will get some experiences and knowledge about her study and it is useful for the future research.

CHAPTER II
EVALUATING QUALITY OF ENTRANCE TEST ITEMS

This chapter presents any reviews of related literature including test, test development, item analysis, entrance test at universities, and previous reearches.

A. Literature Review

1. Test

a. Definition of Test

In formal education, we are certaintly familiar with the term measurement, assessment, evaluation, and test. There sometimes appears to be confusion among of them. In fact, many people use those terms interchangeably.

Measurement is the process of assigning numbers to individuals or their characteristics according to specified rules. Measurement requires the use of numbers but does not require that value judgments be made about the numbers obtained from the process.[1] In other words, measurement is an activity to get information or data quantitatively. Later, assessment refers to the processes and procedures whereby we determine what learners are

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[1] Ebel, Robert L. and David A. Frisbie, *Essentials of Educational Measurement*, (New Delhi: Prentice Hall of India, 1991), p. 25.

able to do in the target language.[2] In this case, assessment has a qualitative feature.

As for the evaluation include measurement and assessment. Robert L. Ebel and David A. Frisbie explained that evaluation is as concerned with information gathering as it is with making decisions.[3] The essence of evaluation is an activity to gather information about the works of something, and then it's used to determine an appropriate alternative in taking decision. For dealing with education, the evaluation is an act which is done with the purpose to know the success of educational program, instruction or training that has been carried out.

Literally, the word test came from old French "testum" which means plate to set aside precious metals.[4] Related to the test, some terms that used by the researcher are test, testing, test-maker, and testee/test-taker/examinee. Test may be defined simply as a measuring device or procedure; testing means the moment of implemented the measurement and assessment; test-maker means that a person who make a test; and testee/test-taker/examinee is a term for people who carry out or take a test or exam.

[2] Nunan, David, *Research Methods in Language Learning*, (USA: Cambridge University Press, 1992), p. 185.

[3] Ebel, Robert L. and David A. Frisbie, *Essentials of Educational Measurement*, (New Delhi: Prentice Hall of India, 1991), p. 23.

[4] Sudijono, Anas, *Pengantar Evaluasi Pendidikan*, (Jakarta: PTRajaGrafindo Persada, 2009), p. 66.

11

Regarding the definition of the test, some experts have expressed their opinions, include Cohen and Swerdlik that mentioned test as a device or procedure designed to measure a variable related to that modifier.[5] Linda Crocker and James Algina gave the meaning of test more completely as a procedures for obtaining a sample of an individual's *optimal performance* (as typified by an aptitude or achievement test on which examinees are instructed to do their best) or a sample of an individual's *typical performance* (as on questionnaires or inventories where respondents report their typical feelings, attitudes, interests, or reactions to situations).[6]

Afterwards, Adi Suryanto, et al. (2012) explained that test as a set of questions or tasks to obtain information about the trait or attributes of education where every item have answers or conditions that are considered true.[7]

Based on definitions above, it can be concluded that test is a set of questions as a tool of measurement that is used to guide us in evaluation. Thus, each test demand students to give a response or answer whether it was right

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[5] Cohen, Ronald Jay and Mark Swerdlik, *Psychological Testing and Assessment: An Introduction to Tests and Measurement*, (USA: McGraw-Hill Primis, 2010), 7th Edition, p. 5.

[6] Crocker, Linda and James Algina, *Introduction to Classical and Modern Test Theory*, (USA: Cengage Learning, 2008), p. 4.

[7] Widoyoko, Eko Putro, *Penilaian Hasil Pembelajaran di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2014), p. 2.

or wrong. So that from the test results, it can be generated scores which compared with other testee's scores or compared to the scores of certain standard.

b. Types of Test

As measuring instruments, tests are used for purposes either in education or job. Therefore, they can be classified into several types depend on what reasons the classification of the tests were done.

1) Test by Measurement Object

Based on measurement object, tests are divided into personaly test and achievement test.

a) Personality Test

According to Stanley & Kenneth (1978:454), as a cited by M. Chabib Thoha, personality test is a test intended to measure one or more of the non-intellective aspects of an individual's mental or psychological makeup.[8]

In these tests, a person will be tested to indicate what an individual character, temperament, how he will respond to the events and reactions for or against the people, and his pressures of life.

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[8] Thoha, M. Chabib, *Teknik Evaluasi Pendidikan*, (Jakarta: PT RajaGrafindo Persada, 1994), p. 44.

13

The test items are created detail as much as possible in order to know about an individual's personality for sure. Therefore, the form of multiple choice is more often used in the test construction. However, it does not cover the possibility of another test form may also be used.

b) Achievement Test

Generally, achievement test defines as a test that measures the extent to which a person has achieved something acquired certain information or mastered certain skills, usually as a result of specific instruction.[9]

In educational fields, achievement tests are important conducted to discover whether or not the learner has been able to acquire the required knowledge. The result of test is given based on their maximum performance. Allah SWT said in the Holy Quran verse 202 of *Surah Al-Baqarah*:

أُوْلَٰٓئِكَ لَهُمۡ نَصِيبٞ مِّمَّا كَسَبُواْۚ وَٱللَّهُ سَرِيعُ ٱلۡحِسَابِ ۝

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[9] Thoha, M. Chabib, *Teknik Evaluasi Pendidikan*, (Jakarta: PT RajaGrafindo Persada, 1994), p. 44.

To these will be allotted what they have earned; And God is quick in account.[10]

Based on the verse above, it is explained that God kept his reward of every person who seeks to finish his work (maximum performance). For, indeed such is sunnatullah on his creatures. Namely the reward in accordance with work undertaken without slowing down the time.[11]

Further, the item format selection are varied, namely written test, oral test, and performance test. They are used depend on what the teacher want to measure the students' ability also based on practical consideration.

2) Test by Function

In term of its function, the test is divided into four types, they are:

a) Formative Test

Formative test is conducted to monitor the instructional process, to determine whether learning is taking place as planned.[12] This test is identical daily test. Then, the major function of

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[10] Ali, A. Yusuf, *The Holy Qur'an: Text, Translation and Commentary*, (USA: Amana Corp, 1983), p. 81.

[11] Al-Maraghi, Ahmad Mustafa, *Terjemah Tafsir Al-Maraghi*, (Semarang: PT. Karya Toha Putra, 1993), Juz. II, p. 185.

[12] Ebel, Robert L. and David A. Frisbie, *Essentials of Educational Measurement*, (New Delhi: Prentice Hall of India, 1991), p. 24.

formative test is to provide feedback to the teacher and to the students about how things are going.

The items of formative tests derived from materials of the lessons that have been taught with good items include both easy and difficult categories level.

b) Summative Test

Summative test is conducted at the end of an instructional segment to determine if learning is sufficiently complete to warrant moving the learner next segment of instruction.[13] A final test semester is one of examples of summative test. The major function of this test is to determine status of achievement at the end of an instructional segment and to determine how well things went.

A summative test material is much as well as the details of the items more difficult than a formative test items. So, the items have a wide range from too easy until too difficult level.

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[13] Ebel, Robert L. and David A. Frisbie, *Essensitials of Educational Measurement*, (New Delhi: Prentice Hall of India, 1991), p. 24.

c) Diagnostic Test

Diagnostic test is used to identify learners' strengths and weaknesses.[14] The test material is emphasized on specific materials that are usually difficult to understand by the learners. For example, before teaching about past verb, teacher has to make sure that students have already mastered a few verbs related to regular and irregular verb. Hence, before explaining about those verbs, teacher should give a diagnostic test to find out students' mastery on regular and irregular verbs.

While planning diagnostic test, the main points which should be kept in view by the teacher or test-taker are;[15] first, the diagnostic test should be prepared with the specific tasks regarding a particular subject. Second, there should be a large number of items or questions covering various aspects of the relevant subject matter for which test is designed. Third, the nature of these questions should be such as they can be administered. Fourth, scoring should be

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[14] Hughes, Arthur, *Testing for Language Teachers*, (UK: Cambridge University Press, 2003), Second Edition, p. 15.

[15] Rani, T. Swarupa, et.al, *Educational Measurement an Evaluation*, (New Delhi: Discovery Publishing House, 2013), p. 5.

17

easier and quicker. Then, Variety of questions like very short type and the multiple types should be included in the diagnostic test. Next, on a particular skill to be evaluated, a large number of items should be included in the test. Later, in the process of diagnostic testing, several equivalent forms of tests may be used. Finally, different kinds of tests may be made use of on students of different abilities.

From some points above, we can say that diagnostic test is to help students in the improvement of their learning rather than for declaring them pass or fail. Therefore, in constructing items are supposed to use items that have low difficulty level. For items format selection, they prefer to use multiple-choice, although other forms of tests are used since in the scoring process should be easier and quicker.

d) Selection or Placement Test

Selection or placement test is intended to provide information that will help to select or place students at the stage (or in the part) of teaching program most appropriate to their

abilities.[16] Materials on selection or placement test consist of quite difficult items. So, the candidates who have high capability can answer the questions correctly.

Placement testing is probably most useful when the teacher is unfamiliar with the students' skills and abilities, and when the intended outcomes of instruction can be clearly specified and organized in meaningful sequences.[17] Under these conditions, the placement test provides an invaluable aid for placing each student at the most beneficial position in the instructional sequence. Example, in placement test of English, students will be categorized into beginner, intermediate, and advance group.

Related to the selection or placement test, Allah SWT said in the Holy Quran verse 31 of *Surah Al-Baqarah*:

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[16] Hughes, Arthur, *Testing for Language Teachers*, (UK: Cambridge University Press, 2003), Second Edition, p. 16.

[17] Gronlund, Norman E., *Constructing Achievement Tests*, (USA: Prentice-Hall, Inc., 1977), p. 3.

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ﴿٣١﴾

And He taught Adam the nature of all things; then He placed them before the angels, and said: "Tell Me the nature of these if ye are right.[18]

Later, in the Holy Quran verse 33 of *Surah Al-Baqarah*, Allah SWT said:

قَالَ يَـٰٓـَٔادَمُ أَنۢبِئْهُم بِأَسْمَآئِهِمْ ۖ فَلَمَّآ أَنۢبَأَهُم بِأَسْمَآئِهِمْ قَالَ أَلَمْ أَقُل لَّكُمْ إِنِّىٓ أَعْلَمُ غَيْبَ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنتُمْ تَكْتُمُونَ ﴿٣٣﴾

He said: "O Adam! Tell them their natures." When he had told them, God said: "Did I not tell you that I know the secrets of heaven and

earth, and I know what ye reveal and what ye conceal.[19]

From the verses above, Al-Maroghi (1985: 127), quoted by Fuad explained that *Inba'* is evaluation in the form of dialogue or oral tests that require answer's development. In this case, the answer is owned by humans (Adam) but it is not owned by the Angels. Then, Allah SWT evaluates Adam to test his ability against science that has been taught. Due to Adam's ability in the answer all of the questions, Allah SWT gives him an appreciation with orders the Angels so that prostrate to Adam.[20]

3) Test by Level of Quality

Types of test by process of construction are divided into standardized test and teacher-made test.[21]

a) Standardized Test

Standardized test is commercially produced test adhering meticulously to certain procedures to meet the demands of objectivity and accuracy. They are finalized through the construction

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[19] Ali, A. Yusuf, *The Holy Qur'an: Text, Translation and Commentary*, (USA: Amana Corp, 1983), p. 25.

[20] Al-Maraghi, Ahmad Mustafa, *Terjemah Tafsir Al-Maraghi*, (Semarang: PT. Karya Toha Putra, 1992), Juz. I, p. 138.

[21] Rani, T. Swarupa, et.al, *Educational Measurement an Evaluation*, (New Delhi: Discovery Publishing House, 2013), p. 129.

procedures of formulating objectives, designing test-blueprints, employing item tryouts, item analysis and item revisions.

Standardized test derive their name by the fact that they ensure standardization of the procedures of administration, scoring and interpretation through elaborate specific instructions. A standardized test is designed for a larger operational situation crossing the berries of a classroom and institution or even a region. The examples of standardized test are national examination, aptitude test, intelligence test, etc.

b) Teacher-Made Test

Teacher-made test is a test that is not governed rigidly by such processes in standardized test. The teacher who makes the test uses his direction in matters of the scope of test area and choice of task types and items.

This test is designed to operate within the restricted situation of a given classroom which in the form of either subjective test or objective test. A formative test or daily test is an example of teacher-made test.

4) Test by Other Classifications[22]

Based on a number of people who take the test, a test is divided into two types, namely:

a) Individual Test. It is a test which a tester only dealing with one testee.

b) Group Test. It is a test which a tester dealing with more than one testee.

Based on the form of the test's response, it can be divided into two types:

a) Verbal Test. It is a test that requires a response or answer contained in the form of words' expressions or sentences orally or written.

b) Non Verbal Test. It is a test that requires a response or answer in the form of action or behavior.

Based on how to ask the questions and how to give the answer, the test can be divided into two types, namely:

a) Written Test. It is a test that is conducted in writing, either questions or answers.

b) Oral Test. It is a test that is conducted orally, either questions or answers.

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[22] Sudijono, Anas, *Pengantar Evaluasi Pendidikan*, (Jakarta: PTRajaGrafindo Persada, 2009), p. 74-75.

23

c. Forms of Test

As a tool of measurement, test in term of its form can be divided into subjective test (essay) and objective test.

1) Subjective Test (Essay)

Subjective test is a type of test that is needed an answer in the form of description. The characteristics of question are preceded by words such as describe, explain, why, how, compare, conclude, and so on.[23] This test is classified into free essay that it should be answered by free description; and limited essay that it demands an answer in the form of guided description.

While test-maker is constructing subjective test items, they should consider about advantages and disadvantages of subjective test.[24] The advantages of subjective test are:

a) They are easier and less time-consuming to construct than are most other item typpes;

b) They provide a means for testing a students' ability to compose an answer and present it in a logical manner; and

c) They can efficiently measure high-order cognitive objective.

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[23] Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013), Ed. 2, p. 177.

[24] Ory, John C. and Katherine E. Ryan, *Tips for Improving Testing and Grading*, (USA: SAGE Publication, Inc., 1993), Vol. 4, p. 65.

Later, the disadvantages of subjective test are:

a) Subjective test cannot measure a large amount of content or objectives;

b) Generally, they provide lower test and test scorer reliability than do objective tests;

c) They require an extensive amount of the instructor's time to read and grade;

d) Generally, subjective test do not provide an objective measure of student achievement or ability.

2) Objective Test

Objective test is a test in the way its correction can be done objectively. This test can be classified into four kinds:

a) Multiple-Choice Test[25]

One of the most commonly used test is multiple-choice. The item consists of two parts: the *stem*, which identifies the question or problem, and the *response alternatives*. Students are asked to select the one alternative that best completes the statement or answer the question.

The advantages of using multiple-choice items are they can provide:

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[25] Ory, John C. and Katherine E. Ryan, *Tips for Improving Testing and Grading*, (USA: SAGE Publication, Inc., 1993), Vol. 4, p. 24-26.

(1) versatility in measuring all levels of cognitive ability;

(2) highly reliable test scores;

(3) scoring efficiency and accuracy;

(4) objective measurement of student achievement or ability;

(5) a wide sampling of content or objectives;

(6) a reduce guessing factor; and

(7) different response alternatives that can provide diagnostic feedback.

Then, the limitations of using multiple-choice items are:

(1) difficult and time-consuming to construct;

(2) lead an instructor to favor simple recall of facts;

(3) place a high degree of dependence on the student's reading ability and instructor's writing ability; and

(4) students can often deduce the correct response by elimination.

b) True-False Test[26]

True false test is a test where the test taker has merely to choose between true or false.

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[26] Ory, John C. and Katherine E. Ryan, *Tips for Improving Testing and Grading*, (USA: SAGE Publication, Inc., 1993), Vol. 4, p. 44.

The advantages of using true-false items are they can provide:

(1) the widest sampling of content or objectives per unit of testing time;

(2) scoring efficiency and accuracy;

(3) versatility in measuring all levels of cognitive ability;

(4) highly reliable test scores; and

(5) an objective measurement of students achievement or ability.

The following are limitations of using true-false items.

(1) incorporate an extremely high guessing factor;

(2) can often lead an instructor to write ambiguous statements;

(3) do not discriminate between students of varying ability as well as other item types do;

(4) can often include more irrelevant clues than do other item types; and

(5) can often lead an instructor to favor testing of trivial knowledge.

c) Matching Test[27]

Matching test is a test where the students are required to match the response associated with a given stimulus.

The advantages of using matching items, namely:

(1) require short periods of reading and response time, allowing you to cover more content;

(2) provide objective measurement of student achievement or ability;

(3) provide highly reliable test scores; and

(4) provide scoring efficiency and accuracy.

However, the limitations of using matching items are matching items have difficulty measuring learning objectives requiring more than simple recall information. In addition, matching items are difficult to construct due to problem of selecting a common of stimuli and responses.

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[27] Ory, John C. and Katherine E. Ryan, *Tips for Improving Testing and Grading*, (USA: SAGE Publication, Inc., 1993), Vol. 4, p. 49-50.

d) Completion Test[28]

The completion test requires the students to answer a question or to finish an incomplete statement by filling in a blank with the correct word or phrase.

Usually, test-maker use completion items than other forms for several reasons. Actually, completion items can provide a wide sampling of content, efficiently measure lower levels of cognitive ability, minimize guessing compared with multiple-choice and true-false items; also they can provide an objective measure of student achievement or ability.

Yet, completion items are difficult to construct, more time-consuming to score than multiple-choice and true-false items, and more difficult to score because more than one answer may have to be considered correct. Moreover, completion items can often include more irrelevant clues than other item types and have difficulty measuring learning objectives. Regarding to the types and forms of test, it can be seen in the figure below.

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[28] Ory, John C. and Katherine E. Ryan, *Tips for Improving Testing and Grading*, (USA: SAGE Publication, Inc., 1993), Vol. 4, p. 59-60.

TEST

- STANDARDIZED
- TEACHER MADE

- INDIVIDUAL
- GROUP

- VERBAL
  - WRITTEN
    - ESSAY
      - FREE
      - LIMITED
    - OBJECTIVE
      - M-C
      - TRUE-FALSE
      - MATCHING
      - COMPLETION
  - ORAL
- NON VERBAL
  - PERFORMANCE

- PERSONALITY
- ACHIEVEMENT

- FORMATIVE
- SUMMATIVE
- DIAGNOSTIC
- PLACEMENT
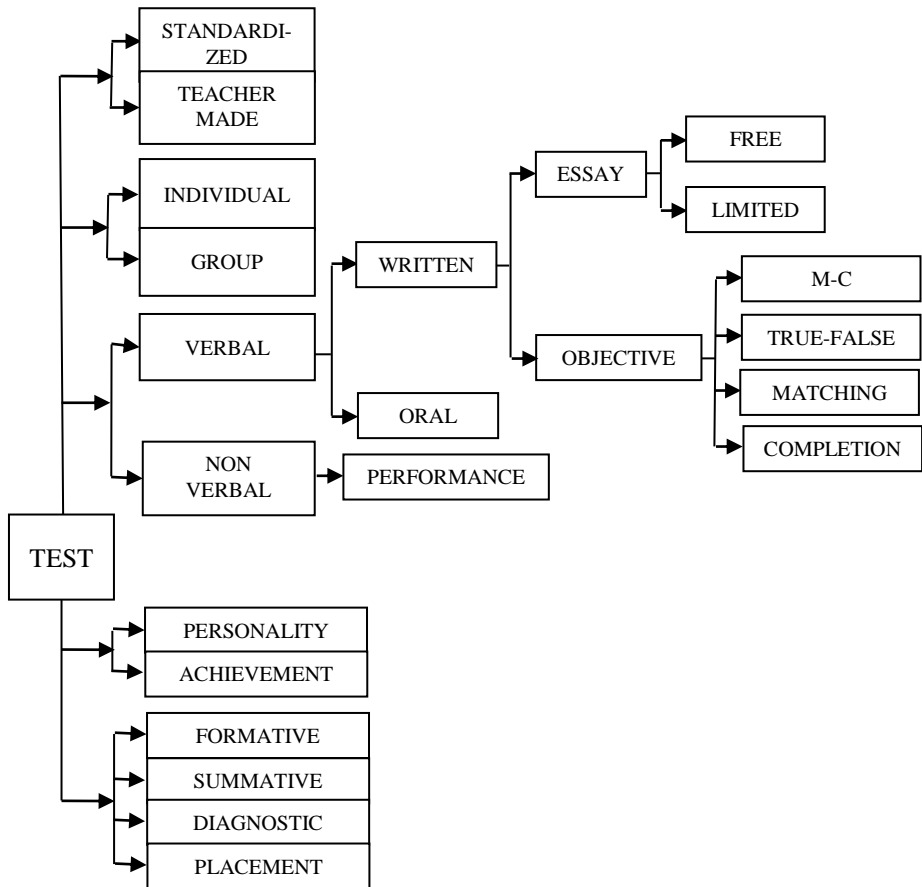
Figure 2.1 Types of Test

d. Characteristics of a Good Test

A test that can be either as a measuring instrument must have some characteristics, such as:[29]

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[29] Ebel, Robert L. and David A. Frisbie, *Essensitials of Educational Measurement*, (New Delhi: Prentice Hall of India, 1991), p. 221-224.

1) Validity and Reliability

Validity defines as the degree to which all the accumulated evidence support the intended interpretation of test scores for the proposed purpose. Then, a test is said to be reliable if it gives the same result when the test is done many times.

2) Relevance and Balance

Relevance indicates the extent to which the test items reflect the test specifications and contribute to achieve the stated purpose for testing. While balance means that the items they select for their test will sample representatively all the important task – knowledge, skills, and understandings – outlined in the test plan.

3) Efficiency and Specificity

As a test characteristic, efficiency relates to maximizing the amount of information about achievement that can be obtained in a specified time period. Then, a test shows high specificity if a test measures content specific to the objectives of instruction rather than general information.

4) Difficulty and Discrimination

How difficult a test should be related to the purpose for testing and the kind of score interpretation desired. Moreover, discrimination is closely related to

the ability of a test to discriminate between high and low achieving students.

Despite the difficulties mentioned above of specifying criteria for a good test, certain criteria for good test items have been generally accepted. Steven J. Osterlind said that these criteria are standards that should be followed during construction of good test items.[30]

The first criterion for constructing good test items, and the most important, is that there must be high degree of congruence between a particular item and the key objective of the total test.

A second criterion for constructing good test items is that the key objectives must be clearly defined. If a test item is to meet the congruence criterion, it must be matched to a defined entity.

A third criterion of constructing good test items is that each item's contribution to measurement error in a test's scores should be minimized to the extent possible. This means that there should be a systematic consideration of the degree to which test items may contribute to errors of measurement.

A forth criterion of constructing good test items is that the format be suitable to the goals of the test.

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[30] Osterlind, Steven J., *Constructing Test Items: Multiple-Choice, Constructed-Response, Performance, and Other Formats*, (New York: Kluwer Academic Publisher, 2002), Second Edition, p. 41-43.

Straightforward, uncomplicated goals generally require simpler item formats than those necessary for assessing complex goals.

A fifth criterion of constructing good test items is that each item meets specific technical assumptions.

A sixth criterion of constructing good test items is that they be well written, following uniform style or editorial standards. These standards cover grammar, diction, usage, spelling, punctuation, and syntax.

A seventh and final criterion of constructing good test items is that they satisfy legal and ethical questions. Sometimes, test developers may be tempted to use another's set of well-constructed test items to save time or effort. Often, little or no consideration is given to matching the purposes of their own test. Regretfully, this form of plagiarism happens too often.

2. Test Development

All tests are not created equal. The creation of a good test is not a matter of chance. It is the product of the thoughtful and sound application of established principles of test construction.

There are many procedures for test development, but generally the process of developing a test occurs in five stages:

a. Test Conceptualization

The beginning test conceptualization process, the test-maker should make a full and clear statement about what test is one wants to know and for what purpose. Also, a set of specifications for the test must be written that include information on content, test structure, timing, medium, technique to be used, criteria levels of performance, and scoring procedures.

Test specifications of this kind are useful for several reasons: (1) they guide the work of the test constructor, (2) they can inform examinees about expectations and how they might prepare themselves, (3) they provide information to others who may want to select the test for their own particular use, and (4) they provide documentation as evidence for judging the validity of the scores obtained.[31]

Because of the importance of test conceptualization process, so the test-maker cannot ignore this process which is as basis stages of the test development.

b. Test Construction

Once specifications are in place, the writing of items can begin. Items should always be written with the specification in mind. Mention of the intended response is

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[31] Ebel, Robert L. and David A. Frisbie, *Essensitials of Educational Measurement*, (New Delhi: Prentice Hall of India, 1991), p. 118.

a reminder that the key to an item is an integral part of the item.

Although test specification had been made, there are several things that should be note in writing of items.[32] First, the language is used should be simple and easy to understand. Second, an item must not contain double interpretation or confusing. Third, look lively in the put a sentence or word. So, it will not to be interpreted incorrectly. The last is instructions. Although students are already known about the forms of item, but the instructions on each group of items is crucial and should not be ignored. These instructions must be written clearly.

c. Test Tryout

Having created a pool of items from which the final version of the test will be developed, the test developer will try out the test. The test should be tried out on people who are similar in critical respects to the people for whom the test was designed.[33] Thus, for example, if a test is designed to aid in decisions regarding the selection of corporate employees with management potential at a

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[32] Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013), Ed. 2, p. 214.

[33] Cohen, Ronald Jay and Mark Swerdlik, *Psychological Testing and Assessment: An Introduction to Tests and Measurement*, (USA: McGraw-Hill Primis, 2010), 7th Edition, p. 266.

certain level, it would be appropriate to try out the test on corporate employees at the targeted level.

d. Item Analysis

After the first draft of the test has been administered to a representative group of examinees, the test developer analyzes test scores and responses to individual items.

The analyzing of items should be taken even statistically or qualitatively.[34] First, statistical procedures used to analyze items may become quite complex since it will reveal qualities of the test as a whole and of individual items. Moreover, qualitative analysis will examine in order to discover misinterpretation, unanticipated but possibly correct responses, and any other indicators of faulty items.

e. Test Revision

Having conceptualized the test, constructed it, tried it out, item analyzed it, finally the items should be revised. As we know that writing of successful items is extremely difficult. No one can expect to be able consistently to produce perfect items. Some items will have to be rejected, others reworked.

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[34] Hughes, Arthur, *Testing for Language Teachers*, (UK: Cambridge University Press, 2003), Second Edition, p. 65.

Cohen and Swerdlik note that there are probably as many ways of approaching test revision.[35] One approach is to characterize each item according to its strengths and weaknesses. Moreover, test developer must balance various strengths and weaknesses across items. For example, if many items are even easy or too easy, the test developer may purposefully include some more difficult items and eliminated items are too easy.

After items had been revised, the test is not yet in finished form, the steps of revision, tryout, and item analysis are repeated until the test is satisfactory and standardization can occur. Finally, a test revision is needed to make a good item.

Regarding to the test development process, it can be seen in the figure below.[36]

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[35] Cohen, Ronald Jay and Mark Swerdlik, *Psychological Testing and Assessment: An Introduction to Tests and Measurement*, (USA: McGraw-Hill Primis, 2010), 7th Edition, p. 280.
[36] Cohen, Ronald Jay and Mark Swerdlik, *Psychological Testing and Assessment: An Introduction to Tests and Measurement*, (USA: McGraw-Hill Primis, 2010), 7th Edition, p. 246.

Test Conceptualization

↓

Test Construction

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Test Tryout

↓

Item Analysis

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Test Revision
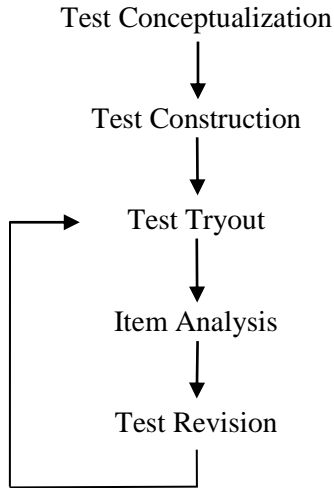
Figure 2.2 The Test Development Process

3. Item Analysis

a. Definition of Item Analysis

Before discussing about item analysis, we begin with an explanation of item. James Dean Brown notes that item is the smallest unit that produces distinctive and meaningful information on a test or rating scale.[37]

Furthermore, in the book of Introduction to Classical and Modern Test Theory, item analysis defines as a term broadly used to define the computation and examination of any statistical property of examinees' responses to an

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[37] Brown, James Dean, *Testing in Language Programs*, (USA: Prentice Hall Regents, 1996), p. 49.

individual test item.[38] Item analysis also defines as an analysis which is done to obtain information about the characteristics of each test item.[39]

Based on the definitions above, it can be concluded that item analysis is examination of item performance based on testee's answer against the test, so it can be known the quality of a test as a tool of measurement instrument.

Later, item analysis can indicate which items may be too easy or difficult and which may fail. It is also to discriminate properly between high and low achievers. Sometimes these procedures suggest why an item has not functioned effectively and how it might be improved.

b. Elements of Item Analysis

Item analysis is a one of ways to examine the quality of a test. That quality is determined by a test items. For knowing whether that each item of test has a good quality, it can be seen through an analysis toward difficulty level, discriminating power, and option distractor.

1) Difficulty Level

A good test is a test which is not too easy or vice versa too difficult to test takers or students. It should

[38] Crocker, Linda and James Algina, *Introduction to Classical and Modern Test Theory*, (USA: Cengage Learning, 2008), p. 311.
[39] Zulaiha, Rahmah, *Analisis Soal secara Manual*, (Jakarta: PUSPENDIK, 2008), p. 1.

give optional answer that can be chosen by test takers and not too far by the key answer.

The difficulty level is the percentage or proportion of test takers who answered an item correctly.[40] Then, the number that shows the level difficulty of a test can be said as difficulty index that is given P symbol (Proportion). In this index there are minimum and maximum scores. The lower index of a test, the more difficult the test is. Then, the higher the test, the easier it is.

According to Mehren and Lehmen (1984) as a cited by Athiyah Salwa point out that the concept of difficulty or the decision of how difficult the test should depends on variety factors notably the purpose of the test, ability level of the students, and the age of grade.[41]

The formula that can be used to measure the difficulty level is:

$$P = \frac{B}{JS}$$

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[40] Fulcher, Glenn and Fred Davidson, *Language Testing and Assessment*, (New York: Routledge, 2007), p. 102.

[41] Salwa, Athiyah, "The Validity, Reliability, Level of Difficulty and Appropriateness of Curriculum of the English Test", A Thesis (Semarang: Postgraduate Program of Linguistics Diponegoro University, 2012), p. 33.

Where:

P = difficulty index

B = the number of examinees who

answered correctly

JS = total number of examinees

Ismet Basuki and Hariyanto have suggested the following guidelines for making decision based on difficulty level.[42]

Table 2.1 The Relationship between Difficulty

Level and Quality of Test

Difficulty Level	Quality of Test
0.90 and up	Too easy item, poor item, the item should be eliminated.
0.71 – 0.89	Easy item, the item is marginal and needs revision.
0.31 – 0.70	Reasonably good item, little or no revision is required.
0.21 – 0.30	Difficult item, the item is marginal and needs revision.
Below - 0.20	Quite difficult item, poor item, the item should be eliminated.

2) Discriminating Power

The parameter of interest in selection of items must be an index of how effectively the item

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[42] Basuki, Ismet and Hariyanto, *Asesmen Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2014), p. 142.

41

discriminates between examinees who are relatively high on the criterion of interest and those who are relatively low.[43]

There is, however, an item statistic called the discrimination index (D) that places a numerical value on the item's ability to discriminate.

The formula that can be used to measure the discriminating power is:

$$DP = \frac{K_A}{n_A} - \frac{K_B}{n_B}$$

Where:

DP = discriminating power

K_A = the number of examinees of the
　　　upper group who answered correctly

K_B = the number of examinees of the lower group
　　　who answered correctly

n_A = the number of examinees of the upper group

n_B = the number of examinees of the lower group

Values of D may range from -1.00 to 1.00. Positive values indicate that the item discriminates in favor of the upper group; negative values indicate that

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[43] Crocker, Linda and James Algina, *Introduction to Classical and Modern Test Theory*, (USA: Cengage Learning, 2008), p. 313.

the item is a reverse discriminator, favoring the lower-scoring group.[44]

To interpret the criterion of the discriminating power, it can be used a criteria that is developed by Ebel (1965) as follows.[45]

Table 2.2 The Relationship between
Discriminating Power and Quality of Test

Discriminating Power	Quality of Test
0.40 and up	Very good item.
0.30 – 0.39	Reasonably good, but possibly subject to improvement.
0.20 – 0.29	Marginal item, usually needing and being subject to improvement.
Below – 0.19	Poor item, to be rejected or improved by revision.

3) Option Distractor

According to Suharsimi Arikunto, option distractor is defined as the distribution of test taker in choosing the optional answer (distractor) in multiple choice questions.[46]

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[44] Crocker, Linda and James Algina, *Introduction to Classical and Modern Test Theory*, (USA: Cengage Learning, 2008), p. 314.

[45] Arifin, Zaenal, *Evaluasi Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2009), p. 274.

[46] Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013), Ed. 2, p. 233.

43

A distractor can be said have function well if it is selected at least 5% by the test-takers. Distractors that are not chosen by any test-takers should be replaced or removed. As there are in distractors that do not work for example are chosen by very few test-takers should be replacing by better ones, or the item should be otherwise modified or dropped.

4. Entrance Test at Universities

Test is a systematic procedure for obtaining samples of behavior, relevant to cognitive or affective functioning, and for scoring and evaluating those samples according to standards.[47] That test consists of questions which are used to determine how far a test taker shows its performance. Commonly, test at University is used to measure the success of learning as well as to select new candidate of students, which is called as entrance test.

Based on the characteristics of the measurement, entrance test according to N.E. Groundlund and R.L. Linn in their book entitled Measurement and Evaluation in Teaching as a cited by Ibnu Hadjar can be categorized as maximum performance measurement. This is because the test procedures to determine the ability of an individual, namely how far the individual

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[47] Urbina, Susana, *Essentials of Psychological Testing*, (Canada: John Wiley & Sons, Inc., 2004), p. 1.

performance if he/she is motivated to achieve the highest possible score.[48] The results of this test shows how much an individual can do if he/she devoted all his efforts.

The materials of entrance test are divided into four. They are academic potential test, general basic ability test (which consists of basic ability of Mathematics, Indonesian, and English), basic ability of science and technology field (which consists of the ability of Mathemathics, Biology, Chemistry, and Phisycs), and basic ability of social and humanities fields (which consist of the ability of Sociology, History, Geography, and Economics.

On that ground, the entrance test questions are designed to measure basic abilities which can predict the success of candidate students in all programs of study, namely higher order thinking which includes the potential for academic, the mastery of the basic study, science and technology fields, and social and humanities fields.[49]

For item format selection in entrance test, the most commonly used types of tets are the objective (including short answer) and the essay. Since the essay test is less time consuming to prepare but the length and complexity of the

[48] Hadjar, Ibnu, *Kualitas tes Masuk sebagai Prediktor Keberhasilan Belajar Mahasiswa (Studi tentang Pendekatan Analisis Tes Masuk Bahasa* Arab dan *Bahasa Inggris serta Akurasinya dalam Memprediksi Keberhasilan Belajar Mahasiswa IAIN Walisongo)*, (Semarang: LP2M, 2013), p. 11.

[49] https://sbmptn.or.id/?mid=13 was accessed on December 29th, 2015 at 16.20 WIB.

45

answer is required, the test-maker is prefer to use objective test. The objective tests, especially on multiple-choice generally can be scored more rapidly and more reliably than other types, particularly the essay test where very large groups of test-takers must be tested. Later, the use of objective test on multiple-choice permits greater efficiency.

Afterwards, universities select their students independently and there is restricted entry to all fields of study. Students' selection may be based on the combination of senior secondary school grades, matriculation exam grades, and the entrance exam. In addition, some fields may place additional emphasis on work experience, previous studies or practical training.

Moreover, entrance tests are designed by the university, faculty or department in question to assess the test-takers' motivation, suitability and aptitude in the field concern. There may also be interviews or tests based on material that is distributed at the beginning of the test, and students may be required to demonstrate their skills.[50] For the example, the entrance test of teacher training faculty. In the article 8 of Law No.14, 2005 about Teachers and Lecturers (Undang-Undang Guru dan Dosen or UUGD) states that the teacher must have academic qualifications, competence, teaching certificate,

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[50] Hakkinen, Iida, *Do University Entrance Exams Predict Academic Achievement?*, (Sweden: Uppsala University, 2004), p. 6.

physically and mentally healthy, and the ability to achieve national education goals. This suggests that to be a student in that department, a test-taker should be tested not only by written test, oral test, or interview, but he/she also had to endure physical appearance and medical test to test his/her performance related to physical health and abilities of test-taker. However, the physical appearance of this test is often ignored by reason that appearance is not a major consideration as a teacher.

B. **Previous Researches**

In this research, the writer summarizes the relevant previous researches to prove the originality of the research as follows.

The first research has been conducted by Ibnu Hadjar entitled Kualitas Tes Masuk sebagai Prediktor Keberhasilan Belajar Mahasiswa (Studi tentang Pendekatan Analisis Tes Masuk Bahasa Arab dan Bahasa Inggris serta Akurasinya dalam Memprediksi Keberhasilan Belajar Mahasiswa IAIN Walisongo). The aim of this study were, first, to identify the quality of entrance test of Arabic and English at Walisongo State Institute for Islamic Studies based on classical and modern test theory. Second, to identify the quality of entrance test of Arabic and English at Walisongo State Institute for Islamic Studies based on the ability of test prediction to determine the outcome of students

learning. The data was analyzed into two stages: the analysis of quality entrance test and the analysis of test prediction. In first analysis, the data were analyzed using technique of proportion to determine the difficulty level; correlation to determine the validity and the discriminating power of the test; and presentation to determine the reliability. In this stage, it was used Kuder-Richardson/K-R 20 and S-Stats software (Statistic Application Program of Walisongo). Then, in second analysis, a regression analysis was used to analyze the data. It was used statistic program of SPSS 16.0. The results of the research showed that the quality of entrance test of foreign languages questions at Walisongo State Institute for Islamic Studies in the Academic Year of 2012/2013 was moderate, except the entrance test of English questions of A version were poor items. Moreover, entrance test of foreign languages questions, except the entrance test of English questions of A version, have a significant ability to predict the learning outcome of students.[51]

The similarity between this research and previous one is to analyze the quality of entrance test of English questions at Walisongo State Institute for Islamic Studies (now has turned into Walisongo State Islamic University). The research analyzed not only about test items but also the ability of items to predict

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[51] Hadjar, Ibnu, *Kualitas tes Masuk sebagai Prediktor Keberhasilan Belajar Mahasiswa (Studi tentang Pendekatan Analisis Tes Masuk Bahasa* Arab dan *Bahasa Inggris serta Akurasinya dalam Memprediksi Keberhasilan Belajar Mahasiswa IAIN Walisongo)*, (Semarang: LP2M, 2013).

the outcomes learning of students. Whereas, this research just analyzes the quality of English question involving level of difficulty, discrimination power, and option distractor.

The second research has been conducted by Moedjadi and Alfiah Hasanah entitled Analysis of Multiple Choice Tests for the University Entrance Test. This study aimed to conduct an analysis of entrance examination at Widyatama University. The analysis was done with items about the validity of the test level, the level of reliability, item difficulty level, distinguishing features and distracters analysis. The research used the answers to the test wave two participants university entrance test for academic year 2009/2010. Based on the comparison of question test item analysis between two periods of entrance test at Widyatama University, it can be observed that most of the question item was performed well although they have high difficulty level, this can be observed from the validity, reliability. The distracter analysis between those two period not performed well since most of them have value more than 80% chose <5%. In terms of discriminating power, it showed that some of them in medium level. Then, the question item also performed well. So, it can be conclude that the question test item at Widyatama University entrance test have a good test on overall but it should

be evaluate regarding the purpose of the test which was to do the selection process and not to evaluate any learning process.[52]

The similarity between this research and previous one is to analyze the quality of entrance test. The research analyzed items about the validity, reliability, item difficulty level, distinguishing features and distracters analysis. Whereas, this research analyzes the quality of English question involving level of difficulty, discrimination power, and option distractor.

The third research has been conducted by Seyyed Ayatollah Razmjoo and Haleh Madani entitled A Content Analysis of The English Section of University Entrance Exams Based on Bloom's Revised Taxonomy. The objective of this study was to analyze University Entrance Exam (UEE) items, in terms of Bloom's revised taxonomy, to find out which levels of this taxonomy were more reflected in these items. To this end, UEE items in three years, 1380, 1385, and 1390, in three fields, Mathematics, Natural Sciences, and Humanities, and in two Universities, State, and Azad, were codified based on the coding scheme designed by Razmjoo and Kazempourfard (2012). The frequencies and percentages of the data were calculated and since the data appeared in frequencies, Chi-Square was used to estimate the significance of differences between the frequencies of different levels of thinking .The results indicated that Lower

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[52] Moedjadi and Alfiah Hasanah, "Analysis of Multiple Choice Tests for the University Entrance Test", *11th Annual SEAAIR Conference*, (Thailand: SEAAIR, 2nd-4th November 2011), p. 80-87.

Order Thinking Skills (LOTS) were more considered in UEE items. Also the results showed the complete absence of "Creating" which is the highest level of thinking in the mentioned taxonomy. Accordingly, UEE in Iran cannot make learners critical thinkers.[53]

The similarity between this research and previous one is to analyze the quality of entrance test of English section. However, there are some differences both of them; First, the research analyzed the English items based on Bloom's revised taxonomy while this research analyzes the English items based on item statistics. Second, in analyzing the data, the researcher used Chi-Square to calculate the data while this research uses software of ANATES to analyze the data.

The fourth research has been conducted by Iveta Kohanova entitled Analysis of University Entrance Test from Mathematics. In the paper, the researcher deal with phenomenon of entrance exams for University study in Slovakia. The researcher analyzed the entrance test, external part of school leaving examination and students' performances in these tests in year 2011 at Comenius University in Bratislava. The focus of the paper was on evaluation of the entrance test by analyzing

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[53] Razmjoo, Seyyed Ayatollah and Haleh Madani, "A Content Analysis of The English Section of University Entrance Exams Based on Bloom's Revised Taxonomy", *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, (Vol. 4, No. 3, November/2013), p. 105-129.

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students' output in order to find out what types of tasks should be included in the entrance test if the University want to select students who have the best predispositions for study. The analysis was done with items about the discrimination index, and difficulty index. Then, the researcher used statistical software C.H.I.C (Classification Hierarchique Implicative et Cohesitive) to analyze the data. From the results, it showed that the strong similarity between students' performance in advanced knowledge tasks and nontrivial tasks. It also supported the importance of such tasks in the entrance test.[54]

The similarity between this research and the previous one is analysis of University entrance test. However, the research analyzed the entrance test, external part of school leaving examination and students' performances whereas this research just anayzes the quality entrance test of English questions. Then, in analyzing the data, the researcher used software of C.H.I.C while this research uses software of ANATES to analyze the data.

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[54] Kohanova, Iveta, "Analysis of University Entrance Test from Mathematics", Acta Didactica, (Slovakia: Comenius University, Issue 12, 2012), p. 31-46.

CHAPTER III
RESEARCH METHOD

This chapter presents research design, time and place of the research, subject, data, technique of collecting data, and technique of analyzing data.

A. Research Design

The research design used in this research was quantitative. This research was called quantitative because this research described and explained systematically about the quality entrance test of English questions, here means local test at UIN Walisongo in the Academic Year of 2015/2016 and both of data and analysis were based on statistical calculations.

According to Reichardt and Cook (1979:232) as cited by David Nunan, quantitative research is obtrusive and controlled, objective, generalizable, outcome oriented, and assumes the existence of facts which are somehow external to and independent of the observer or researcher.[1]

Later, a quantitative is broadly used to describe what can be counted or measured. Therefore, quantitative research is a research uses quantitative methods to describe what is, describing, recording, analyzing, and interpreting conditions that

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[1] Nuna, David, *Research Method in Language Learning*, (USA: Cambridge University Press, 1992), p. 3.

exist. It involves some type of comparison or contrast and attempts to discover relationships between existing nonmanipulated variables. Some form of statistical analysis is used to describe the results of the study.[2]

In addition, other design of this research was policy research because this research help policy maker to arrange their policy through give them information to solve a problem related to the quality of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016.

B. Time and Place

To obtain the data about quality of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016, this research was conducted at UIN Walisongo Semarang at Jl. Walisongo No. 3-5, Semarang.

Further, this research was implemented on November 2015 until January 2016, counted since the proposal was submitted until the end of the research.

C. Subject

1. Population

Population is the generalization area consists of the object or subject that has certain qualities and characteristics set by

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[2] Best, John W. and James V. Kahn, *Research in Education*, (USA: Pearson Education Inc., 2006), Tenth Edition, p. 24.

the researcher that is studied and drawn conclusions.[3] Classically, population is all of the research subjects.

The population of this research is multiple-choice of English entrance test items that were done by 2.348 of new candidate of students at UIN Walisongo in the Academic Year of 2015/2016.

2. Sample

A sample is a small proportion of the population that is selected for observation and analysis.[4] Sample also defines as a subject of individuals from a given population.[5] When population is large and the researcher may not learn all of them, for example because of lack of personnel and time, so the researcher can use sample which is taken from population. What is learned from that sample, the conclusion will be able to apply to the population. For that, the sample that is taken must be exactly representative.

The samples of this research were 15 multiple-choice of English entrance test items at UIN Walisongo in the Academic Year of 2015/2016 that were done by 200 students consist of 100 students who did A code and 100 students who did B code.

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[3] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p. 80.

[4] Best, John W. and James V. Kahn, *Research in Education*, (USA: Pearson Education Inc., 2006), Tenth Edition, p. 13.

[5] Nunan, David, *Research Methods in Language Learning*, (USA: Cambridge University Press, 1992), p. 27.

3. Sampling

Sampling, a deliberate rather than hapazhard method of selecting subjects for observation, enables the scientist to infer conclusions about a population of interest from the observed characteristics of a relatively small number of cases.[6] In another word, it involves selecting of smaller group of subjects from the overall population in such a way that the subgroup is representative of the large of population.

To determine sample of population in this research, the researcher used quota sampling. This sampling is not conducted based on stratum or region but it is based on the quota that has been decided.[7] So, the researcher came in to contact with internal academic office of UIN Walisongo Semarang to get the subject that is meet the requirement of the traits of population. The important thing here is the adequacy of quotum that has been decided.

D. Data

1. Sources of Data

In this research, sources of data were obtained from English entrance test items at UIN Walisongo in the Academic Year of 2015/2016 and its key answers. Moreover,

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[6] Best, John W. and James V. Kahn, *Research in Education*, (USA: Pearson Education Inc., 2006), Tenth Edition, p. 25.

[7] Arikunto, Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Ed. Rev., (Jakarta: PT Rineka Cipta, 2010), p. 141.

it was obtained from 200 students' answer sheet who took the entrance test at UIN Walisongo in the Academic Year of 2015/2016.

2. Focus of the Research

This research was focused on the quality of English entrance test items which were based on the difficulty level, the discriminating power, and the option distractor at UIN Walisongo in the Academic Year of 2015/2016.

E. Technique of Collecting Data

Technique of collecting data is the most strategic step in the research because aim of the research is to get the data. Without knowing the technique of collecting data, the researcher will not get the data that meets a standard.

In order to conduct this research, the researcher collected the data by using documentation. Suharsimi Arikunto explained that documentation is used to find data about things or variables such as notes, transcripts, books, newspapers, magazines, inscriptions, minutebooks, legger, agenda, and so on.[8] Because the aim of this study is to evaluate the test that has been used for the selection of new candidate students, the researcher did not create instrument by herself. The researcher used instrument that

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[8] Arikunto, Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Ed. Rev., (Jakarta: PT Rineka Cipta, 2010), p. 274.

has been created by the committee. The test was just examined on English questions which consist of A code and B code.

Later, the researcher also did not collect the data from test-takers directly. However, the researcher used the data in the form of document of English entrance test items, the key answer, and the students' answer sheets at UIN Walisongo in the Academic Year of 2015/2016. The data were obtained from the internal academic office of UIN Walisongo.

F. Technique of Analyzing Data

Bogdan stated the analyzing of data, in the Sugiyono, as the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.[9]

Afterwards, technique of analyzing English entrance test items at UIN Walisongo in the Academic Year of 2015/2016 which is focused on the difficulty level, the discriminating power, and the option distractor used ANATES as statistical software.

ANATES is a special application program that is used to analyze multiple-choice and essay. It is developed by Drs. Karnoto, M.Pd and Yudi Wibisono, ST. The advantages of this software is can be used to analyze not only for multiple-choice

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[9] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p. 244.

items, but also for essay items. Moreover, the use of Indonesian language is one of convenience in using the program rather than other program that used English language.

Particularly, this research used an application program of ANATES version 4.0.2 which can be used to analyze items of multiple-choice only. By using ANATES, the analysis process of test items would be easy, fast, and accurate.

The following are steps to use ANATES program:

1. After finished install the program, we can start with clicking image of ANATES. The window will appear.
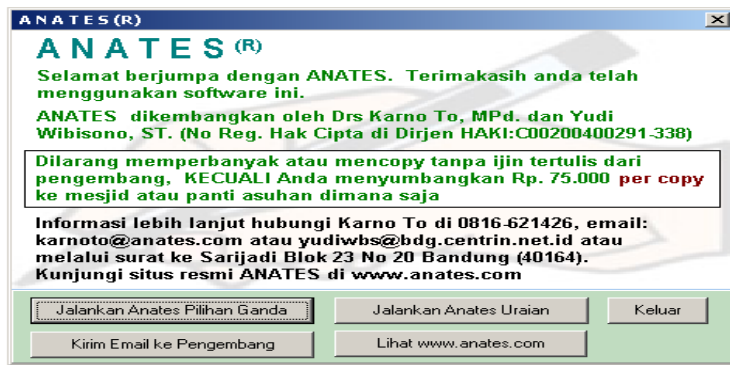
2. Select "Jalankan Anates Pilihan Ganda" for analyzing multiple-choice items. The image display will appear like below.
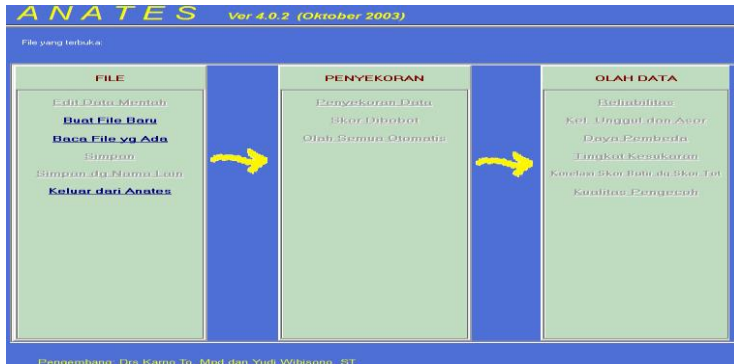
3. In the "FILE" column, click "Buat File Baru" to create new file analysis, "Baca File yg Ada" to open the saved file, "Keluar dari Anates" to exit from the program.

4. Click "Buat File Baru", it will perform a dialogue box.
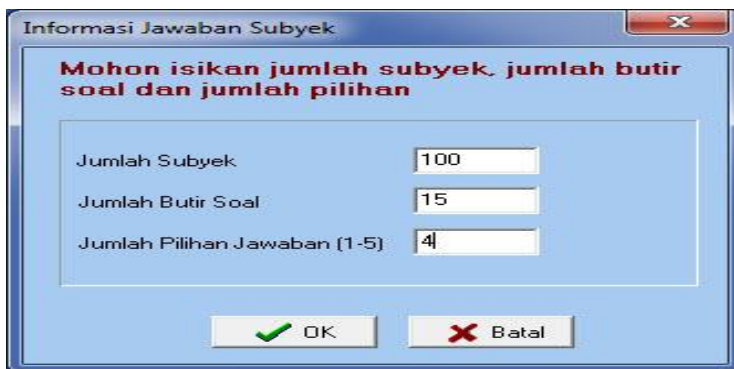
5. On a number of subjects, write down a number of test takers, test items, and options. Then, click OK.
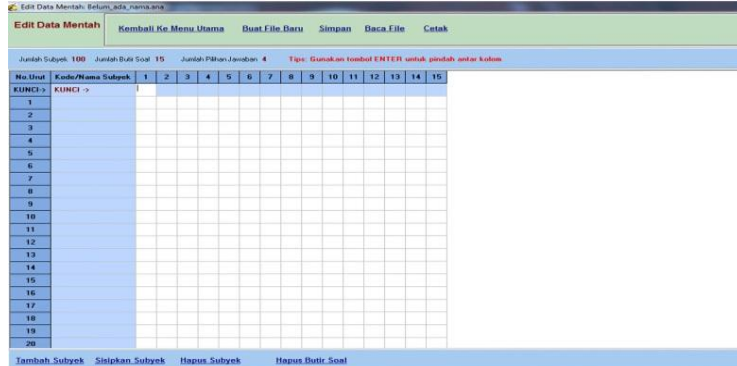
6. Enter the key answer of each item. Write down the name of test-taker and their answers for each question. Once that is done, it will look as follows.
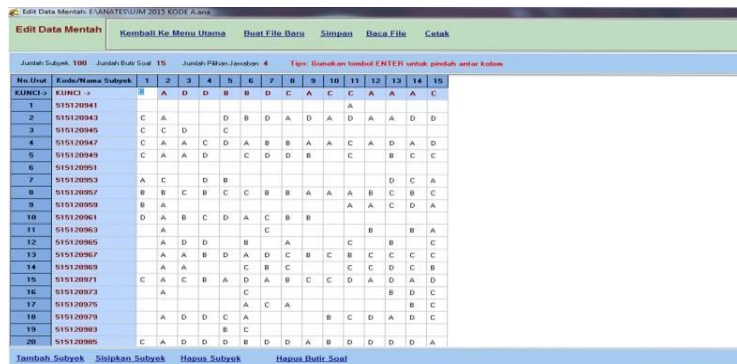
7. Data entry is complete. After that, select and click "Kembali Ke Menu Utama".

8. In the "PENYEKORAN" column, select "Olah Semua Otomatis".

9. The analysis process is complete. Select "Cetak ke Printer" if you want to print the file directly. However, select "Cetak ke File" if you want to save the file in notepad.

10. Click "Kembali Ke Menu Sebelumnya". Then select "Simpan" in the "FILE" column.
11. Click "Keluar dari Anates". In the dialogue box, click "Yes".

CHAPTER IV
FINDING AND DISCUSSION

This research was conducted by using quantitative method where oriented to describe the quality of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016, based on difficulty level, discriminating power, and option distractor. For such purposes, the data were analyzed based on statistical calculation which mentioned in previous chapter specifically. The results of data analysis explain in this chapter.

A. Overview of UIN Walisongo[1]

IAIN (Institut Agama Islam Negeri or State Institute for Islamic Studies) Walisongo is one of the State Islamic College at Semarang. It was established on April 6th, 1970 through a decision of the Religion Minister Affairs of Republic of Indonesia (KH. M. Dachlan) No. 30 and 31 in 1970. At beginning, IAIN Walisongo has 5 faculties that widespread across cities in Central Java, namely Dakwah Faculty at Semarang, Syari'ah Faculty in Bumiayu, Faculty of Shari'ah at Demak, Ushuluddin Faculty at Kudus, and Tarbiyah Faculty at Salatiga. However, the ideas and efforts of its building have been performed since 1963 through the establishment of Islamic

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[1] Akademik UIN Walisongo Semarang 2016.

faculties of those areas undertaken sporadically by Ulama' as representations of religious leaders and students muslim.

Initially, the presence of IAIN Walisongo can not be separated from the community Muslim need in Central Java about an institution of higher education as an educational place after passing from boarding school. This is due to the fact that Central Java is an area that has very large base of boarding school. Thus, on the one side this institution must be able to get itself as a successor to the tradition of boarding school, while on the other hand it must become as an institution that conducts a scientific dissemination.

The founding fathers gave the name Walisongo consciously. This is a great name. It is not only as a symbol but also as a spirit for the dynamic history of the largest State Islamic Collage in Central Java. Of course, in the history, IAIN was involved in continuing the traditions and ideals of Islam inclusive according to Walisongo, as well as in innovating; so that, the presence of IAIN Walisongo can be significantly useful to educate the nation's life and to build the civilization of mankind. This spirit is developed towards the IAIN Walisongo as a higher education center of excellence of State Islamic Collage in Indonesia.

IAIN Walisongo in 2014 was 44 years old. It is an institution of higher education that has institutional structures, systems of administration, and facilities of infrastructure as well

as good cooperation with other part. As an institution that has been aged 44 years, the system of organization runs pretty solid. At the insistence of communities, IAIN Walisongo determined to turn into UIN Walisongo in order to provide educational services required by stakeholders who have been loyal and close with IAIN Walisongo.

At least, there are five reasons the status alteration of IAIN into UIN Walisongo Semarang. First, the age of IAIN Walisongo was over 44 years (April 6th, 1970). It was quite enough to participate educated the nation. Second, the existence of IAIN Walisongo had done credit to the Regional Government and societies as well as its benefits have been felt by the societies. Moreover, IAIN Walisongo was able to produce the graduates that have enough quality. When the status alteration was done, so the contribution of IAIN Walisongo toward societies and Government would be even greater. Third, IAIN Walisongo was credible enough to hold the mandate of the Government. It had produced IAIN Surakarta and three STAIN (Pekalongan, Salatiga Kudus). It also became organizer of the Candidate of Lecturers Program around the Indonesia in 1990. IAIN Walisongo also became organizer of the national teacher quality improvement program in the environment of Religion Ministry of Republic of Indonesia from 2007 up to now. IAIN Walisongo is also able to deliver S3 program since 2005. Even in 2011, IAIN Walisongo was crowned as State Islamic Collage which has the best courses

in accreditation in the environment of Religious Ministry of Republic of Indonesia. Fourth, status of the institutions as BLU (Badan Layanan Umum or Public Services Corporation) become its own reasons in the alteration status of IAIN into UIN. The status of BLU showed IAIN Walisongo was able to do planning more independent and accountable. Fifth, aid of the Islamic Development Bank (IsDB) was $ 27,768,583 and the support of the Government of Indonesia (GoI) for $10.113.351 was appropriate to improve the status of IAIN into UIN.

Finally, in the Government of President Susilo Bambang Yudhoyono is almost over, the alteration status was realized with the publication of the President Regulation No. 130 in 2014 on October 16th, 2014 about The Alteration Status of IAIN into UIN Walisongo Semarang. Later, on December 19th, 2014 UIN Walisongo Semarang was inaugurated by President of Joko Widodo at the Jakarta's State Palace.

As a manifestation and developing of UIN Walisongo Semarang, it was came out the Regulation of the Religion Minister No. 54 in 2015 about the Organization and the work of UIN Walisongo Semarang which set up three new faculties. Three new faculties were established on November 4th, 2015 at the campus of UIN Walisongo Semarang by Religion Minister Affairs, Lukman Hakim Syaifuddin. So, at this time UIN Walisongo Semarang has 8 faculties:

1. The Faculty of Syari'ah and Law;

2. Faculty of Ushuluddin and the Humanities;

3. Faculty of Tarbiyah and Teacher Training;

4. Faculty of Dakwah and Communication;

5. Faculty of Economics and Islamic business;

6. Faculty of Social and Political Sciences;

7. Faculty of Psychology and Health; and

8. Faculty of Science and Technology

B. Description and Analysis

1. Entrance Test at UIN Walisongo[2]

The new admission of students for S1 and Diploma 3 (D3) at UIN Walisongo was arranged by the PP No. 66 in 2010. It is through five lines, they are SNMPTN and SBMPTN that is implemented jointly under the coordination of the Ministry of Research and Higher Education; SPAN-PTKIN and UM-PTKIN which are under the coordination of the Ministry of Religious Affairs. The last is through local test which is called UJM (Ujian Jalur Mandiri) UIN Walisongo.

The UJM UIN Walisongo did not implement simultaneously with other universities. It depends on the policy of UIN Walisongo. Based on Regulations of Government No. 66 in 2010 regarding Amendment to Regulation of Government No. 17 in 2010 about the

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[2] Prosedur Operasional Standar Ujian Mandiri (UJM), (UIN Walisongo: 2015).

Management and Delivery of Education; and Regulation of Minister of National Education No. 34 in 2010 about The Pattern of Admissions Graduate Program at Higher Education organized by the Government, the implementation of UJM executed after previous the national admissions.

The test group of UJM is divided into two categories; they are group of IPA/IPC and group of IPS. Then, the materials in the UJM are TPA (Tes Potensial Akademik or academic potential test); TBSD (Tes Bidang Studi Dasar or test for basic study) which consist of English, Indonesia, Arabic, and basic social science; TWK (Tes Wawasan Keislaman or Islamic concept test) which consist of Al-Qur'an Hadits, Fiqih, Islamic history, and Aqidah Akhlak; and science test consist of Mathematics, Physics, Chemistry, and Biology (this test only for group of IPA/IPC). In this case, they are given a chance to choose six departments from three faculties. However, the process of acceptance and placement of students who pass in the UJM are based on their passing grade set by that University.[3]

The entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016 consists of 15 items that is started from number 56 up to 70. However, for simplicity in the presentation of data, the researher used number 1 up to 15.

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[3] Based on interview with Ahmad Fathoni (Kasub Bag. Adm. Akademik UIN Walisongo, 2015).

The test used written test in the form of multiple-choice question. A multiple-choice question is a form of test that its answer can be chosen from several possible answers that had been provided. Then, a multiple-choice item consists of question or problem and response alternatives. Response alternatives consist of key answer and option distractor. The key answer must be a correct answer, whereas option distractor is not the correct answer but it must function well. It means that it allows the test-takers to choose a response alternatives if they do not master the material.

Furthermore, based on POS (Prosedur Oprasional Standar or Procedure of Operational Standard) UJM 2015, the difficulty level of UJM UIN Walisongo is divided into three categories, namely 30% is easy, 40% is moderate, and 30% is difficult. It is intended that test can select as much detail as possible about new candidate students' ability.

As well as other entrance tests, the items of UJM were tried to make as valid as possible. Therefore, the rector of UIN Walisongo pointed toward the team of test-makers of UJM directly. One of the general provisions of preparation of the items test, the test-makers are lecturers who are competent in their field, highly qualified minimal S2, have a commitment, high integrity and credibility, and have experienced in developing similar items.

2. English Entrance Test Items Analysis

a. Difficulty Level

Analysis of the difficulty level items was computed by using software named ANATES. In this case, the researcher divided the analysis of difficulty level of English entrance test at UIN Walisongo in the Academic Year of 2015/2016 into two parts; analysis of A code and analysis of B code.

The result of difficulty level analysis of English entrance test items of A code can be seen as follows.

Table 4.1 The Difficulty Level Analysis of English Entrance Test Items A Code

No. Items	Total of Correctness	Difficulty Level	Interpretation
1	35	0,35	Moderate
2	60	0,60	Moderate
3	23	0,23	Difficult
4	34	0,34	Moderate
5	10	0,10	Quite Difficult
6	15	0,15	Quite Difficult
7	14	0,14	Quite Difficult
8	16	0,16	Quite Difficult
9	15	0,15	Quite Difficult
10	12	0,12	Quite Difficult
11	30	0,30	Difficult
12	22	0,22	Difficult
13	8	0,08	Quite Difficult
14	27	0,27	Difficult

15	29	0,29	Difficult

From the table above, it can be seen that the difficulty level of English Entrance Test Items of A code spread from 0,08 (the lowest index, it was as quite difficult category) to 0,60 (highest index, it was as moderate category).

Later, to know the mean of index difficulty level of English Entrance Test Items of A code, the researcher used the following formula.

$$Mean = \frac{Total\ of\ index\ difficulty}{The\ number\ of\ items}$$

$$= \frac{3,50}{15} = 0,23$$

From the result above, it showed that the mean of index difficulty level was 0,23. It means that English entrance test items of A code was categorized difficult for the test-takers who did those items.

After that, the results of analysis were classified based on the proportion percentage of difficulty level as follows.

Table 4.2 The Classification of Proportion Difficulty
Level Items of A Code

Difficulty Level	No. of Items	Frequency	Percentage
Too easy P 0,90 <	-	0	0%

Easy P 0,71 - 0,89	-	0	0%
Moderate P 0,31 - 0,70	1,2,4	3	20%
Difficult P 0,21 - 0,30	3,11,12, 14,15	5	33,33%
Quite Difficult P < 0,20	5,6,7,8,9, 10,13	7	46,67%
Total		15	100%

The result showed that 20% of the items or 3 English test items (items no. 1, 2, and 4) were classified moderate, 33,33% or 5 English test items (items no. 3, 11, 12, 14, and 15) were categorized difficult, and other 46,67% of the English test items (7 items: items no. 5, 6, 7, 8, 9, 10, and 13) were quite difficult.

Afterwards, the result of difficulty level analysis of English entrance test items of B code can be seen as follows.

Table 4.3 The Difficulty Level Analysis of English Entrance Test Items B Code

No. Items	Total of Correctness	Difficulty Level	Interpretation
1	25	0,25	Difficult
2	20	0,20	Difficult
3	9	0,09	Quite Difficult
4	41	0,41	Moderate
5	37	0,37	Moderate
6	26	0,26	Difficult

7	33	0,33	Moderate
8	36	0,36	Moderate
9	13	0,13	Quite Difficult
10	23	0,23	Difficult
11	34	0,34	Moderate
12	42	0,42	Moderate
13	13	0,13	Quite Difficult
14	22	0,22	Difficult
15	11	0,11	Quite Difficult

From the table above, it can be seen that the difficulty level of English entrance test items of B code spread from 0,09 (the lowest index, it was as quite difficult category) to 0,42 (highest index, it was as moderate category).

Later, to know the mean of index difficulty level of English entrance test items of B code, the researcher used the following formula.

$$Mean = \frac{Total\ of\ index\ difficulty\ level}{The\ number\ of\ items}$$

$$= \frac{3,85}{15} = 0,26$$

From the result above, it showed that the mean of index difficulty level was 0,26. It means that English entrance test items of B code were categorized difficult for the test-takers who did those items.

Then, the results of analysis were classified based on the proportion percentage of difficulty level as follows.

Table 4.4 The Classification of Proportion Difficulty Level Items of B Code

Difficulty Level	No. of Items	Frequency	Percentage
Too easy $P\ 0,90 <$	-	0	0%
Easy $P\ 0,71 - 0,89$	-	0	0%
Moderate $P\ 0,31 – 0,70$	4,5,7,8, 11,12	6	40%
Difficult $P\ 0,21 - 0,30$	1,2,6,10, 14	5	33,33%
Quite Difficult $P < 0,20$	3,9,13,15	4	26,67%
Total		15	100%

The result showed that 40% of the items or 6 English test items (items no. 4, 5, 7, 8, 11, and 12) were classified moderate, 33,33% or 5 English test items (items no. 1, 2, 6, 10, and 14) were categorized difficult, and just 26,67% of the English test items (4 items: items no.3, 9, 13, and 15) were quite difficult.

Having known the difficulty level, the researcher compared the English entrance test items of A code and B code. It can be seen from the chart below.

Chart 4.1 The Comparison of Difficulty Level
between A Code and B Code

From the chart above, it can be observed that neither English entrance test items of A code nor B code was too easy and easy items.

Most of English entrance test items of A code were quite difficult items and only few items were moderate items. Whereas, English entrance test items of B code mostly were moderate items and less of quite difficult items.

b. Discriminating Power

Analysis of the discriminating power of the items was also computed by using ANATES. The result of discriminating power analysis of English entrance test items at UIN Walisongo in the Academic Year of 2015/2016 can be seen in the following table. Here, the

result of discriminating power analysis of English entrance test items of A code.

Table 4.5 The Discriminating Power Analysis of

English Entrance Test Items of A Code

No. Items	Up. Gr	Low. Gr	D	Index DP	Interpretation
1	15	0	15	0,55	Very Good
2	22	8	14	0,51	Very Good
3	12	1	11	0,40	Very Good
4	16	1	15	0,55	Very Good
5	5	1	4	0,14	Poor
6	9	1	8	0,29	Moderate
7	8	1	7	0,25	Moderate
8	8	1	7	0,25	Moderate
9	6	1	5	0,18	Poor
10	6	0	6	0,22	Moderate
11	15	1	14	0,51	Very good
12	12	1	11	0,40	Very good
13	4	0	4	0,14	Poor
14	11	0	11	0,40	Very good
15	16	2	14	0,51	Very good

From the table above, it can be seen that the lowest index discriminating power of English Entrance Test Items of A code was 0,14 (it was as poor discrimination items) and the highest index was 0,42 (it was as very good discrimination items).

The formula for computing the mean of index discrimination of English Entrance Test Items of A code is as follow.

$$Mean = \frac{Total\ of\ index\ discrimination}{The\ number\ of\ items}$$

$$= \frac{5,40}{15} = 0,36$$

From the result, it showed that the mean of index discrimination was 0,36. It means that English entrance test items of A code were categorized good items.

Then, the results of analysis were classified based on the proportion percentage of discriminating power as follows.

Table 4.6 The Classification of Proportion
Discriminating Power Items of A Code

Discriminating Power	No. of Items	Frequency	Percentage
Very Good D 0,40<	1,2,3,4,11 12,14,15	8	53,33%
Good D 0,30 - 0,39	-	0	0%
Moderate D 0,20 – 0,29	6,7,8,10	4	26,67%
Poor D < 0,19	5,9,13	3	20%
Total		15	100%

Based on the data, it showed that there were 8 items (53,33%) with the item discrimination values ranging over 0,40 (items no. 1-4, 11-12, and 14-15) that discriminate very good between the upper and lower scoring groups. Then, 4 items (26,67%) were classified have moderate discriminating power with the discrimination values lying from 0,20 to 0,29. Those items were items no. 6, 7, 8, and 10. In addition, 3 items (20%) which no. 5, 9, and 13 have poor discriminating power with the value ranging less 0,19.

Later, the result of discriminating power analysis of English entrance test items of B code can be seen as follows.

Table 4.7 The Discriminating Power Analysis of English Entrance Test Items of B Code

No. Items	Up. Gr	Low. Gr	D	Index DP	Interpretation
1	11	3	8	0,29	Moderate
2	12	1	11	0,40	Very Good
3	6	1	5	0,18	Poor
4	20	2	18	0,66	Very Good
5	16	5	11	0,40	Very Good
6	14	1	13	0,48	Very Good
7	17	1	16	0,59	Very Good
8	19	1	18	0,66	Very Good
9	11	0	11	0,40	Very Good
10	11	1	10	0,37	Good
11	17	3	14	0,51	Very Good
12	23	3	20	0,74	Very Good

13	10	0	10	0,37	Good
14	13	0	13	0,48	Very Good
15	4	1	3	0,11	Poor

From the table above, it can be seen that the lowest index discriminating power of English Entrance Test Items of B code was 0,11 (it was as poor discrimination items) and the highest index was 0,74 (it was as very good discrimination items).

Further, the researcher used formula for computing the mean of index discrimination of English Entrance Test Items of B code is as follow.

$$Mean = \frac{Total\ of\ index\ discrimination}{The\ number\ of\ items}$$

$$= \frac{6,70}{15} = 0,44$$

From the result, it showed that the mean of index discrimination was 0,44. It means that English entrance test items of B code were categorized very good items to discriminate the upper and the lower test-takers.

Next, the results of analysis were classified based on the proportion percentage of discriminating power as follows.

Table 4.8 The Classification of Proportion

Discriminating Power Items of B Code

Discriminating Power	No. of Items	Frequency	Percentage
Very Good D 0,40 <	2,4,5,6,7, 8,9,11,12, 14	10	66,67%
Good D 0,30 - 0,39	10,13	2	13,33%
Moderate D 0,20 – 0,29	1	1	6,67%
Poor D < 0,19	3,15	2	13,33%
Total		15	100%

From the data above, it was found that there were 10 items (66,67%) with the item discrimination values ranging over 0,40 (items no. 2, 4-9, 11-12, and 14) that discriminate very good between the upper and lower scoring groups. Then, 2 items (13,33%) were classified have good discriminating power with the discrimination values lying from 0,30 to 0,39. Those items were items no. 10 and 13. In addition, only one item which no. 1 (6,67%) has the discrimination ability that was categorized moderate with the value ranging from 0,20 to 0,29. Finally, 2 items (13,33%) which no. 3 and 15 have poor discriminating power with the value ranging less 0,19.

Furthermore, the English entrance test items discrimination computation results of A Code and B code can be seen in the following chart.
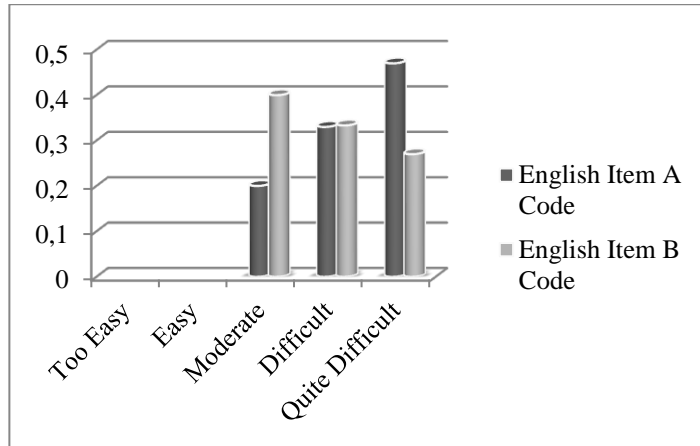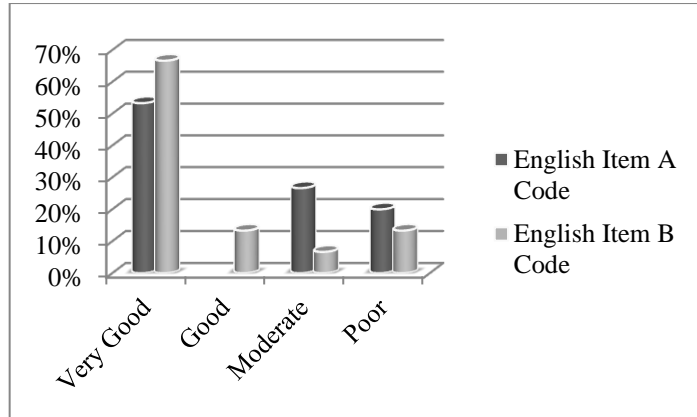

Chart 4.2 The Comparison of Discriminating Power between A Code and B Code

From the chart above, it can be seen that many English entrance test items of A code and B code have very good items discrimination. Yet, just English entrance test items of B code that were categorized as good item.

c. Option Distractor

From the computation by using ANATES, the results of data analysis of option distractor of English entrance test items at Walisongo State Islamic University in the Academic Year of 2015/2016 were divided into analysis of A code and analysis of B code. The analysis of A code can be seen in the following table.

Table 4.9 The Option Distractor Analysis of English

Entrance Test Items of A Code

No. Items	a	b	c	d
1	9-	12+	35**	7-
2	60**	3--	20+	2--
3	12-	12-	19+	23**
4	5--	18++	10-	34**
5	19+	10**	15-	24++
6	39+	15**	20+	7--
7	17+	16+	21+	14**
8	20+	12-	16**	19+
9	15**	21+	20+	11-
10	26++	24++	12**	4--
11	17+	11-	30**	9-
12	22**	12-	15+	11-
13	8**	20+	27++	14-
14	27**	14+	17+	15+
15	18++	14+	29**	8-

Where

** : key answer

++ : very good

+ : good

- : less

-- : poor

--- : very poor

82

By looking at the option distractor performances above, it can be concluded that the 15 English items comprise 6 very good option distractors, 20 good option distractors, 14 less option distractors, 5 poor option distractors, and 15 key answers. All of the items contain the distractors of incorrect answers that were chosen by at least 5% of the total number of test-takers. Unfortunately, items no. 2, 4, 6, and 10 contain one until two of the distractors in each item that did not function well. Finally, 7 items (items no. 5-10 and 13) contain distractors that were chosen by test-takers is higher than key answers.

Furthermore, the analysis of option distractor of B code can be seen as follows.

Table 4.10 The Option Distractor Analysis of English Entrance Test Items of B Code

No. Items	a	b	c	d
1	20++	15+	25**	10-
2	20**	14+	16+	17+
3	9**	24++	29++	16+
4	41**	12+	14+	15++
5	7-	17++	37**	20++
6	12-	8-	26**	31+
7	5--	11-	11-	33**
8	36**	20++	10-	7-
9	12-	16+	19+	13**
10	23**	10-	25++	12-
11	6-	20++	34**	4--

12	42**	7-	20++	3--
13	13-	17+	11-	13**
14	6--	10-	12-	22**
15	11-	11**	11-	23++

Where

**   : key answer

++   : very good

+   : good

-     : less

--   : poor

---   : very poor

Based on the result of analysis option distractor above, it can be concluded that the 15 English items comprise 11 very good option distractors, 11 good option distractors, 19 less option distractors, 4 poor option distractors, and 15 key answers. All of the items contain the distractors of incorrect answers that were chosen by at least 5% of the total number of test-takers. However, items no. 7, 11, 12, and 14 contain one of the distractors in each item that did not function well. Finally, 6 items (items no. 3, 6, 9, 10, 13, and 15) contain distractors that were chosen by test-takers is higher than key answers.

C.   Research Discussion

As we know that entrance test at universities is test that is used to measure the success of learning as well as to select new candidate of students. Therefore, entrance test can be categorized as aptitute tests. Hull explained that aptitude tests are tests designed to discover what potentiality a given person has for learning some particular skill.[4] So, these tests serve a predictive function. They help us identify potential talents. They identify the prerequisite characteristics which are essential for one to be competent to performs given task. Presenting items on such sub-skills which may eventually be developed into expert complex skills, these test identify those who can do well in a field of study or a profession and those who cannot. These test are generally used while selecting people for special course or careers.

Entrance test also includes a selection test. This is because the test is used to select a limited a number of students, while the test-takers more than required. Thus, the results of these tests indicate that test-takers who get high scores on the entrance test will have a greater chance to be selected by the university than those who get low score.

Entrance test can also be categorized as a part of the placement test because that test is intended to provide information that will help to place students at the stage (or in the

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[4] Rani, T. Swarupa, et.al, *Educational Measurement and Evaluation*, (New delhi: Discovery Publishing House, 2013), p. 265.

part) of teaching program most appropriate to their abilities.[5] The results of test can be taken into consideration by universities at where majors these students will enter later. For example, it is well known that a student can choose more than one department in planning studies. In the first option, the students want to go to the English department, but the test results on that materials he gets low score. So, he will be placed on the second option, namely Indonesian department.

Later, UJM at UIN Walisongo is the new admissions of students system performed that is conducted independently by UIN Walisongo. Selection of UJM at UIN Walisongo is the last line that is done by UIN Walisongo in order to attract prospective students who have did not receive from the previous lines. UJM was implemented to cover the shortage of quota and dissemination of prospective students throughout program of studies that is owned by UIN Walisongo.

Afterwards, as the result of the analysis based on the whole analysis of English entrance test items at UIN Walisongo in the Academic Year of 2015/2016, the researcher found the quality of items namely from the difficulty level either A code or B code were difficult category. In accordance with its purpose, namely to select new candidate of students, it is appropriate that those items

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[5] Hughes, Arthur, *Testing for Language Teachers*, (UK: Cambridge University Press, 2003), Second Edition, p. 16.

is difficult or quite difficult.[6] So, only candidate who have high ability can answer those items correctly as many as possible. As the result, the candidates who fulfill the minimum requirement can be accepted as new students' university. However, the difficulty level that is set by each University is not always the same. That depends on the competitiveness and quota provided by the University. The greater competitiveness between students who will be accepted, then the test is made more difficult. Whereas, if competitiveness is low or a number of students who will be accepted is equal to the available of quota, so the test is made easy even it may also do not need to be conducted entrance test. If the test remains to be carried out, it was only a formality.

Moreover, the discriminating power of English entrance test at UIN Walisongo in the Academic Year of 2015/2016 from A code and B code were good enough to discriminate the upper and the lower group of the test-takers, but to make a strong discrimination the test-maker needs to revise some items. The discriminating power is in proportion to the difficulty level. The higher difficulty level the test have, the better discriminating power it is. So, it can discriminate upper and lower group of students appropriately.

Finally, the test-maker should make sure that all the option distractors are plausible. If one distractor is obviously ridiculous,

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[6] Sudijono, Anas, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT RajaGrafindo Persada, 2009), p. 68.

that distractor is not helping to test and discriminate between the upper and lower scoring groups of test-takers. Furthermore, the incorrect distractors that are more prominent than the correct distractors need to be reviewed as the quality of the distractors influence test-takers' performances on the test items.

The actions to be taken as the follow-ups towards the results of the analysis of English entrance test items of A code and B code on the effectiveness of each distractors, namely; first, the distractors with the minimum value of 5% of being chosen by the test-takers have functioned well and can be reused in the future test. Second, the distractors with the effectiveness indices below 5% and thus fail to function well can be either revised or eliminated.

D. Limitations of the Research

Although this research has been designed and carried out with its best, this is inseparable from the limitations that may affect the quality of the results. The limitations of this research as follows.

First, from the materials of entrance test at UIN Walisongo in the Academic Year of 2015/2016, the researcher just analyzed the quality of English questions which consist of 15 items. This is done considering the researcher from English Education Department, so she only analyzed all of English items of UJM UIN Walisongo.

Second, the analysis of quality entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016 was based on difficulty level, discriminating power, and option distractor. This is because the researcher just analyzing against the item analysis.

Third, from a number of test-takers that followed entrance test of UIN Walisongo in the Academic Year of 2015/2016, the researcher only took sample of 100 students who did A code and 100 students who did B code. This is because of limitations of time, place, and personnel that the researcher face.

Forth, in the process of collecting data, the researcher just collected the document of English entrance test items, the key answer, and the students' answer sheet at UIN Walisongo in the Academic Year of 2015/2016. This is because what the researcher can be obtained just that documents. Further, this research includes policy research so that the researcher must keep confidential documents related to the entrance test at UIN Walisongo.

Considering all those limitations, there is need to do more researches about the the analysis of quality entrance test at UIN Walisongo, so that the more optimal results will be gained.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In accordance with the research objectives, this chapter presents the conclusions of the entire discussion in previous chapters, as well as answer briefly about the research questions in chapter I. The conclusions are based on the results of research and its discussion, as presented in the previous chapter. Furthermore, this chapter is finished with recommendation and closing.

A. Conclusion

After getting the results of data analysis, the researcher concluded that quality of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016 based on the difficulty level of A code range was 20% for moderate items, 33,33% was difficult items, and 46,67% was quite difficult items. While, the difficulty level of English entrance test items of B code range was 40% for moderate items, 33,33% for difficult items, and 26,67% for quite difficult items. The overall results indicate the mean of index difficulty level of English entrance test items of A code was 0,23 and B code was 0,26. It means that either English entrance test of A code or B code was difficult items for the test-takers.

Later, the discriminating power of English entrance test items of A code showed that 53,33% of the items discriminate

very good between upper and lower scoring groups, 26,67% of the items have moderate discriminating power, and 20% of the items have poor discriminating power. Whereas, the discriminating power of English entrance test items of B code showed that 66,67% of the items discriminate very good between upper and lower scoring groups, 13,33% of the items have good discriminating power, 6,67% of the items have moderate discriminating power, and 13,33% of the items have poor discriminating power. As the whole results indicate the mean of index discrimination English entrance test items of A code was 0,36 and B code was 0,44. It means that English entrance test of A code and B code was good enough to discriminate upper and lower students.

Afterwards, all of the English entrance test items of A code and B code contain the distractors of incorrect answers that were chosen by at least 5% of the total number of test-takers although some distractors both A code and B code were failed to function well.

B. Recommendation

Based on the result about the quality of entrance test of English questions at UIN Walisongo in the Academic Year of 2015/2016, the researcher wants to make some recommendation.

First, in describing the quality of entrance test at UIN Walisongo, the further research should be described not only on

English questions but also on the whole materials. It will provide clearer description about the quality of entrance test at UIN Walisongo. Moreover, analyzing 15 items of English questions is not representative.

Second, to provide a good quality of entrance test at UIN Walisongo in the future, the further research not only focused on the difficulty level, discriminating power, and option distractor, but also it is focused on validity and reliability of the tests. So, the University can produce good learning outcomes through optimal input of students.

Next, in the taking of sample, the further researchers were expected to take more samples even involved all of the test-takers who followed the entrance test at UIN Walisongo.

Later, on the next research, the researchers are expected to obtain the data about blue-print test of entrance test at UIN Walisongo. So, the quality of entrance test can be described either qualitatively or quantitatively.

Finally, to get new students who have high potential, UIN Walisongo should develop a new selection tests that are designed based on the principles of developing reliable tests. The development is done using the clear and measurable procedures. Then, the policy maker should revise the validity of the test which is related to the construct validity. It means that selection tests should have items that are categorized as difficult items, but it does not cover the possibility of items have moderate difficulty

level until easy items. Regarding this difficulty level, it is expected that tests can distinguish the test-takers' ability that have various educational background.

C. Closing

Thus this research has been explained by the researcher. It is realize that this research is far from being perfect. Because of limiting condition, constructive critics and advice are really accepted for the perfection of the research. Hopefully, this research is useful for all of us. Amiin.

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APPENDICES

Appendix 1 The Difficulty Level of English Entrance Test Items of A Code

```
TINGKAT KESUKARAN
==================

Jumlah Subyek= 100
Butir Soal= 15
Nama berkas: E:\ANATES\UJM 2015 KODE A.ANA

No Butir  Jml Betul  Tkt. Kesukaran(%)    Tafsiran
     1         35         35,00             Sedang
     2         60         60,00             Sedang
     3         23         23,00             Sukar
     4         34         34,00             Sedang
     5         10         10,00         Sangat Sukar
     6         15         15,00         Sangat Sukar
     7         14         14,00         Sangat Sukar
     8         16         16,00             Sukar
     9         15         15,00         Sangat Sukar
    10         12         12,00         Sangat Sukar
    11         30         30,00             Sukar
    12         22         22,00             Sukar
    13          8          8,00         Sangat Sukar
    14         27         27,00             Sukar
    15         29         29,00             Sukar
```

Appendix 2 The Difficulty Level of English Entrance Test Items of B Code

```
TINGKAT KESUKARAN
=================

Jumlah Subyek= 100
Butir Soal= 15
Nama berkas: E:\ANATES\UJM 2015 KODE B.ANA

No Butir  Jml Betul  Tkt. Kesukaran(%)      Tafsiran
    1        25         25,00                 Sukar
    2        20         20,00                 Sukar
    3         9          9,00          Sangat Sukar
    4        41         41,00                Sedang
    5        37         37,00                Sedang
    6        26         26,00                 Sukar
    7        33         33,00                Sedang
    8        36         36,00                Sedang
    9        13         13,00          Sangat Sukar
   10        23         23,00                 Sukar
   11        34         34,00                Sedang
   12        42         42,00                Sedang
   13        13         13,00          Sangat Sukar
   14        22         22,00                 Sukar
   15        11         11,00          Sangat Sukar
```

Appendix 3 The Discriminating Power of English Entrance Test Items of A Code

```
DAYA PEMBEDA
============

Jumlah Subyek= 100
Klp atas/bawah(n)= 27
Butir Soal= 15
Nama berkas: E:\ANATES\UJM 2015 KODE A.ANA
```

No Butir	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	15	0	15	55,56
2	22	8	14	51,85
3	12	1	11	40,74
4	16	1	15	55,56
5	5	1	4	14,81
6	9	1	8	29,63
7	8	1	7	25,93
8	8	1	7	25,93
9	6	1	5	18,52
10	6	0	6	22,22
11	15	1	14	51,85
12	12	1	11	40,74
13	4	0	4	14,81
14	11	0	11	40,74
15	16	2	14	51,85

Appendix 4 The Discriminating Power of English Entrance Test Items of B Code

```
DAYA PEMBEDA
============

Jumlah Subyek= 100
Klp atas/bawah(n)= 27
Butir Soal= 15
Nama berkas: E:\ANATES\UJM 2015 KODE B.ANA
```

No Butir	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	11	3	8	29,63
2	12	1	11	40,74
3	6	1	5	18,52
4	20	2	18	66,67
5	16	5	11	40,74
6	14	1	13	48,15
7	17	1	16	59,26
8	19	1	18	66,67
9	11	0	11	40,74
10	11	1	10	37,04
11	17	3	14	51,85
12	23	3	20	74,07
13	10	0	10	37,04
14	13	0	13	48,15
15	4	1	3	11,11

Appendix 5 The Option Distractor of English Entrance Test Items of A Code

```
KUALITAS PENGECOH
=================

Jumlah Subyek= 100
Butir Soal= 15
Nama berkas: E:\ANATES\UJM 2015 KODE A.ANA

  No Butir      a       b       c       d       *
      1        9-     12+     35**     7-      5
      2       60**     3--    20+      2--     0
      3       12-     12-     19+     23**     0
      4        5--    18++    10-     34**     0
      5       19+     10**    15-     24++     0
      6       39+     15**    20+      7--     0
      7       17+     16+     21+     14**     0
      8       20+     12-     16**    19+      0
      9       15**    21+     20+     11-      0
     10       26++    24++    12**     4--     0
     11       17+     11-     30**     9-      0
     12       22**    12-     15+     11-      0
     13        8**    20+     27++    14-      5
     14       27**    14+     17+     15+      5
     15       18++    14+     29**     8-      0


Keterangan:
** : Kunci Jawaban
++ : Sangat Baik
+  : Baik
-  : Kurang Baik
-- : Buruk
---: Sangat Buruk
```

Appendix 6 The Option Distractor of English Entrance Test Items of B Code

```
KUALITAS PENGECOH
==================

Jumlah Subyek= 100
Butir Soal= 15
Nama berkas: E:\ANATES\UJM 2015 KODE B.ANA

No Butir      a        b        c        d       *
   1       20++     15+      25**     10-      4
   2       20**     14+      16+      17+      0
   3        9**     24++     29++     16+      0
   4       41**     12+      14+      15++     0
   5        7-      17++     37**     20++     0
   6       12-       8-      26**     31+      0
   7        5--     11-      11-      33**     0
   8       36**     20++     10-       7-      0
   9       12-      16+      19+      13**     0
  10       23**     10-      25++     12-      0
  11        6-      20++     34**      4--     0
  12       42**      7-      20++      3--     0
  13       13-      17+      11-      13**     4
  14        6--     10-      12-      22**     4
  15       11-      11**     11-      23++     0


Keterangan:
** : Kunci Jawaban
++ : Sangat Baik
+  : Baik
-  : Kurang Baik
-- : Buruk
---: Sangat Buruk
```

LEMBAR JAWABAN UJIAN

SELEKSI PENERIMAAN MAHASISWA BARU UJIAN JALUR MANDIRI (UJM) 2015

UIN WALISONGO

PERHATIAN :
1. Lembar jawaban ini tidak boleh kotor, robek, terlipat dan basah
2. Hitamkan bulatan pilihan secara penuh
3. Hanya boleh menggunakan pensil 2B
4. Jika ingin meralat pilihan jawaban, hapuslah bagian yang salah dengan karet penghapus sampai bersih, kemudian isi kembali dengan jawaban yang dianggap benar
5. Jangan menghitamkan atau menulis sesuatu pada bagian lembar jawaban yang tidak diminta
6. Jangan menghapus garis-garis/titik hitam yang sudah tercetak dalam lembar jawaban.

NAMA PESERTA

H A N A F I H E N G N A D A

Contoh Cara Menghitamkan

Benar — Salah — Salah — Salah

NOMOR TES

5 1 5 2 1 1 3

MATA TES

- TPA & TBSD
- Tes Wawasan Keislaman
- Tes MIPA

KODE SOAL

- A
- B

NAMA DAN TANDA TANGAN

Pernyataan :
Dengan ini menyatakan bahwa saya adalah benar-benar peserta ujian sesuai dengan data yang telah didaftarkan melalui online.
Saya bersedia menerima sanksi jika terbukti melakukan kecurangan.

Tanda Tangan : 1. _____ 2. _____

Nama Lengkap : MR. HANAFI HENGNODA

(tanda tangan dan nama diisi menggunakan ballpoint)

JAWABAN

LEMBAR JAWABAN UJIAN

SELEKSI PENERIMAAN MAHASISWA BARU UJIAN JALUR MANDIRI (UJM) 2015

UIN WALISONGO
WALISONGO

PERHATIAN :
1. Lembar jawaban ini tidak boleh kotor, robek, terlipat dan basah
2. Hitamkan bulatan pilihan secara penuh
3. Hanya boleh menggunakan pensil 2B
4. Jika ingin meralat pilihan jawaban, hapuslah bagian yang salah dengan karet penghapus sampai bersih, kemudian isi kembali dengan jawaban yang dianggap benar
5. Jangan menghitamkan atau menulis sesuatu pada bagian lembar jawaban yang tidak diminta
6. Jangan menghapus garis-garis/titik hitam yang sudah tercetak dalam lembar jawaban.

NAMA PESERTA

Contoh Cara Menghitamkan

Benar — Salah — Salah — Salah

NOMOR TES

5 5 1 2 1 1 9

MATA TES

- TPA & TBSD
- Tes Wawasan Keislaman
- Tes MIPA

KODE SOAL

- A   - B

NAMA DAN TANDA TANGAN

Pernyataan :
Dengan ini menyatakan bahwa saya adalah benar-benar peserta ujian sesuai dengan data yang telah didaftarkan melalui online.
Saya bersedia menerima sanksi jika terbukti melakukan kecurangan.

Tanda Tangan : 1.   2.

Nama Lengkap : Saeiroh Chearsae

(tanda tangan dan nama diisi menggunakan ballpoint)

JAWABAN

LEMBAR JAWABAN UJIAN

SELEKSI PENERIMAAN MAHASISWA BARU UJIAN JALUR MANDIRI (UJM) 2015

UIN WALISONGO

WALISONGO

PERHATIAN :

1. Lembar jawaban ini tidak boleh kotor, robek, terlipat dan basah
2. Hitamkan bulatan pilihan secara penuh
3. Hanya boleh menggunakan pensil 2B
4. Jika ingin meralat pilihan jawaban, hapuslah bagian yang salah dengan karet penghapus sampai bersih, kemudian isi kembali dengan jawaban yang dianggap benar
5. Jangan menghitamkan atau menulis sesuatu pada bagian lembar jawaban yang tidak diminta
6. Jangan menghapus garis-garis/titik hitam yang sudah tercetak dalam lembar jawaban.

NAMA PESERTA

S A R I N I B A T O

Contoh Cara Menghitamkan

● ○ ○ ○ **Benar**   ○ ○ ● ○ **Salah**
○ ● ○ ○ **Salah**   ○ ○ ○ ✗ **Salah**

NOMOR TES

5 1 5 1 2 1 1 0 9

MATA TES

● TPA & TBSD
○ Tes Wawasan Keislaman
○ Tes MIPA

KODE SOAL

● A   ○ B

NAMA DAN TANDA TANGAN

Pernyataan :
Dengan ini menyatakan bahwa saya adalah benar-benar peserta ujian sesuai dengan data yang telah didaftarkan melalui online. Saya bersedia menerima sanksi jika terbukti melakukan kecurangan.

Tanda Tangan : 1. _____ 2. _____

Nama Lengkap : Sarini   Bato

(tanda tangan dan nama diisi menggunakan ballpoint)

JAWABAN

LEMBAR JAWABAN UJIAN

SELEKSI PENERIMAAN MAHASISWA BARU UJIAN JALUR MANDIRI (UJM) 2015

UIN WALISONGO

PERHATIAN :

1. Lembar jawaban ini tidak boleh kotor, robek, terlipat dan basah
2. Hitamkan bulatan pilihan secara penuh
3. Hanya boleh menggunakan pensil 2B
4. Jika ingin meralat pilihan jawaban, hapuslah bagian yang salah dengan karet penghapus sampai bersih, kemudian isi kembali dengan jawaban yang dianggap benar
5. Jangan menghitamkan atau menulis sesuatu pada bagian lembar jawaban yang tidak diminta
6. Jangan menghapus garis-garis/titik hitam yang sudah tercetak dalam lembar jawaban.

NAMA PESERTA

MISS SULAEHA PANOH

Contoh Cara Menghitamkan

Benar — Salah
Salah — Salah

NOMOR TES

5 1 5 2 1 1 5

MATA TES

○ TPA & TBSD
○ Tes Wawasan Keislaman
○ Tes MIPA

KODE SOAL

○ A   ○ B

NAMA DAN TANDA TANGAN

Pernyataan :
Dengan ini menyatakan bahwa saya adalah benar-benar peserta ujian sesuai dengan data yang telah didaftarkan melalui online.
Saya bersedia menerima sanksi jika terbukti melakukan kecurangan.

Tanda Tangan : 1. _____ 2. _____

Nama Lengkap : Miss Sulaeha Panoh

(tanda tangan dan nama diisi menggunakan ballpoint)

JAWABAN

LEMBAR JAWABAN UJIAN

SELEKSI PENERIMAAN MAHASISWA BARU UJIAN JALUR MANDIRI (UJM) 2015

PERHATIAN :

1. Lembar jawaban ini tidak boleh kotor, robek, terlipat dan basah
2. Hitamkan bulatan pilihan secara penuh
3. Hanya boleh menggunakan pensil 2B
4. Jika ingin meralat pilihan jawaban, hapuslah bagian yang salah dengan karet penghapus sampai bersih, kemudian isi kembali dengan jawaban yang dianggap benar
5. Jangan menghitamkan atau menulis sesuatu pada bagian lembar jawaban yang tidak diminta
6. Jangan menghapus garis-garis/titik hitam yang sudah tercetak dalam lembar jawaban.

WALISONGO

UIN WALISONGO

NAMA PESERTA

Contoh Cara Menghitamkan

Benar — Salah — Salah — Salah

NOMOR TES

MATA TES

○ TPA & TBSD
○ Tes Wawasan Keislaman
○ Tes MIPA

KODE SOAL

● A ○ B

NAMA DAN TANDA TANGAN

Pernyataan :
Dengan ini menyatakan bahwa saya adalah benar-benar peserta ujian sesuai dengan data yang telah didaftarkan melalui online.
Saya bersedia menerima sanksi jika terbukti melakukan kecurangan.

Tanda Tangan : 1. _____ 2. _____

Nama Lengkap : MISS FIRDAUS KADO

(tanda tangan dan nama diisi menggunakan ballpoint)

JAWABAN

LEMBAR JAWABAN UJIAN

SELEKSI PENERIMAAN MAHASISWA BARU UJIAN JALUR MANDIRI (UJM) 2015

UIN WALISONGO

WALISONGO

NAMA PESERTA

Y A N   S Y U H A D A   K

Contoh Cara Menghitamkan

Benar
Salah
Salah
Salah

NOMOR TES

5 1 5 1 2 3 0 G

MATA TES

- TPA & TBSD
- Tes Wawasan Keislaman
- Tes MIPA

KODE SOAL

A   ● B

NAMA DAN TANDA TANGAN

Pernyataan :
Dengan ini menyatakan bahwa saya adalah benar-benar peserta ujian sesuai dengan data yang telah didaftarkan melalui online.
Saya bersedia menerima sanksi jika terbukti melakukan kecurangan.

Tanda Tangan :   1.   2.

Nama Lengkap :   YAN SYUHADA K

(tanda tangan dan nama diisi menggunakan ballpoint)

JAWABAN

1.	21.	41.	61.	81.	101.
2.	22.	42.	62.	82.	102.
3.	23.	43.	63.	83.	103.
4.	24.	44.	64.	84.	104.
5.	25.	45.	65.	85.	105.
6.	26.	46.	66.	86.	106.
7.	27.	47.	67.	87.	107.
8.	28.	48.	68.	88.	108.
9.	29.	49.	69.	89.	109.
10.	30.	50.	70.	90.	110.
11.	31.	51.	71.	91.	111.
12.	32.	52.	72.	92.	112.
13.	33.	53.	73.	93.	113.
14.	34.	54.	74.	94.	114.
15.	35.	55.	75.	95.	115.
16.	36.	56.	76.	96.	116.
17.	37.	57.	77.	97.	117.
18.	38.	58.	78.	98.	118.
19.	39.	59.	79.	99.	119.
20.	40.	60.	80.	100.	120.

LEMBAR JAWABAN UJIAN

SELEKSI-PENERIMAAN MAHASISWA BARU UJIAN JALUR MANDIRI (UJM) 2015

UIN WALISONGO

WALISONGO

PERHATIAN :
1. Lembar jawaban ini tidak boleh kotor, robek, terlipat dan basah
2. Hitamkan bulatan pilihan secara penuh
3. Hanya boleh menggunakan pensil 2B
4. Jika ingin meralat pilihan jawaban, hapuslah bagian yang salah dengan karet penghapus sampai bersih, kemudian isi kembali dengan jawaban yang dianggap benar
5. Jangan menghitamkan atau menulis sesuatu pada bagian lembar jawaban yang tidak diminta
6. Jangan menghapus garis-garis/titik hitam yang sudah tercetak dalam lembar jawaban.

NAMA PESERTA

A U L I A   K H A I R U N   N A B I L A

Contoh Cara Menghitamkan

Benar — Salah
Salah — Salah

NOMOR TES

5 1 5 1 2 1 1 0 9

MATA TES

- TPA & TBSD
- Tes Wawasan Keislaman
- Tes MIPA

KODE SOAL

A   ● B

NAMA DAN TANDA TANGAN

Pernyataan :
Dengan ini menyatakan bahwa saya adalah benar-benar peserta ujian sesuai dengan data yang telah didaftarkan melalui online.
Saya bersedia menerima sanksi jika terbukti melakukan kecurangan.

Tanda Tangan : 1.   2.

Nama Lengkap : AULIA KHAIRUN NABILA

(tanda tangan dan nama diisi menggunakan ballpoint)

JAWABAN

No		No		No		No		No		No	
1.		21.		41.		61.		81.		101.	
2.		22.		42.		62.		82.		102.	
3.		23.		43.		63.		83.		103.	
4.		24.		44.		64.		84.		104.	
5.		25.		45.		65.		85.		105.	
6.		26.		46.		66.		86.		106.	
7.		27.		47.		67.		87.		107.	
8.		28.		48.		68.		88.		108.	
9.		29.		49.		69.		89.		109.	
10.		30.		50.		70.		90.		110.	
11.		31.		51.		71.		91.		111.	
12.		32.		52.		72.		92.		112.	
13.		33.		53.		73.		93.		113.	
14.		34.		54.		74.		94.		114.	
15.		35.		55.		75.		95.		115.	
16.		36.		56.		76.		96.		116.	
17.		37.		57.		77.		97.		117.	
18.		38.		58.		78.		98.		118.	
19.		39.		59.		79.		99.		119.	
20.		40.		60.		80.		100.		120.	

LEMBAR JAWABAN UJIAN

SELEKSI PENERIMAAN MAHASISWA BARU UJIAN JALUR MANDIRI (UJM) 2015

WALISONGO

UIN WALISONGO

PERHATIAN :
1. Lembar jawaban ini tidak boleh kotor, robek, terlipat dan basah
2. Hitamkan bulatan pilihan secara penuh
3. Hanya boleh menggunakan pensil 2B
4. Jika ingin meralat pilihan jawaban, hapuslah bagian yang salah dengan karet penghapus sampai bersih, kemudian isi kembali dengan jawaban yang dianggap benar
5. Jangan menghitamkan atau menulis sesuatu pada bagian lembar jawaban yang tidak diminta
6. Jangan menghapus garis-garis/titik hitam yang sudah tercetak dalam lembar jawaban.

NAMA PESERTA

A Y U N A   D E W I   M U S L I K A

Contoh Cara Menghitamkan

- ⬤○○○ Benar
- ○○⬤○ Salah
- ○○⬤○ Salah
- ○○○⬤ Salah

NOMOR TES

5 1 5 2 1 0 2

MATA TES

- ⬤ TPA & TBSD
- ○ Tes Wawasan Keislaman
- ○ Tes MIPA

KODE SOAL

○ A   ⬤ B

NAMA DAN TANDA TANGAN

Pernyataan :
Dengan ini menyatakan bahwa saya adalah benar-benar peserta ujian sesuai dengan data yang telah didaftarkan melalui online.
Saya bersedia menerima sanksi jika terbukti melakukan kecurangan.

Tanda Tangan : 1. _____ 2. _____

Nama Lengkap : AYUNA DEWI MUSLIKA

(tanda tangan dan nama diisi menggunakan ballpoint)

JAWABAN

No.		No.		No.		No.		No.		No.	
1.	A B C D	21.	A B C D	41.	A B C D	61.	A B C D	81.	A B C D	101.	A B C D
2.	A B C D	22.	A B C D	42.	A B C D	62.	A B C D	82.	A B C D	102.	A B C D
3.	A B C D	23.	A B C D	43.	A B C D	63.	A B C D	83.	A B C D	103.	A B C D
4.	A B C D	24.	A B C D	44.	A B C D	64.	A B C D	84.	A B C D	104.	A B C D
5.	A B C D	25.	A B C D	45.	A B C D	65.	A B C D	85.	A B C D	105.	A B C D
6.	A B C D	26.	A B C D	46.	A B C D	66.	A B C D	86.	A B C D	106.	A B C D
7.	A B C D	27.	A B C D	47.	A B C D	67.	A B C D	87.	A B C D	107.	A B C D
8.	A B C D	28.	A B C D	48.	A B C D	68.	A B C D	88.	A B C D	108.	A B C D
9.	A B C D	29.	A B C D	49.	A B C D	69.	A B C D	89.	A B C D	109.	A B C D
10.	A B C D	30.	A B C D	50.	A B C D	70.	A B C D	90.	A B C D	110.	A B C D
11.	A B C D	31.	A B C D	51.	A B C D	71.	A B C D	91.	A B C D	111.	A B C D
12.	A B C D	32.	A B C D	52.	A B C D	72.	A B C D	92.	A B C D	112.	A B C D
13.	A B C D	33.	A B C D	53.	A B C D	73.	A B C D	93.	A B C D	113.	A B C D
14.	A B C D	34.	A B C D	54.	A B C D	74.	A B C D	94.	A B C D	114.	A B C D
15.	A B C D	35.	A B C D	55.	A B C D	75.	A B C D	95.	A B C D	115.	A B C D
16.	A B C D	36.	A B C D	56.	A B C D	76.	A B C D	96.	A B C D	116.	A B C D
17.	A B C D	37.	A B C D	57.	A B C D	77.	A B C D	97.	A B C D	117.	A B C D
18.	A B C D	38.	A B C D	58.	A B C D	78.	A B C D	98.	A B C D	118.	A B C D
19.	A B C D	39.	A B C D	59.	A B C D	79.	A B C D	99.	A B C D	119.	A B C D
20.	A B C D	40.	A B C D	60.	A B C D	80.	A B C D	100.	A B C D	120.	A B C D

LEMBAR JAWABAN UJIAN
SELEKSI PENERIMAAN MAHASISWA BARU UJIAN JALUR MANDIRI (UJM) 2015

UIN WALISONGO

PERHATIAN :
1. Lembar jawaban ini tidak boleh kotor, robek, terlipat dan basah
2. Hitamkan bulatan pilihan secara penuh
3. Hanya boleh menggunakan pensil 2B
4. Jika ingin meralat pilihan jawaban, hapuslah bagian yang salah dengan karet penghapus sampai bersih, kemudian isi kembali dengan jawaban yang dianggap benar
5. Jangan menghitamkan atau menulis sesuatu pada bagian lembar jawaban yang tidak diminta
6. Jangan menghapus garis-garis/titik hitam yang sudah tercetak dalam lembar jawaban.

NAMA PESERTA

H A S R O N G H I S A M

Contoh Cara Menghitamkan

Benar — Salah
Salah — Salah

NOMOR TES

5 1 5 1 2 1 1 0

MATA TES

- TPA & TBSD
- Tes Wawasan Keislaman
- Tes MIPA

KODE SOAL

A ● B

NAMA DAN TANDA TANGAN

Pernyataan :
Dengan ini menyatakan bahwa saya adalah benar-benar peserta ujian sesuai dengan data yang telah didaftarkan melalui online.
Saya bersedia menerima sanksi jika terbukti melakukan kecurangan.

Tanda Tangan : 1. .... 2. ....

Nama Lengkap : _____

(tanda tangan dan nama diisi menggunakan ballpoint)

JAWABAN

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D

21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. A B C D
31. A B C D
32. A B C D
33. A B C D
34. A B C D
35. A B C D
36. A B C D
37. A B C D
38. A B C D
39. A B C D
40. A B C D

41. A B C D
42. A B C D
43. A B C D
44. A B C D
45. A B C D
46. A B C D
47. A B C D
48. A B C D
49. A B C D
50. A B C D
51. A B C D
52. A B C D
53. A B C D
54. A B C D
55. A B C D
56. A B C D
57. A B C D
58. A B C D
59. A B C D
60. A B C D

61. A B C D
62. A B C D
63. A B C D
64. A B C D
65. A B C D
66. A B C D
67. A B C D
68. A B C D
69. A B C D
70. A B C D
71. A B C D
72. A B C D
73. A B C D
74. A B C D
75. A B C D
76. A B C D
77. A B C D
78. A B C D
79. A B C D
80. A B C D

81. A B C D
82. A B C D
83. A B C D
84. A B C D
85. A B C D
86. A B C D
87. A B C D
88. A B C D
89. A B C D
90. A B C D
91. A B C D
92. A B C D
93. A B C D
94. A B C D
95. A B C D
96. A B C D
97. A B C D
98. A B C D
99. A B C D
100. A B C D

101. A B C D
102. A B C D
103. A B C D
104. A B C D
105. A B C D
106. A B C D
107. A B C D
108. A B C D
109. A B C D
110. A B C D
111. A B C D
112. A B C D
113. A B C D
114. A B C D
115. A B C D
116. A B C D
117. A B C D
118. A B C D
119. A B C D
120. A B C D

LEMBAR JAWABAN UJIAN

SELEKSI PENERIMAAN MAHASISWA BARU UJIAN JALUR MANDIRI (UJM) 2015

UIN WALISONGO

WALISONGO

PERHATIAN :

1. Lembar jawaban ini tidak boleh kotor, robek, terlipat dan basah
2. Hitamkan bulatan pilihan secara penuh
3. Hanya boleh menggunakan pensil 2B
4. Jika ingin meralat pilihan jawaban, hapuslah bagian yang salah dengan karet penghapus sampai bersih, kemudian isi kembali dengan jawaban yang dianggap benar
5. Jangan menghitamkan atau menulis sesuatu pada bagian lembar jawaban yang tidak diminta
6. Jangan menghapus garis-garis/titik hitam yang sudah tercetak dalam lembar jawaban.

NAMA PESERTA

M R . M A H U M S E N   D A M A E

Contoh Cara Menghitamkan

- ● ○ ○ ○ Benar
- ○ ● ○ ○ Salah
- ○ ○ ● ○ Salah
- ○ ○ ○ ✗ Salah

NOMOR TES

5 7 5 1 2 1 1 0 8

MATA TES

- ● TPA & TBSD
- ○ Tes Wawasan Keislaman
- ○ Tes MIPA

KODE SOAL

- ○ A
- ● B

NAMA DAN TANDA TANGAN

Pernyataan :
Dengan ini menyatakan bahwa saya adalah benar-benar peserta ujian sesuai dengan data yang telah didaftarkan melalui online.
Saya bersedia menerima sanksi jika terbukti melakukan kecurangan.

Tanda Tangan :   1.   2.

Nama Lengkap :   MAHUMSEN   DAMAE

(tanda tangan dan nama diisi menggunakan ballpoint)

JAWABAN

CURRICULUM VITAE

Personal Details

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Marital Status	: Single
Religion	: Moslem
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Educations

1. 1999 - 2005 : MI Manba'ul Huda
2. 2005 - 2008 : MTs. Sunan Muria
3. 2008 - 2011 : MA. Raudlatul 'Ulum Guyangan
4. 2012 - 2016 : UIN Walisongo Semarang